Education Dissertations   Education, School of

Spring March 9th, 2016

Washington State School District Superintendent Use of Social Media for Public Relations and Communication

Jonathan R. Tienhaara
Seattle Pacific University

Follow this and additional works at: https://digitalcommons.spu.edu/soe_etd

Part of the Communication Technology and New Media Commons, Elementary and Middle and Secondary Education Administration Commons, Other Educational Administration and Supervision Commons, and the Social Media Commons

WASHINGTON STATE SCHOOL DISTRICT SUPERINTENDENT USE OF SOCIAL

MEDIA FOR PUBLIC RELATIONS AND COMMUNICATION

by

Jonathan Tienhaara

Dissertation

Presented to the Faculty of the

Graduate School of Education at

Seattle Pacific University

In Partial Fulfillment of the Requirements for the

Doctor of Education Degree

Seattle Pacific University

March, 2016

Seattle Pacific University

WASHINGTON STATE SCHOOL DISTRICT SUPERINTENDENT USE OF SOCIAL MEDIA FOR PUBLIC RELATIONS AND COMMUNICATION

by

Jonathan Tienhaara

A dissertation submitted in partial fulfillment
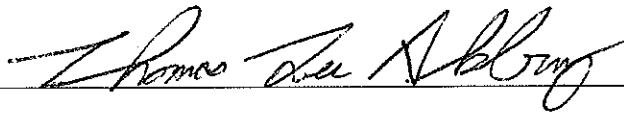
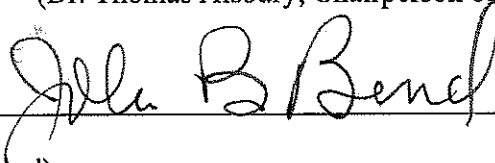of the requirement of the degree of

Doctor of Education
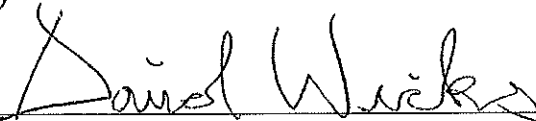
Seattle Pacific University

2016

Approved by _____

(Dr. Thomas Alsbury, Chairperson of the Dissertation Committee)

_____

(Dr. John Bond)

_____
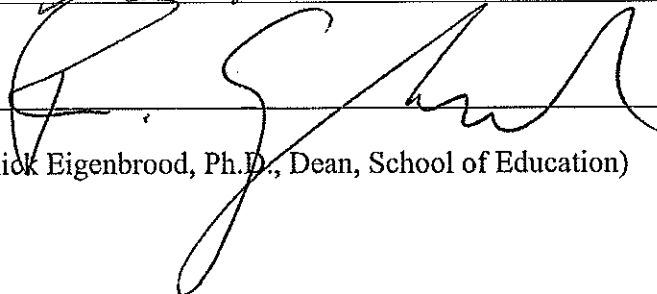
(Dr. David Wicks)

Program Authorized to Offer Degree

_____School of Education_____

Date _____5-3-16_____

_____
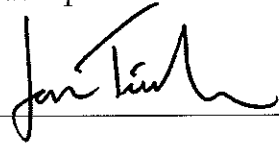
(Rick Eigenbrood, Ph.D., Dean, School of Education)

Copyright Page

In presenting this dissertation in partial fulfillment of the requirements for the

Doctoral degree at Seattle Pacific University, I agree that the library shall make its copies

freely available for inspection. I further agree that extensive copying of this dissertation is

allowable only for scholarly purposes, consistent with "fair use" as prescribed in the U.S.

Copyright Law. Requests for copying or reproduction of this dissertation may be referred

to University Microfilms, 1490 Eisenhower Place, P.O. Box 975, Ann Arbor, MI 48106,

to whom the author has granted "the right to reproduce and sell (a) copies of the

manuscript in microfilm and/ or (b) printed copies of the manuscript from microfilm."

Signature _____

Date   5-9-16

Table of Contents

List of Tables

List of Appendices

Seattle Pacific University

Abstract

WASHINGTON STATE SCHOOL DISTRICT SUPERINTENDENT USE OF SOCIAL
MEDIA FOR PUBLIC RELATIONS AND COMMUNICATION

By Jonathan Tienhaara

Chairperson of the Dissertation Committee: Dr. Thomas Alsbury, School of Education

The purpose of this study was to determine usage and perception of

superintendent participation in social media for the purposes of public relations and

communication in the State of Washington. Tenets of Social-Customer Relationship

Management (Social-CRM) were used as the theory to support how social media can be

used to establish and enhance public relations with school district stakeholders.

Washington's ($N = 295$) school district superintendents were electronically surveyed to

collect data on their use and perception of social media utilization for public relations and

communication. The data were analyzed to determine how Washington superintendents

use social media for public relations, and to identify their perceptions of how social

media use affects school district public relations and communication. The study found

social media to be an effective tool benefiting public relations and communication. The

study also found school district size as a factor impacting superintendent participation

and perception of social media.

Chapter One

Introduction

Technology continues to influence American primary and secondary education. The expansion and predominance of the Internet, increased access to computers and mobile devices, such as cellular phones, tablet computers and e-readers, offer ubiquitous access to information and communication. As early as 2008, an estimated 100 percent of public schools possessed one or more instructional computers with Internet access, and the ratio of students to instructional computers with Internet access was 3.1 to 1 (National Center for Education Statistics [NCES], 2008). In 2012, 95% of teens surveyed by Pew Research Center used the Internet (Pew, 2012). Teen ownership of cell phones equated to 88% in 2015, and 73% of teens own a smart phone (Pew, 2015). As of 2013, a broadband Internet connection existed in 70% of households (Pew, 2013).

Technology impacts the way people engage and interact with each other (Riva & Galimberti, 1998), and creates both challenges and opportunities for schools (Collins & Halverson, 2009). Technological advances and the wide use of technology have led schools to consider appropriate uses of educational technology, which varies according to perspective and intent. When considering technology use in schools, a useful definition is the study and ethical practice of facilitating learning and improving teacher and student performance by creating, using, and managing appropriate technological processes and resources (Association for Education Communications and Technology [AECT], 2004).

Statement of the Problem

Just as technology impacts student and teacher education practices, technology has the potential to impact other areas of school district practice. Specifically, technology

is found to be effective in school stakeholder communication (Henry & Reidy, 2006). In a world where more and more people are utilizing the Internet for communication and information, school administrators are dealing with a public expectation of providing updated and real-time information using digital means. Though this expectation continues to grow, school administrators' Internet use varies in utilizing online media to share information for public relations and communication. Because of this varied use, impact on public relations is difficult to measure.

Purpose of the Study

The purpose of this study was to assess superintendents' prevalence of use, specific use(s), and perception of social media use in utilizing social media as a communication tool in Washington State public school districts. The study includes an analysis of which social media tools school districts utilize and the perception of how superintendents view the impact of both present and future utilization of social media as part of a public relations plan.

There is a dearth of research studying the prevalence and impact of school district administrator use of social media for the purposes of public relations or communication (Cox & McLeod, 2014). Though many schools have public relation plans, use of social media for such purposes is not broadly accepted among school district leaders. However, as social media tools are utilized in the business sector, the public increasingly expects schools to embrace communication via social media means (Cox & McLeod, 2014).

Prior to this study, the researcher contacted the Washington State Office of the Superintendent of Public Instruction (OSPI) Education Technology department, the Washington Association of School Administrators (WASA), and the Washington State

School Directors Association (WSSDA) to confirm if any data existed on the use of social media by school administrators and superintendents for school public relations or communication. All three entities stated there was no data on the subject, but expressed interest in learning how Washington school administrators are using digital means to accomplish public relations and communications with school stakeholders, as well as the perceived impact of such use. Therefore, this study started with an analysis of all Washington State public school districts' ($N = 295$) websites for evidence of social media use for school-to-stakeholder communication. Upon review, 39% ($N = 113$) of school districts in Washington State utilized at least one form of social media tools (e.g., Facebook, Twitter, YouTube). Evidence was found of 12 school superintendents who maintain an online blog for the purposes of communicating with school stakeholders.

Due to the apparent lack of school district superintendents utilizing social media to communicate with the public, and the fact that less than 40% of districts utilize any form of social media, this study addressed factors related to the use or nonuse of school district administrator social media tools. In addition, the study intended to understand the impact of superintendent and district use of social media on current school public relations.

Literature Research Background

Corporate use of social media for advertising, public relations, and communication increased dramatically over the last ten years. As business stakeholders, customers, competitors, and employees become increasingly present in the social media space, business executives and CEO's continue to increase their online presence using social media. Social Customer Relationship Management (Social-CRM) is becoming a

dominant practice by businesses as they engage customers. With a majority of Internet users using social media weekly, businesses have capitalized on being able to meet consumers online. The success of corporate use of social media to increase the effectiveness of public relations leads to the consideration of using social media to benefit public school district public relations.

The International Society for Technology Education (ISTE) developed standards for school administrators describing aspects of visionary leadership, digital age learning culture, excellence in professional practice, systemic improvement, and digital citizenship. These standards contain leadership components that may be enhanced through the use of social media, though are not yet widely perpetuated by social media. There are few research studies describing school district social media usage and the impact of social media on school district public relations. Therefore, this study contributes to the knowledge base of how Washington school districts utilize social media, and what school district administrators believe social media contributes (or could contribute) toward the effectiveness of public relations and communication.

Research Questions

The research questions for this study included an overarching question as well as three sub-questions.

First, the main point to address was,

- *How do Washington school district superintendents utilize social media for public relations?*

The related issues are:

- How do Washington superintendents perceive the use of social media for public relations?

- How do Washington superintendents perceive social media use will change in the next five years?

- Are superintendents' perceived use of technology significantly related to district enrollment?

Theoretical Framework

In searching for a theoretical framework upon which to guide this study, various theories were considered to explain why school superintendents may or may not use social media for public relations. Thomas and Moran (1992) noted Callahan's (1962) *vulnerability theory* of how school superintendents often act (or do not act) based on perceived pressures and criticisms stemming from various special interest groups. It is conceivable that social media use for school public relations may relieve certain pressures as predicted by the vulnerability theory, or give means for the propagation of such pressures. It is therefore possible the observed absence of widespread social media use by school districts and superintendents is due to the potential risks involved with such use. Alternatively, observed use could be an effort on the part of the district or superintendent to bolster public perception.

Davis (1989) proposed his Technology Acceptance Model for identifying factors that influence the organizational adoption and use of new technology. This theory is based on the user's perceived usefulness and perceived ease of use. Though a multitude of social media applications are available, potential learning curves on use and application may be a roadblock to actual use by superintendents and school districts.

However, as social media use becomes commonplace among adults, ease of use may not be the ultimate factor explaining a lack of social media adoption. Perceived usefulness may indeed be a strong factor considered by superintendents, and this study may lead to further questions related to the measurement of social media usefulness for school public relations.

This study ultimately utilized theory stemming from the corporate business perspective. Recent advances in communication technology provide business customers new online tools to find, share, and consume information centered on specific services and products (Hennig-Thurau, et al., 2010). It is in this realm that businesses center their marketing and public relations efforts in order to capitalize on the growing trend of online consumers.

Social media can be defined as Internet applications that allow the creation, sharing, and exchange of user-generated content (Kaplan & Haenlein, 2010; Scott, 2013). Wright and Hinson (2013) defined these applications to include blogs, photo sharing, podcasts, video sharing, Wikis, social networks, professional networks and microblogging sites. Desiring to link school administrator use of social media to school district-to-stakeholder communication, the researcher based the study on tenets of Social Customer Relationship Management (Social-CRM) theory, which utilizes social media to enhance traditional means of CRM. Social-CRM is defined by Faase, Helms, and Spruit (2011) as a strategy utilizing Internet interactivity in order to create and promote two-way, mutually beneficial, engagement between customers and enterprises. For the purposes of this study, "customers" are defined as school stakeholders and "enterprises" are defined as school districts and/or district administrators.

The business sector is enhancing the use of social media from that of simply connecting friends, to becoming a platform for reaching new customers and developing deeper relationships with customers (Rodriguez, Peterson, & Krishnan, 2012). As more companies and organizations embrace social media, tools including Facebook and Twitter are used to communicate directly with consumers resulting in social media becoming an integral piece of CRM strategy, allowing a platform for all stakeholders to have a business conversation with relevant content (Rodriguez, et al., 2012). This process of sharing content and creating conversations results in customer engagement, leading to meaningful relationships with prospective customers, current customers, and partners (Rodriguez, et al., 2012).

As school districts begin to implement aspects of Social-CRM into their public relations plans, school district stakeholders may respond as customers respond to business and corporate marketing efforts. The Social-CRM theory as presented may relate to the intended goals of using social media by school district administrators.

Research Design and Methods

This study focuses on the use and perceived benefit of use of Washington State school district and superintendent use of social media for public relations and communication. The research questions include an overarching question as well as three sub-questions.

First, the main point to be addressed is,

- *How do Washington school district superintendents utilize social media for public relations?*

The related issues are:

- How do Washington superintendents perceive the use of social media for public relations?

- How do Washington superintendents perceive the use of social media will change among in the next five years?

- Are superintendents' perceived use of technology significantly related to district enrollment?

Data were collected from Washington school district superintendents through an electronic survey. Data were analyzed using SPSS and conclusions were made based on this data.

Significance of the Study

There is little data or information on the prevalence of superintendent and school district use of social media to enhance public relations and communication in the State of Washington, or the United States. In addition, there is little data on the effect of social media use on public relations or communication. Though Social-CRM theory is employed by corporate businesses, resulting in growing benefits, school districts are not advanced in their use of Social-CRM methods. As a result, little to no data exist.

The results of the current study provide valuable data on how Washington school districts and superintendents utilize social media for public relations and communication. Because an increasing number of adults utilize social media to communicate and find information, school districts may be able to improve the efficiency of their public relations by using social media. This study explains how social media is used and details the perceived benefit of such use as seen by district superintendents. This data may help other schools decide how to utilize social media to increase the effectiveness of their

public relations strategies. The study also contributes to the literature in understanding how aspects of Social-CRM theory can be applied to non-corporate organizations, such as school districts. This may benefit school districts as they learn to utilize corporate business strategies in both understanding and relating to school district stakeholders.

Limitations

The study focused on the perceptions of Washington school superintendents on aspects of using social media to affect school district public relations and communication. One limitation of the study is that it focuses solely on Washington State, and may not be as relevant when the findings are applied to other states. In addition, there is a broad diversity of school districts in Washington, with the majority of school districts located in smaller, rural areas. There may be some bias toward the perceptions of small school districts if these were the majority of the respondents.

The survey instrument could also be a limitation, as it does not include substantial qualitative data explaining the quantitative findings. Also, because the survey is respondent dependent, it could be possible that only superintendents interested in the research topic or who utilize social media participated in the study. Though the survey instrument was based on aspects of corporate Social-CRM and vetted by education experts, there could be aspects of educational use that were not identified in the survey.

It should also be noted that though some school districts in Washington utilize social media for public relations and communication, they most likely still utilize traditional means for public relations and communications. It is possible these means impact the overall perception of school district superintendents, and work to compliment social media usage, thereby influencing any perceived advantages of social media.

Summary

Following the introduction found in Chapter One of the dissertation, Chapter Two contains an analysis of current Internet usage among U.S. adults, a review of Social-CRM, utilizing social media to increase public relations and communication, and the current status of social media use in public school districts. Chapter Three outlines the methodology of this study. Chapter Four summarizes the findings of this study including the results of all data. Finally, Chapter Five reports the overall conclusions and recommendations from the study.

Chapter Two

Literature Review

Schools today seem to be ever more susceptible to scrutiny from an increasing number of entities. With rising expectations stemming from No Child Left Behind, increased accountability through state and federal teacher evaluation initiatives, and the expanding calls for school choice, school district administrators need to produce clear, consistent, and timely communications to a broad range of school stakeholders. As stakeholders become increasingly connected via various technologies, school methods of both personal and system-wide communication have had to transform (Cox & McLeod, 2014).

The International Society for Technology in Education (ISTE) developed standards for school administrators centering on technology leadership (ISTE, 2009). The first standard is *visionary leadership*. Included in this standard is the expectation that an educational administrator is able to inspire and lead a shared vision for comprehensive technology integration in order to promote quality learning and instructional practices.

The *visionary leadership* standard suggests school administrators advocate for appropriate policies, programs and funding to support the implementation of educational technology.

The second standard promotes a sustained *digital age learning culture* defined by an engaging learning environment that includes rigor and relevance. This standard describes how educational leaders ensure instruction focuses on continuous improvement of digital age learning, but also allow for innovation, creativity and collaboration to be promoted and applied across local, national and global learning communities.

Excellence in professional practice is the third standard for school administrators. This standard suggests school leaders promote an innovative professional learning environment that empowers student learning through the utilization of educational technology. School leaders are directed to participate in learning communities that develop and model the use of technology to improve learning and promote collaboration.

The fourth standard is *systemic improvement*. School leaders are directed to provide "digital age leadership and management to continuously improve the organization through the effective use of information and technology resources" (ISTE, 2009, p. 1). This is accomplished through the collection and use of data intended to improve staff performance and student learning, data that certainly can and should be shared with school stakeholders. School leaders are encouraged to establish strategic partnerships to support systemic improvement and should maintain systems to support management, operations, teaching and learning.

The fifth and final standard is *digital citizenship*. School leaders are directed to understand the social, legal and moral issues surrounding technology and its responsible

use. School administrators should implement policies to ensure both educators and students are safe when considering digital information and technology use. Inclusive in the *digital citizenship* standard is the expectation that school leaders model appropriate use of technology tools and information. Finally, this standard indicates school leaders encourage and model the development of a "shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools" (ISTE, 2009, p. 1).

The ISTE standards for administrators describe actions that may be enhanced through thoughtful and effective communication with school district stakeholders, and include specific standards promoting responsible communication and collaboration with stakeholders using digital age tools. These standards suggest that school superintendents and other school administrators utilize digital tools to communicate effectively, but also model appropriate use. The impacts of such use as described by these standards may include both risks and rewards, and matters of digital citizenship may be important to consider in order to best maximize productive communication.

In a similar manner, corporate systems have engaged in an evolution of public relations and communications, in response to increased customer online presence (Shadwick, 2012; Wright & Hinson, 2013). This results in enhanced public relations practice, specifically to external stakeholders (Wright & Hinson, 2013), and an increasing number of corporate executives believe social media will continue to be an important component of corporate marketing (Thompson, Hertzberg, & Sullivan, 2013).

Current Internet Use Trends

As technology continues to become ubiquitous through multiple venues,

communication solutions continue to evolve and adapt in order to meet increasing needs

of online populations. Social-CRM tenets are only useful for corporations and school

districts to enhance public relations and communication if a large amount of stakeholders

are occupying the Internet space and engage in social online initiatives. Therefore, it is

important to review literature showing current Internet user trends, including social media

user trends.

Pew Research Center collected data from 2000 to 2015 monitoring adult Internet

use. Perrin and Duggan (2015) found that adult Internet use increased from 52% of adults

to 84% of adults from 2000 to 2015, respectively. This percentage is an average of all

adults, however, where currently 58% of senior citizens use the Internet and 96%, 93%,

and 81% of adults ages 18-29, 30-49, and 50-64 use the Internet, respectively. It is also

noteworthy that though 95% of households making $50K-$74,999 used the Internet in

2015 (23% increase from 2000), households making less than $30K used the Internet at

74% in 2015, up from 34% in 2000 (Perrin & Duggan, 2015). This data may be important

to school districts in moving public relations efforts to the Internet. Indeed, it appears a

vast majority of demographics have access and use the Internet.

It is noteworthy for this study that Washington State citizens have significant

access to broadband internet connectivity. According to Reese (2015), Washington is the

13th most connected state in the U.S., where 93% of residents have wired broadband

access of at least 25mbps (mega bytes per second) or faster. Wireless coverage is greater,

where 99.3% of Washington residents have access to mobile broadband service (Reese,

2015). Much of this connectivity is due to funding from the Washington State Broadband Project and federal infrastructure grants, totaling over $173,372,000 dollars in broadband upgrades since 2010 (Reese, 2015).

It is also necessary to evaluate the specific communication spaces adults access while using the Internet. Over the past four years prior to 2015, all major social media platforms consistently tracked by Pew Research saw a significant increase in the proportion of U.S. adults who use (Duggan, 2015). The most occupied social media space is Facebook, where 72% of online adults have an account. Of these adults, 70% access Facebook daily, and 43% access Facebook multiple times per day (Duggan, 2015). Comparatively, just 28% of adult Internet users use Instagram daily, and just 23% of adult Internet users use Twitter daily.

It is useful to note social characteristics of people who use social media. For example, some may ask whether or not social media users tend to be in isolated personal relationships, or if they are better connected and have stronger personal relationships. Hampton, Goulet, Rainie, & Purcell, 2011) examined for Pew Research social networking sites in a survey that explored people's overall social networks and how use of these technologies related to trust, tolerance, social support, community, and political engagement. They found factors that may show positive aspects of social networking sites in developing personal relationships, thereby increasing the likelihood that Social-CRM initiatives are successful in attaining both corporate and school district public relations and communication goals. For example, Hampton et al., (2011) found (a) social networking sites are increasingly used to keep up with close social ties, (b) the average user of a social networking site has more close ties and is half as likely to be socially

isolated as the average American, (c) Facebook users have more close relationships, and

(d) Facebook users are much more politically engaged than most people.

Overall, the above information shows an increasing trend of adult Internet use,

and shows preferred use of specific social media tools. The information gives a good

basis for the advancement of Social-CRM practices by businesses, and provides support

for both business and schools to engage the growing Internet audience. The next section

describes social media and how it relates to Social-CRM strategies in the corporate

world.

Social Media

Social media can be defined as Internet applications that allow the creation,

sharing, and exchange of user-generated content (Kaplan & Haenlein, 2010; Scott, 2013).

Some of the common social media platforms include Facebook, Twitter, YouTube, and

various blog sites. Kietzmann, Hermkens, McCarthy & Silvestre, 2011) defined a

framework for social media that includes seven functional components: (a) identity, (b)

conversations, (c) sharing, (d) presence, (e) relationships, (f) reputation, and (g) groups.

These components embody the core aspects related to building strong ties to

stakeholders. Due to social media technology, it may be easier to develop these

components in order to build strong and useful connections between school districts and

patrons.

Kietzmann et al. (2011) described seven building blocks of a social media

framework. Identity is the first component and centers on the manner in which users

reveal their identities in a social media space. Kietzmann et al. (2011) explained that

though users may present their standard identity information, such as name, age,

profession, etc., users also reveal aspects of their identity through their shared thoughts, ideas, and feelings. Because relational leadership between school administrators and stakeholders is viewed as a component of overall effective school leadership (Odhiambo & Hii, 2012), knowing the aspects which make up stakeholder identity could be vital in cultivating strong stakeholder relations. In the context of school district relationships with stakeholders, identity could be important in order for district leaders to gain awareness and understand the complexities of stakeholders.

The conversations and sharing aspects of social media refer to users' abilities to interact through social media. Kietzmann et al. (2011) described two drivers of conversation as instigated by the corporate entity. The first is described as short, regular, briefs of information designed to provide real-time information or status updates. The second includes the intent to influence or drive conversation around a central topic or idea. Both intentions may be valuable in bolstering stakeholders' perception of school transparency, or confidence in school district decision-making.

Kietzmann et al. (2011) described their social media building block of presence as the extent users know if others are accessible, which could impact overall relationships; also a social media structural component. Though the context used by Kietzmann et al., (2011) emphasized presence as aspects of customer availability and location (both virtual and real), a parallel comparison could be described related to the overall virtual presence and accessibility of the corporation (or school district) in being available to hear and understand stakeholder concerns or ideas. Kietzmann et al. (2011) inferred the deeper a social network user's network of relationships becomes, the more influential that user may be in their network. Understanding this possibility could be key in school districts

being able to leverage stakeholder relationships to promote positive relations with a broad population or various groups (another social media component), which, may impact reputation.

Reputation is the final social media component discussed in reference to the Kietzmann, et al. (2011) study, and they defined reputation as the extent to which users identify the standing of others in a social media setting. The perceptions of these standings can be influenced by the observation of other user interactions, such as liking a social media post, number of views, comments, or other interactions identified as user consumption and use of social media content.

Kietzmann et al. (2011) provided a basis for which social media could be utilized to build strong relationships between users or groups. The following sections describe specific functions of utilizing social media to impact customer relation management in corporate and school district settings.

Corporate Business and Social-CRM

Corporate use of social media for public relations and communication continues to increase yearly (Wright & Hinson, 2013). Beyond the ability to engage both internal and external stakeholders, corporate social media use also serves as a vehicle for traditional news media, allowing them to receive real-time information on corporate happenings. With 84% of U.S. adults using the Internet (Perrin & Duggan, 2015), corporate use of social media is a strategic move to engage the public, different from traditional means (Argenti & Barnes, 2009).

Wright and Hinson (2013) conducted a longitudinal analysis between 2006 and 2013 of social and emerging media use in public relations. Results of the study found that

social media enhances public relations practice, and that such tools continue to improve in their ability to provide accurate, credible, and honest information to stakeholders (Wright & Hinson, 2013). Specifically, respondents to their research noted Facebook and LinkedIn to be the most prominent in overall communication and public relations efforts.

Brown, Sikes, and Willmott (2013) conducted a McKinsey Global survey with responses (N = 850) from corporate level business executives on the use of social media and digital communications for enterprise purposes. They found an increasing number of companies' senior level executives are both supporting and directly involved in new digital initiatives, which include engagement of customers, engagement of employees and external partners, and digital innovation (Brown, et al., 2013). In addition, they found that customer engagement through digital initiatives promises the most potential value for increased business.

Rodriguez, et al. (2012) collected survey data on corporate social media use from 1,699 business salespeople representing over 25 different industries. Using structural equation modeling, they found social media use to have a positive relationship with both creating opportunities for sales and enhancing relationship management. In addition, they found social media usage to have a positive relationship with sales performance.

Rodriguez, et al. (2012) identified the increase of social capital as being a critical benefit of social media usage. Indeed, Lager (2009) noted that creating two-way communication versus the traditional one-way means (email, bulletins, etc.) allow customers to feel as if they have a personal relationship with the company; which draws customers to the organization.

Shandwick (2012) conducted a study related to online engagement activities of corporate CEO's, outlining nine insights of CEO sociability as defined by senior level executives ($N = 630$). The nine insights defined include:

1. CEO social engagement is inevitable.

2. Employees want their CEO to be social.

3. CEO sociability yields both internal and external dividends.

4. Social media gives traditional media an assist.

5. Resistance to CEO sociability starts with the CEO.

6. CEO sociability is inherently risky.

7. CEO sociability maximizes stakeholder reach.

8. Listening is social.

9. CEO social proficiency develops over time.

From these insights, Shandwick (2012) contended that CEOs need to be effective in communicating a positive and real image of both themselves and their company, which will benefit their business.

An interesting impact of CEOs sociability is on their chief executives. Shandwick (2012) showed that when a CEO is participating in a social media campaign, their participation has direct impacts on the feelings of their executives:

- 52% of executives feel inspired;

- 41% of executives feel proud; and,

- 46% of executives feel technologically advanced.

In addition, social CEO's are seen as better communicators and as better leaders than non-social CEO's (Shandwick, 2012).

In addition to enhancing the communication and relationship building with external stakeholders, Shandwick (2012) found that CEOs engaging in social networking with employees results in direct corporate benefits. Aligning day-to-day decision making with company strategy, improving company reputation, and demonstrating company innovation all give employees news they can share to spread positive word of mouth, defend company actions, and strengthen retention of customers. Shandwick's (2012) study noted that social media use by the CEO can help resolve crisis. When companies endure crisis, social media tools may help build the CEO's reputation and credibility, giving their overall business reputation credibility in the minds of external and internal stakeholders (Shandwick, 2012).

The use of Social-CRM by corporate business shows how social media can be used to engage customers and increase communication abilities with customers. With this example, a linkage can be shown to Social-CRM use by public school districts. Rather than CEO's and business executives interacting with customers, school superintendents and district/school officials interact with parents, students, community members, and other stakeholders. Though schools can sometimes be slow to adopt and utilize innovative tools, the corporate world shows how these tools could be applied to public education. The next section examines limited examples of Social-CRM practices at the public school level.

School Districts and Social-CRM

Social media can be effective tools for community engagement (McLeod &

Richardson, 2013), but little research exists showing the use of social media by school

administrators to enhance public relations efforts (Cox & McLeod, 2014). However, the

National School Public Relations Association (NSPRA) conducted an electronic

communication survey (NSPRA, 2015) collecting data from 399 school public relations

members. Though the study only surveyed education professionals likely to be involved

with electronic communication initiatives, the survey did show results indicative of

schools that choose to utilize electronic communication and social media for public

relations and communication. The survey results are important as it identifies social

media tools used by school districts and also reveals the types of content shared via social

media.

Of the 399 educators surveyed, 96% indicated that Facebook is their primary

social media tool used, and all but 27 said their district has a Facebook presence

(NSPRA, 2015). The most common content shared via social media include event

information and updates, school and district program information, and details about

school cancellation of other such changes to the school day. Only 5% used social media

to share positive stories/celebrations, and just 10% used social media to recognize

students or staff accomplishments.

Facebook, Twitter, and YouTube were the top three social media platforms used

(NSPRA, 2015). Interestingly, 45% of the respondents reported that their district

superintendent maintained an official social media profile, and 90% of schools use social

media as part of their district's strategic communication plan. Just under 6% of

respondents indicated their district superintendent or other district administrator maintains a blog.

Cox and McLeod (2014) described six themes stemming from superintendent use of social media for public relations and communication: (a) increased interaction with stakeholders, (b) greater transparency, (c) impact on personal/professional growth, (d) stronger connection to stakeholders, (e) social media as an expected practice, and (f) multi-modal access to information. Through these themes, Cox and McLeod (2014) showed how elements of Social-CRM as embraced by the corporate world equally link to interactions between school administrators and school stakeholders, such as parents, students, employees, and community members. Overall, they found social media use to result in a stronger connection to the school district by stakeholders.

Specifically, Cox and McLeod (2014) asked two questions to guide their research:

1. What are the experiences of superintendents who use multiple social media tools such as blogs, microblogs, social networking sites, podcasts, and online videos to communicate with employees, students, parents, and community members?

2. Why are superintendents choosing to communicate with employees, students, parents, and community members through multiple social media tools?

These questions and the data provide good background for the present study in linking Social-CRM to school district public relations and communication.

Cox and McLeod (2014) learned that interactions increased between the district and its stakeholders. Specifically, superintendents interviewed in their study indicated

that although use of social media augmented their regular and traditional communications plans, informal communication with stakeholders increased, due to people engaging in conversations about topics posted on social media. Superintendents also described increased opportunity to share in-depth information with the public through social media, where print limitations or the logistics of mass mailings may have prevented such. This increased transparency, specifically in areas of finance and school budgets (Cox & McLeod, 2014).

Another superintendent in the Cox and McLeod (2014) study explained the importance of social media allowing the district to "control their own message" (p. 860). Superintendents also commented about the fact of getting less phones calls due to much of the information being put out on social media. Also, potential and new employees became able to learn about the school through social media interaction, which helped district recruiting efforts. Though superintendents in the study did not advocate for replacing traditional forms of communication, they did describe a growing expectation from the public in utilizing multiple forms of communication, including several modes of social media.

Summary

There is little published research on school district utilization of social media tools for the purposes of public relations and communication. Though research suggests an increasing number of U.S. adults are using the Internet and participating in social media (Perrin & Duggan, 2015), schools have been slow to engage public stakeholders using social media. Cox and McLeod (2014) studied the experiences of school superintendents using multiple means of social media and questioned why

superintendents used social media for public relations and communication. Results of their study indicated social media use to be expected by stakeholders, and a supplement to traditional means of communication.

There is an increasing amount of research showing corporate use of social media to engage with internal and external business stakeholders. Social-CRM provide CEO's and other corporate executives with the ability to reach customers through interactive means to build strong business/consumer relationships. As technology evolves and as more people occupy online spaces, increased efforts will be made to capitalize on the ability to engage with stakeholders.

It is possible Social-CRM theory could work to increase the efficiency and productivity of school district public relations and communication as seen in corporate use. Just as CEO and executive use of social media engages customers, school superintendents, principals, and other district staff could use social media to engage with parents, students, school employees and community members. It could be important for school districts to develop strong online relationships with stakeholders in order to more openly promote perceptions of transparency, visibility, and trust. It may also be probable that school district use of social media can draw a larger, otherwise unreached, contingency of stakeholders to participate in the public school system. Social media may have the ability to help districts establish a brand, communicate vision, and promote media and stories relevant to the district and established by the district.

Chapter Three outlines the methodology of the study, which centers on a central question and three sub-questions.

First, the main point to be addressed is,

- *How do Washington school district superintendents utilize social media for public relations?*

The related issues are:

- How do Washington superintendents perceive the use of social media for public relations?

- How do Washington superintendents perceive the use of social media will change among in the next 5 years?

- Are superintendents' perceived use of technology significantly related to district enrollment?

Details are shown on how the research data were collected, where the data were collected from, and what analysis was conducted.

Chapter Three

Methods

The context of this study centers on how Washington state school district superintendents utilize social media to enhance public relations and communication within their school district and community. To accomplish this aim, the study attempted to gain a broad understanding as to the prevalence of established social media use by school superintendents.

The Washington State Office of the Superintendent of Public Instruction (OSPI) Education Technology Department, Washington Association of School Administrators (WASA), and Washington State School Directors Association (WSSDA) were contacted to confirm if any data existed on the use of social media by school administrators and superintendents for school public relations or communication. All three entities stated

they knew of no data on the subject, but expressed interest in learning how Washington school administrators are using digital means to accomplish public relations and communications with school stakeholders.

To get a baseline of school district and superintendent social media usage, the researcher analyzed all Washington State public school districts' ($N = 295$) websites for evidence of social media use for school-to-stakeholder communication. Upon review, 39% ($N = 113$) of school districts in Washington State maintained at least one form of social media tools (e.g., Facebook, Twitter, YouTube) as of June, 2015. Evidence was found of 12 school superintendents who maintain an online blog for the purposes of communicating with school stakeholders.

Superintendents from districts across the country have signed the U.S. Department of Education's Future Ready (USDOE, 2015) pledge. The pledge demonstrates their commitment to work collaboratively with key district stakeholders to set a vision for digital learning, to empower educators through personalized professional learning, and to mentor other district leaders in their own transition to digital learning. The initiative list of Washington superintendents who demonstrate evidence of school district social media usage for public relations and communication was cross-referenced. Of the 44 Washington superintendents who have signed the Future Ready pledge, 20 utilize at least one form of social media according to their respective school district websites.

Based on this initial baseline data, it is apparent that a majority of the school districts in the State of Washington do not utilize social media to enhance public relations

and communication. This supposition supports the need for the current study, investigating one central question and three secondary questions:

- *How do Washington school district superintendents utilize social media for public relations?*

- How do Washington superintendents perceive the use of social media for public relations?

- How do Washington superintendents perceive the use of social media will change among in the next five years according to superintendents?

- Are superintendents' perceived use of technology significantly related to district enrollment?

Data collected through this study show the prevalence of social media use by Washington superintendents and their school districts, and provides specific details about superintendent perceptions of social media use and its impact on school district public relations and communication. In addition, the study revealed, through superintendent perception, key components that may impact future use of social media by school districts. This information is valuable to understand both potential benefits and detriments of social media usage, as districts and superintendents engage an increasing online contingency.

Instrument

Fowler (2013) included surveys as a process to produce quantitative statistics about specific aspects of a study population, and describes three uses of surveys: (a) measurement of opinion, (b) measurement of perception, and (c) to understand preferences and interests. Though there are various survey designs, Dillman, Smyth, and

Christian (2014) described a tailored design as a customized survey procedure based on content and participant knowledge, that can be applied to all aspects of a survey in order to reduce total survey error and to motivate sample members to respond within resource and time constraints. Because this study's scope included all Washington school districts, and sought to include input from each school district superintendent, a tailored survey design was used in order to maximize both participation and efficiency.

Dillman et al. (2014) developed a tailored design with an emphasis on understanding human behavior. Specifically, they described the social exchange perspective on human behavior, where respondent behavior is motivated by the return such behavior is expected to bring from others. This assumes that a participant's accurate response is more likely when the participant trusts that the reward for responding to a survey outweighs the anticipated cost of responding (Dillman, et al., 2014).

Because the researcher in this study is himself a Washington school district superintendent, he understands many of the potential rewards (and costs) in completing a survey related to superintendent and school district use of social media. Therefore, the tailored design survey used in this study is supported as an accurate mode of data collection.

Error

Dillman et al. (2014) described four essential elements of error essential for efficacious survey research: (a) coverage error, (b) sampling error, (c) nonresponse error, and (d) measurement error. Fowler (2013) contended that one survey design issue is how well the sample frame corresponds to the population the researcher wants to describe. The intent of this study is to garner data on Washington school district social media use

according to the perception of Washington school district superintendents, sampling all of Washington's ($N = 295$) superintendents. Therefore, the researcher in this study contends that the sample frame in this study will correlate well with the target population, and the four elements listed above could have minimal impact on the study. However, not collecting data from a high percentage of the target population, in this case, could result in a high probability of nonresponse error. In addition, measurement error could impact the study if the respondents provide inaccurate answers due to poor instrument design or data collection mistakes (Dillman, et al., 2014). These concerns are addressed in the following sections detailing question design and survey implementation.

Question Design

Dillman et al. (2014) noted researchers should have clear questions they intend to study, wherein the concepts that need to be measured stem from such questions. In addition, they contend that considerable care should be given to design appropriate and effective questions in order to reduce chances of error. In developing survey questions for this study, comparative studies used in corporate research were utilized to develop a survey related to school district social media use. The studies examining corporate social media use and aspects of Social-CRM were deconstructed in order to delineate key social media use concepts relevant to K-12 school components needed for public relations and communication.

The researcher contacted the authors of two research studies referenced in Chapter Two, *The Social CEO: Executives Tell All* (Shandwick, 2012); and, *An Updated Examination of Social and Emerging Media Use in Public Relations Practice* (Wright & Hinson, 2013). Both of these studies' authors were asked by the researcher if the surveys

they used to collect data for their respective studies could be adapted for use in this study. The authors agreed, and provided the researcher with their survey instruments.

Using these corporate research surveys as a baseline instrument, the researcher analyzed each survey question in relational terms to the current study's research questions. Relevant survey items were selected and adapted in a manner that Washington school superintendents could understand and relate, and were inserted into this study's survey instrument. The resulting survey instrument was then reviewed by education researchers and superintendents with experience in public relations and communication, and suggestions were integrated into the instrument. The survey was then field tested by five school superintendents for clarity and understandability, which resulted in final modifications made to the current survey form.

Survey Implementation

Fowler (2013) noted that computer skills of the study population, reading and writing skills, and motivation to cooperate are important considerations when selecting a mode of data collection. In addition, if potential respondents are both highly educated and interested in the research, electronic procedures are strong means to consider (Fowler, 2013). Because school district superintendents are often busy individuals with multiple daily tasks, electronic data collection tools may be best suited, as they can be easily delivered and responded to by multiple means and at varied times. In addition, because this research is related to the work of a school superintendent, the electronic survey may be more likely to be completed at work during the superintendent's normal schedule.

Electronic surveys relying on email contact is the fastest growing form of surveying in the United States (Dillman, et al., 2014). When conducting an electronic

web survey, Dillman et al. (2014) describe specific procedures in how the survey should be implemented. First, all contacts to potential respondents should be personalized when possible in order to establish a connection between the researcher and the respondent. In addition, sending multiple contacts varying in substance is one of the most effective ways of increasing response rates. Dillman et al. (2014) noted that when inviting respondents to participate in the survey, a brief introduction should be given as to the purpose of the research as well as an assurance of confidentiality. It is also helpful to provide contact information should the respondent have questions about the research being conducted.

Based on the literature of conducting electronic surveys and on the Washington school superintendent demographic, the following procedure was used to implement the research survey:

1. Respondents were contacted personally via email with research background and a link to the electronic survey.

2. After five days, a reminder email was sent to encourage and thank respondents for their participation.

3. After an additional five days, a final email was sent to once again remind and thank the respondent for their participation. In addition, an offer was made to provide the research results to all Washington school districts via email once completed.

Survey Application and Data Use

The data collected from the superintendent survey will inform the study research questions from the perspective of Washington superintendents. The study's research questions include:

- *How do Washington school district superintendents utilize social media for public relations?*

- How do Washington superintendents perceive the use of social media for public relations?

- How do Washington superintendents perceive the use of social media will change in the next five years?

- Are superintendents' perceived use of technology significantly related to district enrollment?

In order to collect and assess data related to the three sub questions of this study, the overall main question needs to be considered; that is, *how do Washington school district superintendents utilize social media for public relations?* The data from this question serves as the basis for specific Washington school district superintendent social media usage and the context for the superintendent perception of benefits and effect of such use.

This study shows how Washington school superintendents and districts use social media for public relations and communication. With this usage established, it is important to quantify the benefits and effect of social media use in this context. The survey accomplishes this by both collecting data from superintendents who currently use social media, and by collecting data from superintendents who do not currently use social media. Both groups of superintendents give their perception of why and how social media is either effective or not effective for enhancing public relations and communication.

The second sub question of this study relates to the superintendent's perception of how social media use in Washington schools will change in the next five years, and the survey collects data on this question. This data is important as it could give an indication

of how superintendent usage of social media will change in the next five years. These perceptions may also indicate further as to how important superintendents view social media use, in that a high percentage of perceived use (five years from now) may indicate that the superintendent considers social media use to be of value, or gaining in value. This may also help provide insight as to how superintendents and districts can be assisted in utilizing social media for these purposes.

Data Analysis

Survey data analysis was conducted to infer how superintendent perception measures the impact of using social media for public relations and communication, perceived future use of social media for public relations, and identifying what social media tools are currently used. After an initial data check to ensure the integrity of respondent data, SPSS was used to generate descriptive statistics in order to establish an overall baseline of the respondent data. This baseline provided the researcher with an overview of how social media tools are presently being used by Washington superintendents both according to size of district and overall.

The researcher generated contingency tables for superintendent perception of social media impact of social media on public relations, and on perceived future use of social media. Chi-square tests were conducted on the observed data to determine possible significance of specific social media impacts. Prior to using Chi-square, the researcher verified the conditions for using this statistical approach as described by Field (2009) and McHugh (2013). These conditions included the use of two categorical or nominal variables, the levels of data being mutually exclusive, and subjects contributing data to single χ^2 cells. Further explanation on the use of Chi-square is provided in Chapter Four.

Differences of perceived impact and future use were studied to determine how perception may differ according to school district size. These data may be useful to determine what social media most impacts in public relations and how districts and superintendents might utilize these tools in the future. In addition, the data may suggest differences in perceived use according to district size.

Summary

This study seeks to understand how Washington State school superintendents utilize social media to enhance their district public relations and communication. The study sampled all 295 Washington school district superintendents to gain quantitative data on such use. The following chapter will explain how the data were collected as well and an analysis of the collected data.

Chapter Four

Results

A primary purpose of this study was to determine how Washington school superintendents utilize social media for public relations, in addition to determining superintendent perception on the usefulness of social media in public relations. Another component of this study was to assess the superintendent's perception of how social media usage may change in the next five years. Current superintendents of Washington's 295 school districts were respondents in this study. Presented first is descriptive information about the respondents and the school districts they represent. Following presentation of this demographic information, data from the three major areas of the study are described. These areas include: how superintendents use social media,

superintendent perceptions of social media usage, and superintendent perceptions of future social media usage. A summary of results concludes this chapter.

Description of Respondents

The invitation to participate in the study was sent to all 295 Washington school district superintendents. In total, 288 superintendents were invited to participate in the study, as seven individuals serve as superintendent in two districts. Of the invitations sent, 182 superintendents participated in the study and 177 superintendents completed the survey for a 61% response rate. Descriptive information about the respondents is presented in Table 1.

The majority of respondents, 76%, were male, and the median age of all respondents was 56 years. Forty-eight percent of respondents represented districts of under 1000 students and 52% represented districts with over 1000 students. Though the total number of respondents was higher for smaller districts, the percentage of respondents representing each district size band was greater than 50% and as high as 77% (see Table 2). The demographics of the respondents are representative of the population of Washington superintendents. As of 2012, the Washington Office of Superintendent of Public Instruction (OSPI, 2012) showed that 75.9% of Washington superintendents were male and 24.1% were female. Similarly, OSPI (2014) showed 51.5% of Washington district have less than 1000 students, slightly higher than the percentage of respondent districts under 1000 students.

Table 1

Description of Respondents

	Demographics	*N*	*n*	%
Gender		174		
	Male		132	76
	Female		42	24
Age		161		
	Less than 40 years old		3	1.8
	40 to 49 years old		45	27.9
	50 to 59 years old		64	39.7
	60 to 69 years old		48	29.8
	70+ years old		1	0.6
District Size		175		
	0-499 students		53	29.9
	500-999 students		32	18.3
	1,000-4,999 students		51	29.1
	5,000-9,999 students		20	11.4
	10,000+ students		21	12

Table 2

Superintendent Response According to % District Size Total

District Size		*N*	*n*	%
	0-499 students	105	53	50
	500-999 students	47	32	68
	1,000-4,999 students	86	51	59
	5,000-9,999 students	26	20	77
	10,000+ students	31	21	68

Superintendent Use of Social Media

A primary objective of the study was to ascertain how Washington superintendents utilize social media for public relations. To collect these data, respondents provided information related to their social media use, intended audience, frequency of use, and specific platform of social media use.

Table 3

Superintendent Social Media Usage

Questions	N	n	%
As superintendent, do you participate in social media?	182		
Yes		116	64
No		66	36
Who are your intended audiences?	116		
District employees		90	78
News media		45	39
General public		113	97
Others in education		35	30
Prospective employees		32	28
Students		64	55
Other		15	13
Where are your messages, comments, pictures, or videos posted?	116		
Facebook		98	84
Twitter		64	55
YouTube		18	16
Google+		9	8
Blogs		17	15
Other		23	20
How often are your messages, comments, pictures, or video posted on social media sites?	116		
Once or twice a week		57	49
Once or twice a month		46	40
Once or twice a quarter		9	8
Once or twice a year		4	3

As shown in Table 3, when asked about using social media for public relations,
182 superintendents responded. Of these, 116 indicated they use social media to publish
messages, comments, pictures, or video. A majority of respondents target the general
public, district employees, and students as intended audiences. When choosing a platform
on which to publish media, Facebook and Twitter were the primary choices. Almost half
of respondents publish media at least weekly. Respondents also provided their opinion on

perceived worth of using social media. A majority of respondents indicated that participation in social media was a good idea and believed they should participate more often. Well over half of respondents began using social media within the last two years (see Table 4).

Table 4

Superintendent Perceived Worth of Using Social Media

Question	N	n	%
When did you first start participating in social media?	116		
Sometime this past year		19	16
A year or two ago		49	42
Three to five years ago		35	30
More than five years ago		13	11
Is it generally a good idea or bad idea to participate in social media?	115		
		97	84
Good idea		4	4
Bad idea		14	12
Not sure			
Do you believe you should participate in social media more often or less often than you do now?	115		
More often		63	55
Less often		2	2
Same as current		46	40
Not sure		4	3

Related to superintendent usage of social media is data on superintendents who choose not to participate in social media. Respondents showing the greatest percentage of superintendents not participating in social media were in districts under 500 students (Table 5). As shown in Table 5, the difference between the count and expected count for

both the yes and no response is greater than the other district groups. Chi-square analysis

showed a significant ($\chi^2 = 11.575, p = .021$) difference between districts under 500

students and larger districts (Table 6). This statistic has a moderate effect of V=.256 (Rea

& Parker, 1992).

Table 5

Superintendent Use of Social Media According to District Size

| | | | As superintendent, do you participate in social media? | | Total |
			Yes	No	Total
Which of the below describes your district?	Our district has under 500 students	Count	26	27	53
		Expected Count	34.4	18.6	53.0
		% within Size	49.1%	50.9%	100.0%
		% within Participation	22.6%	43.5%	29.9%
		% of Total	14.7%	15.3%	29.9%
	Our district has 500-1000 students	Count	20	12	32
		Expected Count	20.8	11.2	32.0
		% within Size	62.5%	37.5%	100.0%
		% within Participation	17.4%	19.4%	18.1%
		% of Total	11.3%	6.8%	18.1%
	Our district has 1000-5000 students	Count	38	13	51
		Expected Count	33.1	17.9	51.0
		% within Size	74.5%	25.5%	100.0%
		% within Participation	33.0%	21.0%	28.8%
		% of Total	21.5%	7.3%	28.8%
	Our district has 5000-10000 students	Count	17	3	20
		Expected Count	13.0	7.0	20.0
		% within Size	85.0%	15.0%	100.0%
		% within Participation	14.8%	4.8%	11.3%
		% of Total	9.6%	1.7%	11.3%
	Our district has over 10,000 students	Count	14	7	21
		Expected Count	13.6	7.4	21.0
		% within Size	66.7%	33.3%	100.0%
		% within Participation	12.2%	11.3%	11.9%
		% of Total	7.9%	4.0%	11.9%
Total		Count	115	62	177
		Expected Count	115.0	62.0	177.0
		% within Size	65.0%	35.0%	100.0%
		% within Participation	100.0%	100.0%	100.0%
		% of Total	65.0%	35.0%	100.0%

Table 6

Chi-square Superintendent Participation & District Size

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.575[a]	4	.021
Likelihood Ratio	11.920	4	.018
Linear-by-Linear Association	6.938[c]	1	.008
N of Valid Cases	177		

Respondents who indicated they did not participate in social media also provided data on why they chose not to participate. To measure this choice, respondents were asked to select all applicable reasons from the following list of items:

1) You see no measureable return on investment;

2) You do not have time;

3) It's too risky;

4) It's not typical for your district;

5) You are not sure how to use social media;

6) There is no demand for you to do so;

7) We prefer not to expose the district in this public manner;

8) Our legal counsel discourages the use of social media; and,

9) You believe social media is only for young people

These data were analyzed according to district size (Appendix A). The top three reasons according to overall percentage of why superintendents choose not to participate include:

1. I do not have the time.

2. It's too risky.

3. There is no demand for you to do so.

Chi-square was not used to test significance due to expected cell counts not being

adequate.

Table 7

Superintendent Communications Posted to Website by District Size

			Are your messages, comments, pictures, or videos ever posted on your district's website?		
			Yes	No	Total
Which of the below describes your district?	Our district has under 500 students	Count	30	23	53
		Expected Count	40.4	12.6	53.0
		% within Size	56.6%	43.4%	100.0%
		% within Website	22.4%	54.8%	30.1%
		% of Total	17.0%	13.1%	30.1%
	Our district has 500-1000 students	Count	27	5	32
		Expected Count	24.4	7.6	32.0
		% within Size	84.4%	15.6%	100.0%
		% within Website	20.1%	11.9%	18.2%
		% of Total	15.3%	2.8%	18.2%
	Our district has 1000-5000 students	Count	40	11	51
		Expected Count	38.8	12.2	51.0
		% within Size	78.4%	21.6%	100.0%
		% within Website	29.9%	26.2%	29.0%
		% of Total	22.7%	6.3%	29.0%
	Our district has 5000-10000 students	Count	20	0	20
		Expected Count	15.2	4.8	20.0
		% within Size	100.0%	0.0%	100.0%
		% within Website	14.9%	0.0%	11.4%
		% of Total	11.4%	0.0%	11.4%
	Our district has over 10,000 students	Count	17	3	20
		Expected Count	15.2	4.8	20.0
		% within Size	85.0%	15.0%	100.0%
		% within Website	12.7%	7.1%	11.4%
		% of Total	9.7%	1.7%	11.4%
Total		Count	134	42	176

Expected Count	134.0	42.0	176.0
% within Size	76.1%	23.9%	100.0%
% within Website	100.0%	100.0%	100.0%
% of Total	76.1%	23.9%	100.0%

Respondents in districts having less than 500 students indicated twice as many reasons for not participating in social media than other district size groups. Respondents were asked if their comments, messages, photos, or video was posted to their district website (Table 7). Respondents having less than 500 students in their district also strongly indicated over larger districts they do not post their comments, messages, photos, or video to their district website. Qualitative data were also collected to allow respondents further opportunity to clarify their reasoning for not participating in social media (Appendix B).

As shown in Table 7, the difference between the count and expected count for both the yes and no response is greater than the other district groups. Chi-square analysis (Table 8) showed a significant difference between districts under 500 students and larger districts ($\chi^2 = 19.61$, $p = .001$) with a medium effect as shown in Table 9 (Cohen, 1988).

Table 8

Chi-square Posting to Website vs. District Size

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.606[a]	4	.001
Likelihood Ratio	23.051	4	.000
Linear-by-Linear Association	12.314[c]	1	.000
N of Valid Cases	176		

Table 9

Effect Size Posting to Website vs. District Size

		Value	Approximate Significance
Nominal by	Phi	.334	.001
Nominal	Cramer's V	.334	.001
N of Valid Cases		176	

Superintendent Perception of Social Media Usage

The second intent of this study was to measure Washington superintendents' perception of importance in using social media to benefit public relations. To accomplish this, superintendents responded to 14 items surrounding potential value of participating in social media for public relations. The inventory included items referring to superintendent participation in social media including posting messages, comments, pictures, or video to social media sites. Respondents responded to the following items (1-14) related to the statement, "In my opinion, using social media..."

1) helps our employees to understand or stay in-touch with that is happening inside the district;

2) makes district office staff more effective in managing crises;

3) has a positive impact on district goals;

4) makes our district a more attractive place to work;

5) gives more employees the chance to communicate directly with the superintendent or district administration;

6) has a positive impact on our district's reputation;

7) is a good way of sharing news and information about our district;

8) helps us find and attract new students;

9) helps our district build good relationships with the news media;

10) is a good use of my time;

11) is a good way for me to communicate with employees;

12) enhances my credibility in the community;

13) shows that our district is innovative; and,

14) gives our district a human face or personality.

Both respondents who identified as participating in social media and those identifying as not participating in social media responded to these items. Respondents answered a four-category Likert scale for each of the items. The categories included: strongly agree, agree, disagree, and strongly disagree. Appendix C shows the results of these items. A majority of respondents agreed that most of the items were true of social media participation.

Exploratory factor analysis was used to measure the relationship of the responding variables (items) used in the inventory, and the inventory was found to be unidimensional. The 14 variables were highly correlated overall, and two factors were retained with an Eigen value of 7.2 (51.6% variance) and 1.02 (7.2% variance). However, an analysis of the scree plot pointed to one factor. Similarly, the second factor retained had just two loadings greater than 0.3, leading to the belief that the second factor may not be as conclusive (Suhr & Shay, 2009). A reliability analysis was conducted on the inventory and found to be reliable (14 items; $\alpha = .925$). Item-total statistics showed a higher Cronbach alpha for each Item-when-deleted, with the exception of Item 8 (helps us find and attract new students). When Item 8 was removed, the alpha increased to .930

and just one factor was retained. Descriptive statistics for these data show they are appropriately normal (Table 10).

Table 10

Descriptive Statistics for Social Media Perception Items

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Item 1: helps our employees to understand or stay in-touch with that is happening inside the district	177	.523	.183	.973	.363
Item 2: makes district office staff more effective in managing crises	177	.273	.183	.006	.363
Item 3: has a positive impact on district goals	177	.129	.183	-.014	.363
Item 4: makes our district a more attractive place to work	177	.026	.183	-.235	.363
Item 5: gives more employees the chance to communicate directly with the superintendent or district administration	177	-.097	.183	-.226	.363
Item 6: has a positive impact on our district's reputation	177	.506	.183	.735	.363
Item 7: is a good way of sharing news and information about our district	177	.601	.183	.248	.363
Item 8: helps us find and attract new students	177	.212	.183	-.494	.363
Item 9: helps our district build good relationships with the news media	177	.317	.183	.080	.363
Item 10: is a good use of my time	177	.472	.183	.387	.363
Item 11: is a good way for me to communicate with employees	177	.165	.183	-.194	.363
Item 12: enhances my credibility in the community	177	.125	.183	-.033	.363
Item 13: shows that our district is innovative	177	.622	.183	2.473	.363
Item 14: gives our district a human face or personality	177	.197	.183	-.030	.363
Valid N (listwise)	177				

The researcher combined the Likert responses for the social media items into two categories, Agree and Disagree. Respondents who selected Strongly Agree and Agree were placed in the Agree category, and respondents who selected Strongly Disagree and Disagree were place in the Disagree category. This was done in order to meet expected cell counts for Chi-square analysis. Prior to combination, a majority of items contained more than 20% expected cell counts of less than five. Ott and Longnecker (2008) contend that combining levels of categorical variables is acceptable as long as the nature of the hypothesis tested is not impacted. The intent of these items was to determine whether or not respondents agree or disagree with the item's characteristic, which is not impacted by combining the similar levels of the variable. The combination reduced the problem of low cell counts while maintaining the intended usefulness of the data.

A cross tabulation of the social media items against district size was conducted to identify possible perception differences according to district size (Appendix D). A Chi-square analysis was conducted on each of the fourteen items (Appendix E) and a Cramer V statistic was calculated (Table 11). Appendix E presents Items 1, 2, 3, 4, 11, 12, and 14 showing χ^2 values significant (p<.05). Significant differences in these items were evident in respondent districts less than 500 students. Specifically, these districts displayed larger perceptions of disagreement for these items. As shown in Appendix E, the difference between the count and expected count for both the agree and disagree response is greater than the other district groups. Chi-square analysis showed a significant difference between districts under 500 students and larger districts. However, Items 5, 6, 7, 8, 9, and

13 showed χ^2 values to be non significant ($p > .05$). The non significant values infer there to be no significant differences in perception according to district size.

All items with the exception of Item 1 (helps our employees understand or stay in touch with what is happening inside the district), Item 7 (is a good way of sharing news and information about our district), and 13 (shows that our district is innovative) have at least 80% of expected counts greater than five, which meets Chi-square assumptions (McHugh, 2013). Item 1 is the sole significant item ($p = .027$) that showed 30% of the expected counts to be less than five.

Table 11

Cramer's V for Social Media Items

Item	V	Approximate significance
Item 1: helps our employees to understand or stay in-touch with that is happening inside the district	.249	.027
Item 2: makes district office staff more effective in managing crises	.255	.022
Item 3: has a positive impact on district goals	.276	.009
Item 4: makes our district a more attractive place to work	.303	.003
Item 5: gives more employees the chance to communicate directly with the superintendent or district administration	.154	.380
Item 6: has a positive impact on our district's reputation	.166	.298
Item 7: is a good way of sharing news and information about our district	.153	.389
Item 8: helps us find and attract new students	.128	.573
Item 9: helps our district build good relationships with the news media	.184	.199

Item 10: is a good use of my time	.203	.123
Item 11: is a good way for me to communicate with employees	.239	.039
Item 12: enhances my credibility in the community	.338	.000
Item 13: shows that our district is innovative	.219	.076
Item 14: gives our district a human face or personality	.257	.020

A Fisher's exact test was conducted on this item and significance was confirmed at $p = .015$ (Field, 2009).

Cramer's V was calculated to test the effect of the Chi-square significance results (Table 11). Item 4 and 12 show a medium effect size ($V = .303, .338$) (Cohen, 1988), and Items 2, 11, and 14 show moderate association ($V = .255, .239, .257$) (Rea & Parker, 1992).

Superintendent Perception of Future Social Media Use

Another question asked in this study was superintendent's perception of how social media participation might change in the next five years. All respondents were asked a series of questions to collect perception data for this question. To establish a baseline of current social media participation, respondents were asked to provide the percentage of superintendents they believe currently participate in social media in the State of Washington. Respondents indicated they believe 49% (overall average) of current superintendents participate in social media (Table 12). When asked what respondents believed superintendent's participation would be in five years, respondents believed 77% of superintendents would participate in social media (Table 12). Both the median and mode of the percentages increased and the range also increased.

Table 12

Superintendent Perception of Future Social Media Participation

Question	N	n	%		%
If you had to guess, what % of superintendents in Washington do you think participate in social media today?	177	173	98	mean median range mode	49 50 85 50
Five years from now, what % of superintendents in Washington do you think will be participating in social media?	177	172	97	mean median range mode	77 80 100 90

Respondents were asked to select from the following list all items they believe

would influence superintendents to begin participating in social media:

1) Parents expect communication through social media;

2) School employees expect communication through social media;

3) News media or other community entities expect communication through social

media;

4) Other school superintendents use social media;

5) Superintendents want to reach a greater number of people with communications;

6) School board expects communication through social media;

7) Superintendent desires to communicate with more students; and,

8) Superintendent wants to enhance the district's public image

The top three factors (overall percentage) respondents believed would influence superintendents to start participating in social media were: (a) parents expect communication through social media, (b) superintendent wants to reach a greater number of people with communication, and, (c) superintendent wants to enhance the district's public image (Appendix F). Chi-square was not used to test significance due to expected cell counts not being adequate.

Summary

The aims of this study were to determine how Washington superintendents utilize social media for public relations, the perception of superintendents on effectiveness of participating in social media, and superintendent perception of how social media use will change in the next five years. All Washington school district superintendents were invited to participate in the study with a participation rate of 61%. Respondents were categorized into one of five district size groups, the smallest being under 500 students and the largest being over 10,000 students. Respondents indicated their desire in using social media was to reach a greater population of the general public. Respondents utilize Facebook and Twitter as their primary social media tools, and almost half of respondents who identified as participating in social media do so at least weekly.

Respondents shared their perception on 14 items that characterized value of social media participation, and this data were analyzed according to district size using cross tabulation. Respondents' perceptions in districts having fewer than 500 students were significantly ($p < .05$) different than larger districts in seven of the 14 items. Significance was determined using Chi-square and Cramer's V was used for effect size.

Finally, respondents provided their perception on how superintendent participation in social media might change in the next five years. Overall, respondents believed participation in social media will increase. Primary reasons for this increased participation included parent demand, desire to communicate with a larger population, and desire to increase the district's public image.

Chapter Five includes an analysis of these data and propose recommendations and conclusions related to the questions of this study.

Chapter Five

Discussion of Results, Conclusion, and Recommendations

The study examined the overall question of how Washington superintendents utilize social media to enhance public relations. With this question, the study also considers the superintendent's perception of the impact of social media on public relations, as well as superintendent perception on how social media use might change in the next five years among superintendents, and if perception is impacted by district size.

Chapter Four presented and described data from the three major areas of the study. These areas included: how superintendents use social media, superintendent perceptions of social media usage, and superintendent perception of future social media usage. In this chapter, implications of the data will be discussed and conclusions will be made on ideas related to the use of social media for school district public relations.

Purpose and Significance of the Study

The research questions for this study include an overarching question as well as three sub-questions.

First, the main point to be addressed is,

- *How do Washington school district superintendents utilize social media for public relations?*

The related issues are:

- How do Washington superintendents perceive the use of social media for public relations?

- How do Washington superintendents perceive the use of social media will change among Washington school district superintendents in the next five years?

- Are superintendents' perceived use of technology significantly related to district enrollment?

There is little data or information on the prevalence of superintendent and school district use of social media to enhance public relations and communication in the State of Washington, or the United States. In addition, there is little data on the effect of social media use on public relations or communication. Though Social-CRM theory is utilized by corporate businesses, resulting in increased benefits, school districts are not advanced in their use of Social-CRM methods. As a result, little to no data exists.

The results of the current study provide valuable data on how Washington school districts and superintendents utilize social media for public relations and communication. This study explains how superintendents use social media and details the perceived benefit of such use as seen by district superintendents. This data may help districts decide how to utilize social media to increase the effectiveness of their public relations strategies, or provide the impetus to begin using social media to enhance public relations.

The study contributes to the literature in understanding how aspects of Social-CRM theory are applied to non-corporate organizations, such as school districts. It also

details some reasons as to why superintendents do not use social media, an equally important aspect that may provide insights into potential barriers to such use. Finally, data is shown on the perceived reasoning for why superintendents may begin to participate in social media for public relations.

Limitations

The study focused on the perceptions of Washington school superintendents on how social media can effect school district public relations and communication. One limitation of the study is that it focused solely on Washington State, and may not be directly relevant when the findings are applied to other states or situations. In addition, though respondents were representative of the overall Washington state superintendent population, the survey did not include responses from all Washington school districts.

The survey instrument could also be a limitation, as it did not include substantial qualitative data explaining the quantitative findings. Also, because the survey was respondent dependent, it could be possible that many of the findings were impacted because those interested in the research topic or who utilize social media were more likely to respond to the survey than non-users. Indeed, almost 64% of the respondents indicated they participate in social media in aspects of their job. Though the survey instrument was based on corporate Social-CRM and vetted by education experts, there could be aspects of educational use not identified in the survey that impacted perception.

It should also be noted that though some school districts in Washington utilize social media for public relations and communication, they most likely still utilize traditional means for public relations and communications. It is possible these means

impact the overall perception of school district superintendents, and work to compliment social media usage, thereby influencing any perceived advantages of social media.

Discussion of Results

Respondents

It is important to note the data collected in the study came from 177 current Washington superintendents, 61% of the state-wide total. Though a majority of the school districts in Washington state have less than 1000 students, a balanced population of respondents representing each of the study's district size bands completed the study's survey. This balance leads to a stronger possibility that the implications and conclusions drawn from the data represent an accurate picture of social media usage amongst Washington superintendents in general, and not biased to a particular group. It is important to note the study is also not biased toward respondent gender, as the study's gender profile is very similar to the gender profile of superintendents in Washington state.

As noted, the study disaggregates respondents according to district size. This allowed analysis on how perceptions differ among superintendents according to the size of their district. This is an important aspect of the study as district size has been found to play a role in how superintendents perceive social media as a tool for public relations.

Prior to sending out the study survey, the researcher analyzed the websites of each Washington school district ($N = 295$) to find evidence of social media use. This analysis revealed 113 school districts that used at least one form of social media for public relations. When survey respondents were asked if they participate in social media for the purpose of public relations, 116 respondents indicated such use. This shows a high

likelihood that most of Washington's district superintendents who participate in social media responded in this study, leading one to conclude the perceptions of social media participants are based on a high representation of state-wide superintendents who currently use social media.

Superintendent Use of Social Media

A primary objective of this study was to determine how Washington superintendents use social media to enhance public relations and communication. Cox and McLeod (2014) found superintendents who use social media reported perceiving a stronger connection between the school district and stakeholders. This study found that 97% of Washington superintendents who utilize social media target the general public as their primary social media audience, where almost half post information once or twice weekly. Of superintendents who participate in social media, 58% started within the last two years. This could lead one to believe that the utilization of social media has proven to be effective according to superintendent perception, and is an increasing trend across the state.

The National School Public Relations Association (NSPRA) found 96% of schools using social media for public relations, with Facebook the primary social media platform. Twitter followed as most used in reaching school district stakeholders (NSPRA, 2015). In addition, Wright and Hinson (2013) found the majority of corporate social media use centered on the use of Facebook. Similarly, Washington superintendents were found in this study to use Facebook (84%) and Twitter (55%) as their top modes of social media communication.

This finding is expected if efficient and effective public relations is the goal of superintendent social media participation. Duggan (2015) found the most occupied social media space among U.S. adults is Facebook, where 72% of online adults have an account. Of these adults, 70% access Facebook daily, and 43% access Facebook multiple times per day. The utilization of Facebook to share information, and perhaps more important, the ability for stakeholders to give visible feedback to the district (through "likes," "shares," and "comments"), could be important for school districts to understand when considering how to both reach stakeholders with information and interpreting the impact of sharing information in this manner. These observations, if consistent among Washington's public, could be a reason as to the perceived growth of social media use among Washington superintendents. Of the respondents who use social media, 84% indicated it is generally a good idea to participate in social media. Over half (55%) of respondents indicated their need to participate in social media more often than their current participation, and 40% indicated their current frequency of participation is adequate.

The current study also found 36% of respondents do not participate in social media, and a significant difference ($p = .021$) was observed between districts less than 500 students. Interestingly, districts under 500 students were also significantly ($p = .001$) less likely to post information and communication to their district websites. The percentage of these superintendents who participate in social media is not largely different than superintendents who post information to their district website (49% and 57%, respectively).

When respondents were asked to select from a list of reasons why they do not participate in social media, three main reasons emerged: (a) I do not have the time, (b) it's too risky, and, (c) there is no demand for you to do so. Further qualitative data were collected on why superintendents choose not to participate in social media. These data showed opinions centering on perceptions of risk and demand of use. One superintendent said that social media is, "One-way communication that could find everyone who has a bone to pick making the [social media] efforts negative." Another said, "I think it's a necessary tool but opens the superintendent up to too much." A third respondent noted, "Social media posts do not require the contributor to rely on facts or true information. Trying to debunk posters of ideas that are incorrect can lead to a non-productive circular discussion."

It is possible some of the stated reasons superintendents do not desire to participate in social media is due to notions stated by Thomas and Moran (1992) with regards to Callahan's (1962) *vulnerability theory* of how school superintendents often act (or do not act) based on perceived pressures and criticisms stemming from various special interest groups. Though this theory is not the central theory of this study, it may explain and provide accurate rationale as to why superintendents are hesitant to engage stakeholders in an online, public manner. It is noteworthy that superintendents in districts less than 500 students were twice as likely to select reasons not to participate in social media. It is possible the smallness of community and less ability for the small town superintendent to avoid significant public exposure leads to this finding.

In general, the data suggests that as districts get larger, a higher percentage of superintendents participate in social media. Districts with FTE of 500-1,000 students,

1,000-5,000 students, and 5,000-10,000 all increase in superintendent social media participation (62.5%, 74.5%, and 85%, respectively). However, districts larger than 10,000 students showed just under 67% of superintendents participating in social media. It is possible that some districts of this size leave more communication responsibilities to established communication departments, where the superintendent is not as directly involved. One respondent from a large school district commented on this idea stating, "I do participate in social media through Facebook, Twitter and Instagram but it is through articles, comments, or sharing brief information through our communications office. I do not have a personal account at the school district." This is not an exclusive practice, as there are several examples of large district superintendents directly participating in social media. One such example is Dr. Steven Webb, of Vancouver School District (over 20,000 students), who is a 2016 nominee for National Superintendent of the Year and who regularly uses Twitter. Another is Dr. Greg Baker, of Bellingham School District (over 10,000 students), who maintains a superintendent blog.

Superintendent Perception of Social Media Usage

The second aim of this study was to ascertain Washington superintendent's perception of the impact of social media participation on public relations and communication. Both respondents identifying as social media participants and respondents not identifying as social media participants ($N = 177$) responded to a 14 item inventory of potential social media participation attributes.

Item 1: helps our employees to understand or stay in-touch with what is happening inside the district. The survey showed 85% ($n = 150$) of respondents agreed that social media participation helps employees keep up with district happenings, which

could be an important factor in influencing district culture. Kowalski, Petersen, and Fusarelli (2009) contended school culture is highly influenced by the quality and quantity of communication, which includes interactions promoting two-way dialog. As Cox and McLeod (2014) asserted, using social media as part of a communication plan may promote a higher frequency of conversation about a particular topic, thereby increasing awareness and transparency.

Item 2: makes district office staff more effective in managing crises. School district administrators often have need to respond and manage school related incidents. When asked about using social media as a tool to aid in managing these incidents, 75% of respondents agreed social media can be effective in this process. Kavanaugh, et al. (2012) noted social media can help community and government leaders to facilitate interpersonal and group interaction, thereby increasing abilities to both inform, and be informed by the citizens. This concept of social media use may serve a direct benefit to school district leaders.

Using social media in this manner may directly relate to effective management of crises. As Perrin and Duggan (2015) noted, a growing majority of U.S. adults and teens use the Internet. As this population of online users continues to grow, the ability for school administrators to share and collect information in real-time provides for the adaptation of crisis management strategies according to perceived need.

Item 3: has a positive impact on district goals. The study found 81% of respondents agreeing that social media participation can have a positive impact on district goals. Cox and McLeod (2014) described one theme of superintendent social media use as creating stronger connections to local stakeholders, to fellow educators, and to the

world. These connections can support the district both identify goals and develop and implement strategies to achieve district goals. The allowance for increased communication as described by Kowalski et al. (2009) may bring more stakeholders together in supporting positive change and developing school culture. Certainly, informing stakeholders of school progress and accomplishments may develop stronger affirmations for the goals of the district.

Item 4: makes our district a more attractive place to work. Seventy percent of respondents agreed that social media participation can make the district a more attractive place to work. Though the mere act of social media participation by the superintendent may not directly impact perceived work climate, it might be reasonable to expect

increased public relations to help form positive public perception of how well the district is

performing.

However, it is not far fetched to expect that potential employees research online information about a specific school district in which they seek employment, or that employees may develop positive perceptions of the district by observing positive district content and information through social media. A superintendent blog or Twitter feed may be impactful in describing positive attributes of the district. This could influence both public and employee perception, and could lead superintendents to have a stronger perception of social media impact.

Item 5: gives more employees the chance to communicate directly with the superintendent or district administration. Just 48% of respondents indicated that

participation in social media gives more employees the chance to communicate directly with the superintendent or district administration. This finding could highlight the possibility superintendents prefer to communicate directly with employees in a personal manner. As this could be considered difficult to accomplish in larger school districts, respondents from districts over 5,000 students agreed more than respondents from smaller districts that social media positively impacts this Item 5. For smaller districts, this finding may support the perception that online technology, such as social media, should not replace person-to-person interaction.

Item 6: has a positive impact on the district's reputation. As more people use the Internet and engage in social media, it is conceivable that social media could be used as an interactive communication tool that brings information to a wide audience. Eighty-four percent of respondents agreed that social media participation by the superintendent or district administration has a positive impact on the district's reputation. Interestingly, respondents from all district sizes overwhelmingly agreed, showing that social media may be an effective tool for superintendents to use.

It is interesting to note there was no significant difference ($p = .298$) between respondents by district size. Regardless of district size, this finding leads one to believe that superintendents may find social media participation to influence district reputation, especially if the district controls the information being published to stakeholders.

Item 7: is a good way of sharing news and information about our district. Cox and McLeod (2014) identified several themes on superintendents using social media strategies to enhance public relations. Some of these themes include: more immediate and frequent interactions with stakeholders, greater transparency in decision making and

budgetary decisions, and use of social media as an expectation of the public. This study

showed 94% ($n = 167$) of respondents agreeing that social media participation helps in

the sharing of news and information about the district. Of course social media

participation in and of itself is not the factor responsible, but is one avenue of sharing

vital pieces of information that may bolster public perception of the district. This being

said, it is conceivable and likely that a social media presence can also provide means for

the opposite intention, and can allow for the exposure of incidents leading to

disapproving public perception. It is possible superintendents prefer sharing information

about the school over social media due to the fact they control their own message and

content.

Item 8: helps us find and attract new students. Respondents did not overly

agree (41%) that social media participation helps find and attract new students, although

districts larger than 1,000 students showed a higher percentage of agreement. Though

social media participation may help advertise specific accomplishments of the district

that could contribute to positive public perception, schools may depend more on district

websites as a resource for prospective students and families. A social media presence

may help communicate district information that is seen by prospective students, but

district stakeholders are often the primary audience targeted.

Item 9: helps our district build good relationships with the news media. The

largest percentage of respondents who agree social media participation can help build

good relationships with the news media are those districts larger than 1,000 students,

where 73% agreed. Overall, 66% of respondents agreed social media can impact news

media relationships. It is possible districts smaller than 1,000 students have less of a news

media presence in their communities, or they are small enough to have more of a personal relationship with members of the local community newspaper or other such media outlets. These districts may not need to rely on social media to reach news organizations. However, because larger districts tend to be in areas with multiple news outlets, social media may help efficiency in reaching multiple outlets.

Item 10: is a good use of my time. Seventy-two percent of respondents overall viewed social media participation to be a good use of their time. Khalifa and Ning (2008) contended that an individual's technology usage depends on both perceived usefulness and perceived ease of use. Superintendents are often busy people, and in most cases will not engage in a practice if they do not perceive the practice to be a good use of their time. Interestingly, this particular item varies greatly (with respect to agreement) between respondents who initially identified as being a social media participant and those respondents who did not identify as being a social media participant. Ninety-one percent of respondents who identified as being a social media participant indicated that social media was a good use of their time. Of the respondents who did not identify as being social media participants, only 33% identified social media to be a good use of their time.

Item 11: is a good way for me to communicate with employees. Item 11 is similar to item 5 (gives more employees the chance to communicate directly with the superintendent or district administration). The difference is what is true for the superintendent as opposed to what is true for the employee. Respondents agreed overall at 48% that superintendent participation in social media would be a good way for employees to connect with district administration, however, 59% agreed social media participation would be a good way for the superintendent to communicate with

employees. In looking at the data, the significant ($p = .039$) difference occurs in districts smaller than 500 students where only 47% of respondents agree with Item 11. Sixty-eight percent of overall respondents in districts larger than 500 students agreed that social media would be a good way to communicate with employees. It is possible that superintendents in smaller districts, particularly districts with less than 500 students, prefer and are better able to communicate with employees through in-person contact. This is possible due to the much smaller number of district staff as compared to larger districts.

Item 12: enhances my credibility in the community. Cox and McLeod (2014) identified stronger connections to local stakeholders and use as a [public] expectation as themes related to superintendent social media participation. Superintendents using social media to publish information are conceivably better able to control their message, both in content and in tone. This could be one of the reasons why 83% of respondents in districts larger than 1,000 students agree that social media participation enhances their credibility in the community. If the superintendent controls the information being shared, or is better able to provide stakeholders direct access to information, stakeholders may perceive the superintendent to be more credible than if information comes solely from the news media or through word-of-mouth. Respondents in districts under 1,000 students did not agree as strongly, and only 45% of respondents in districts under 500 students agreed. It is possible superintendents in smaller communities do not feel social media influences credibility, due to increased personal interactions and relationships.

Item 13: shows that our district is innovative. The perception of district stakeholders that a school district is innovative may be good for the superintendent and

for the district as a whole. Though there could be several characteristics that might influence perceptions on innovation, social media usage may be a primary driver as an increasing percentage of the public is using the Internet and social media. Eighty-seven percent of respondents overall agreed that social media shows the district is innovative. These perceptions could also be influenced by their ability to showcase innovative ideas, programs, or events to a wide stakeholder audience using social media. This relates to ideas discussed under Item 7 (sharing news and information about the district).

Item 14: gives our district a human face or personality. Seventy-five percent of respondents overall agreed that social media participation can give the district a human face or personality. Bolman and Deal (2013) described part of their leadership framework as having a symbolic component, where leaders implement symbolic elements that give meaning and purpose to work and help build a positive culture. A majority of superintendents most likely desire their school district to be known as a safe, friendly, open environment where students, staff, parents, and community stakeholders can all relate with and respect each other. Part of this aspect may be bolstered symbolically by information (including pictures and video) of district events shared through social media. The nature of social media allows for increased public support through the efficient propagation of what is shared on social media. Strategic postings of different symbolic elements may lead to positive public perception.

Superintendent Perception of Future Social Media Use

When respondents were asked to provide the percentage of superintendents who currently participate in social media, an average of 49% was given. When asked what this percentage would be five years from now, an average of 77% was given.

Respondents were asked to select from a list possible reasons why superintendents might start using social media in the next five years. The top three responses included: (a) parents expect communication through social media, (b) superintendents want to reach a greater number of people with communication, and, (c) superintendents want to enhance the district's public image. Respondents were also given the opportunity to provide their own reason or thought as to why social media use might change. One superintendent commented, "Like it or not, it [social media] is the way of the public." Another noted, "Pressure to respond to false or negative information in social media." One other respondent felt, "social media is an outlet that offers greater control."

As seen in the collective data from the social media perception inventory, among superintendents who currently use and superintendents who currently do not use social media, the majority of all items have high level of agreement that the items represent positive perceptions. The study shows a high percentage of Washington superintendents believe social media can lead to positive benefits. It is not surprising that respondents indicated a belief that superintendent participation in social media will increase within the next five years.

Cox and McLeod (2014) found the following six themes related to superintendent participation in social media based on twelve qualitative interviews with superintendents who use at least two forms of social media for public relations:

- more immediate and more frequent interactions between school superintendents and their stakeholders,
- greater transparency regarding decision-making and budgeting processes,
- impact on a school superintendent's personal and professional growth,

- stronger connections to local stakeholders, to fellow educators, and to the world,

- use is an expectation: it is no longer optional, and,

- accessing information from the superintendent in a multi-modal way.

The data revealed in this study aligns with these social media themes, and supports possible reasons as to why superintendents may choose to begin participating in social media.

Conclusions

This study was designed to collect data on Washington state school district superintendent use of social media for public relations and communication. Specifically, the researcher investigated the following questions:

- How do Washington school district superintendents utilize social media for public relations?

- How do Washington superintendents perceive the use of social media for public relations?

- How will social media usage change among Washington school district superintendents in the next five years?

- Are superintendents' perceived use of technology significantly related to district enrollment?

Based on the summary of the data above, conclusions and implications are given below as to how these findings can be applied. Recommendations for further research are also provided.

How do Washington School District Superintendents Utilize Social Media for Public Relations? Data from the study suggest superintendents who participate in social

media for public relations and communication tend to be intentional and consistent with respect to target audience and frequency of publishing information. The general public is the primary intended audience, and subgroups such as district employees and students follow, respectively. Facebook is the most used social media platform with 98% of respondents reporting they publish information in this manner. Almost all superintendents publish information at least monthly, while almost half publish weekly. Using social media is mostly a new concept to Washington superintendents as almost 60% have only begun participating within the last two years. A large majority of these superintendents believe participating in social media is a good idea.

The study also concludes that social media participation is greatly reduced in districts smaller than 500 students, where a majority of respondents from this district size group report they do not participate in social media. Overall reasons for not participating relates to superintendents not believing their participation is worth the time or the risk. Though posting information to a website conceivably invites less risk of a negative public response, it is interesting to note the small difference between superintendents from this group who do not participate in social media (51%) and those who do not post information to their district website (43%). In smaller districts, the perceived public demand of participating in social media may not warrant the time necessary.

How do Washington superintendents perceive the use of social media for public relations? Data from the study indicate Washington superintendents perceive social media to be of value for certain aspects of public relations. Specifically, social media use to affect employee communication, share and collect information to and from the public, and to build stakeholder relationships and bolster public perception. These

perceptions are consistent among both superintendents who do participate in social media and those who do not.

Similar to the previous section, superintendents from districts under 500 students tend to have more of an aversion to social media participation, and have a lower perception of social media being beneficial for public relations and communication. As districts get larger, particularly over 1,000 students, perceptions tend to be much higher for social media being a positive factor for public relations. There could be multiple reasons for this occurrence, however a larger public demand and overall level of public participation in social media may be a primary driver as to these perceptions. Also, superintendents in small districts may have an easier time relating to school stakeholders on a personal level, due to the small size of these school communities. The may be a contributing factor to their perceived lack of public demand for social media use.

How will social media usage change among Washington school district superintendents in the next five years? Data from the study show that respondents believe social media participation will increase among Washington superintendents in the next five years. Reasons for the increase in superintendent participation include a greater parent expectation of social media use, a desire of superintendents to reach more people with communications, and the superintendent's desire to enhance the district's public image. It is possible the respondents, being superintendents themselves, have experienced public attitudes leading them to these perceptions, or that they can recognize their own need to increase public communication. Superintendents may believe social media participation can play a role in meeting these needs.

Relation to Foundational Theory

The foundational theory for this study centered on tenets of Social-Customer Relation Management (Social-CRM). Social-CRM is defined by Faase et al. (2011) as a strategy utilizing Internet interactivity in order to create and promote two-way, mutually beneficial, engagement between customers and enterprises. The current study seeks to link potential benefits of school administrator usage of social media to school stakeholder engagement, defined by Social-CRM, and to further test superintendent perception of these potential benefits on the impact of district public relations. For the purposes of this study, "customers" are defined as school stakeholders and "enterprises" are defined as school districts and/or district administrators. The findings from this study show that aspects of Social-CRM can be effective in enhancing school district public relations and communication, and support earlier findings linking tenets of Social-CRM to school district superintendent use of social media as described by Cox and McLeod (2014).

Success of Social-CRM is dependent on a high population of stakeholders occupying social media spaces on the Internet, thereby exposed to Social-CRM strategies and content. As shown earlier, the U.S. adult population is increasing their use of social media tools on the Internet for communication, which allows for the possibility of utilizing these tools to accomplish specific public relation goals. Shandwick (2012) found that CEO's use of social networking results in direct corporate benefits. Some of these benefits include aligning day-to-day decision making with company strategy, improving company reputation, and demonstrating company innovation, all of which help strengthen company positions, and promote the retention of customers.

The data from this study show Washington school superintendents perceive that social media may promote positive public relations and can help build relationships with school stakeholders. These relationships can lead to some of the same corporate benefits seen through the use of Social-CRM strategy; i.e., improving reputation, strengthening school relationships, and communicating school actions. In addition, just as the rate of corporate Social-CRM strategies shows to be increasing, respondents in this study also believe superintendent use of social media will increase in the coming years. These findings lead one to conclude that aspects of Social-CRM are perceived to be effective and may be beneficial to school districts.

The findings also show some areas where respondents did not overly agree social media benefited school public relations. For example, a greater number of respondents disagreed that social media gives more employees the chance to communicate directly with the superintendent or other district administrators. Also, more respondents also did not agree social media is necessarily a good way to communicate with employees. Finally, respondents did not overly agree social media plays a large role in finding/attracting new students. These findings show that though certain aspects of Social-CRM may promote positive interactions within a corporate/customer environment, school districts may have additional dynamics that do not support a sole reliance on social media tools. Aspects of communication between district administrators and employees may require more personal interactions, and superintendents in this study might believe these interactions should not rely on electronic communication.

Similar to this notion, respondents from smaller sized school districts showed differences of agreement in their perceptions of social media impact. Superintendents

from these districts did not agree to the extent of those from larger districts. This finding show how corporate Social-CRM strategies may not necessarily transfer to effective small school district strategies. This may lead to the conclusion that school district size and the corresponding community size is a factor in determining the value and need for Social-CRM strategies.

Recommendations

Results from the study lead to various recommendations that can be applied at different levels of the school district administrative spectrum, including building principals, district administration, and superintendents. Further recommendations relate to higher education, specifically educational leadership programs. The findings from this study show a need for school administrators to have both a theoretical and practical understanding of social media participation and its implications for public relations and communication.

Data from the current study show Washington superintendents have a positive perception of the impact social media can have on a variety of public relations and communication outcomes. Specifically, sharing and collecting information, enhancing public perception, and building stronger relationships with stakeholders are areas in which social media may enhance these efforts. Levels of superintendent social media participation can vary, and different social media tools may be used depending on desired outcomes.

An important concept for school administrators to understand is how content shared through social media can viewed by stakeholders at an increasing rate. Kirby (2012) described the spreading of information from person to person as viral marketing.

This concept can apply to any content shared on social media. Each time stakeholders view, like, or share, social media content, the rate of exposure to other users (even outside the stakeholder audience) has the potential to also increase.

The type and format of information to be shared, and the intended audience, should be considered when formulating a social media public relations plan. It is important to have an electronic link to the content or media to be shared, as most information, pictures, and video can be presented using digital files. Once these links are created, social media tools like Facebook and Twitter can be used to publish content and media. Respondents in this study indicated the majority of superintendents use Facebook to publish content, as Facebook is the primary platform used by a large majority of Internet users. Superintendents have the option to create a district Facebook account in which stakeholders can then choose to follow. Another option is creating a district/superintendent blog, where information and various media content can be presented. Facebook and/or Twitter can then be used to share blog content, thereby driving Facebook and Twitter users to the blog.

Once stakeholders begin following district posts on social media, a growing expectation of finding school information may occur. District administrators should develop a routine that results in consistent posting of information and updates. This may help district efforts in building a stronger network of school district stakeholders, and may help increase district credibility and transparency.

Superintendents should also consider potential drawbacks to using social media, as use can provide an avenue for stakeholders to share negative information, false information, or other such content that could damage the superintendent's or district's

image. Districts may consider measures to limit the exposure of such information using account privacy, content mediation, and content blocking. Issues of student privacy should also be a concern, as there could be ramifications of posting a student's photo on a social media site.

Respondents agreed social media can be an effective tool to enhance public relations and communication. In addition, respondents agreed that superintendent participation in social media may increase in the next five years. Due to these perceptions, and the increase in public use of social media, higher education should consider implementing course content designed to train school administrators in social media theory and practical use.

Social media theory includes components of public social media participation and its potential impact on elements of social capital, and civic and political engagement of stakeholders (Gil de Zúñiga, Jung, & Valenzuela, 2012). Just as school administrators learn how traditional public relations impacts these elements, administrators should also have a basic understanding of how social media can be used to affect these elements. Training in the practical use of social media may include an orientation of common social media sites and application of how content can be shared, how stakeholder relationships can be organized, and how the public image of the school district or administrator can be promoted. Administrators should also learn how to protect both the interests of the district/school, and the privacy of students and employees.

Practical Application

eduSRM

Education Social Relationship Management [eduSRM] is a theory developed

using the results from this study. Different from Social-Customer Relationship

Management theory used in the corporate business world, where businesses strive to

build a sales relationship with a brand, eduSRM uses social media to enhance

school/district and school/district administrator logistics, relationships, and reputation.

Components of eduSRM are detailed below.

Plan for Social Media Communications

Regardless of whether schools use social media or not, it is likely social media

will impact schools due to the prevalence of use by students, employees, and the general

community. This impact can be both positive or negative, and school districts of all sizes

are subject to these possible circumstances. School districts should develop a social

media communications plan that addresses three factors: information gathering,

responsive strategy, promotional strategy, and relationships/reputation.

Information gathering. Social media allows people to share their opinions,

feedback, ideas, and other personal information. Often, when people have something

good to say or bad to say, they will make their comments public in social media. Schools

can use social media to help with social awareness, which can allow districts to learn

about, plan for, or respond to circumstances. In addition, district administration can use

social awareness to better relate with employees, students, and the general community.

Responsive strategy. When the public shares criticism related to the school on

social media, it is important to have a responsive strategy. Though much of this may be

prevented through proactive strategies (see below), there may be times when a school or district response is needed. Districts should determine ahead of time how a response should be delivered, who should deliver the response, and how further questions or comments should be handled.

Promotional strategy. When schools fail to provide information to the public or to its employees, people will fill that void with their own, often inaccurate, information. Therefore, it is important for districts to consider a promotional strategy to saturate social media spaces with timely, positive school information. Districts have the ability to form and publish their own messaging and should take advantage of their ability to build and promote their public image.

Relationships & Reputation. School\district administrators depend on forming and maintaining positive personal relationships with all school stakeholders: community members, parents, staff, and students. Developing these relationships can be difficult with so many stakeholders to consider. All school/district stakeholders know and see the administrator, it can be difficult for the administrator to know and see each stakeholder. Social media participation can help with this reality.

Because such a high percentage of people use social media, it is easy for a school administrator to provide information to a large, relevant audience. If the administrator is connected to stakeholders, it is also easy for the administrator to see and/or learn about individual and/or group happenings, ideas, events, etc. Having knowledge of these increases the administrator's social awareness of stakeholders, and can provide information to promote relationships. Likewise, when stakeholders can see and interact

with content posted by schools/districts/administrators, opportunities for reputation building occur.

Digital Citizenship

As more people use social media, it is important for school districts to consider providing training opportunities to students, staff, and parents to address social media concerns. Specifically, school staff should be aware of district policies concerning social media, and should be trained in issues related to potential student boundary invasions. In addition, schools should help educate students and parents on topics of digital citizenship, including an awareness of student digital footprints, appropriate use, and implications for student reputation.

Effective Social Media Use

Districts who are using social media or intend to use social media for public relations and communication should consider usage logistics in order to maximize public reach and exposure to content. Logistics include but are not limited to: type of media post (pictures, videos, links, etc.), time/day of post, and where media is posted (Facebook, Twitter, YouTube, etc.). In addition, districts should be sure all social media page administrators and/or people who are responsible for posting content follow specific and consistent guidelines to ensure the district/school brand is being portrayed appropriately.

Finally, districts should periodically analyze how their social media posts are interacting with the public, and should use this data to respond to public needs and/or increase outreach. This can be done using social media analytic tools and can provide good information informing the district in how their media is being consumed by stakeholders.

Further Research Recommendations

As public participation in social media continues to increase, research investigating best practices of social media use and its effect on public relations goals should continue. The current study focused solely on Washington State school district superintendent perception on how social media participation impacts school district public relations and communication. Future studies could include an investigation of how school principals participate in social media and how their perceptions might align or differ with superintendents.

It may also be beneficial to understand how the public views social media participation of school districts. An investigation in how school stakeholders prefer to receive information and interact with schools may help districts be more effective with public relations. An analysis of negative interactions displayed on social media between school stakeholders and school districts may also help districts better understand how to effectively communicate with school stakeholders when problems arise.

Appendix A

Reasons Superintendents Do Not Participate in Social Media

Reasons Superintendents Do Not Participate in Social Media According to District Size

		Reason (as listed on p. 42)									
		1	2	3	4	5	6	7	8	9	
Which of the below describes your district?	Under 500										
	Count	6	17	9	12	5	17	4	1	0	71
	% within q0057	8.5%	23.9%	12.7%	16.9%	7.0%	23.9%	5.6%	1.4%	0.0%	
	% within $item	60.0%	53.1%	31.0%	50.0%	33.3%	60.7%	26.7%	12.5%	0.0%	
	% of Total	3.7%	10.5%	5.6%	7.4%	3.1%	10.5%	2.5%	0.6%	0.0%	43.8%
	Under 1000										
	Count	1	5	9	5	4	5	4	1	1	35
	% within q0057	2.9%	14.3%	25.7%	14.3%	11.4%	14.3%	11.4%	2.9%	2.9%	
	% within $item	10.0%	15.6%	31.0%	20.8%	26.7%	17.9%	26.7%	12.5%	100.0%	
	% of Total	0.6%	3.1%	5.6%	3.1%	2.5%	3.1%	2.5%	0.6%	0.6%	21.6%
	1000-5000										
	Count	3	4	6	6	3	3	6	4	0	35
	% within q0057	8.6%	11.4%	17.1%	17.1%	8.6%	8.6%	17.1%	11.4%	0.0%	
	% within $item	30.0%	12.5%	20.7%	25.0%	20.0%	10.7%	40.0%	50.0%	0.0%	
	% of Total	1.9%	2.5%	3.7%	3.7%	1.9%	1.9%	3.7%	2.5%	0.0%	21.6%
	5000-10000										
	Count	0	1	1	0	0	1	0	0	0	3
	% within q0057	0.0%	33.3%	33.3%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	
	% within $item	0.0%	3.1%	3.4%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	
	% of Total	0.0%	0.6%	0.6%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	1.9%
	Over 10000										
	Count	0	5	4	1	3	2	1	2	0	18
	% within q0057	0.0%	27.8%	22.2%	5.6%	16.7%	11.1%	5.6%	11.1%	0.0%	
	% within $item	0.0%	15.6%	13.8%	4.2%	20.0%	7.1%	6.7%	25.0%	0.0%	
	% of Total	0.0%	3.1%	2.5%	0.6%	1.9%	1.2%	0.6%	1.2%	0.0%	11.1%
Total	Count	10	32	29	24	15	28	15	8	1	162
	% of Total	6.2%	19.8%	17.9%	14.8%	9.3%	17.3%	9.3%	4.9%	0.6%	100.0%

Reasons districts do not participate in social media: Qualitative data

1. Lack of controls and factual backup

2. Each social media has a particular following and trying to keep current in all types would be a big job. We've tried Facebook but no

real demand for it grew. So we have stayed with traditional communications with good results to date.

3. The majority of those that respond to posts are those that have a need to vent negatively and very publicly…often those who do not

have an interest in problem solving. Email has served as an effective medium for communication with staff and we use our website

very consistently for sharing of information with parents and community.

4. I believe that social media can be a good tool, but I have been advised that it is too risky.

5. One-way communication that could find everyone who has a bone to pick making the efforts negative

6. We focus on keeping our website up to date rather than trying to manage several other areas.

7. I think its a necessary tool but opens the supt to too much

8. No plan yet developed, but not community priority

9. Social media posts do not require the contributor to rely on facts or true information. Trying to debunk posters of ideas that are

incorrect can lead to a non-productive circular discussion

10. There are better and more thoughtful ways to communicate with patrons and staff.

11. Unsure of district policies and procedures

Appendix B

Superintendent Perceptions of Potential Social Media Benefits

Superintendent Perceptions of Potential Social Media Benefits

Item	N	n	%
Item 1: helps our employees to understand or stay in-touch with what is happening inside the district	177		
Strongly agree		37	21
Agree		113	64
Disagree		23	13
Strongly disagree		4	2
Item 2: makes district office staff more effective in managing crises	177		
Strongly agree		32	18
Agree		101	57
Disagree		40	23
Strongly disagree		4	2
Item 3: has a positive impact on district goals	177		
Strongly agree		33	19
Agree		110	62
Disagree		33	19
Strongly disagree		1	1
Item 4: makes our district a more attractive place to work	177		
Strongly agree		22	12
Agree		101	57
Disagree		52	29
Strongly disagree		2	1

Item 5: gives more employees the chance to communicate directly with the superintendent or district administration

		177	
Strongly agree		12	7
Agree		73	41
Disagree		81	46
Strongly disagree		11	6

Item 6: has a positive impact on our district's reputation

		177	
Strongly agree		40	23
Agree		109	62
Disagree		24	14
Strongly disagree		4	2

Item 7: is a good way of sharing news and information about our district

		177	
Strongly agree		79	45
Agree		88	50
Disagree		9	5
Strongly disagree		1	1

Item 8: helps us find and attract new students

		177	
Strongly agree		1	1
Agree		71	40
Disagree		93	53
Strongly disagree		12	7

Item 9: helps our district build good relationships with the news media

		177	
Strongly agree		17	10
Agree		99	56
Disagree		53	30
Strongly disagree		8	5

	n	f	%
Item 10: is a good use of my time	177		
Strongly agree		21	12
Agree		106	60
Disagree		42	24
Strongly disagree		8	5
Item 11: is a good way for me to communicate with employees	177		
Strongly agree		17	10
Agree		88	50
Disagree		62	35
Strongly disagree		10	6
Item 12: enhances my credibility in the community	177		
Strongly agree		15	9
Agree		103	58
Disagree		56	32
Strongly disagree		3	2
Item 13: shows that our district is innovative	177		
Strongly agree		22	12
Agree		132	75
Disagree		20	11
Strongly disagree		3	2
Item 14: gives our district a human face or personality	177		
Strongly agree		29	16
Agree		103	58
Disagree		42	24
Strongly disagree		3	2

Appendix C

Cross Tabulation Analysis

Cross Tabulation: Item 1: helps our employees to understand or stay in-touch with that is happening inside the district *vs. School District Size*

			Item 1		
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	42	11	53
		Expected Count	44.9	8.1	53.0
		% within	79.2%	20.8%	100.0%
		% within Item 1	28.0%	40.7%	29.9%
		% of Total	23.7%	6.2%	29.9%
	Our district has 500-1000 students	Count	24	8	32
		Expected Count	27.1	4.9	32.0
		% within	75.0%	25.0%	100.0%
		% within Item 1	16.0%	29.6%	18.1%
		% of Total	13.6%	4.5%	18.1%
	Our district has 1000-5000 students	Count	43	8	51
		Expected Count	43.2	7.8	51.0
		% within	84.3%	15.7%	100.0%
		% within Item 1	28.7%	29.6%	28.8%
		% of Total	24.3%	4.5%	28.8%
	Our district has 5000-10000 students	Count	20	0	20
		Expected Count	16.9	3.1	20.0
		% within	100.0%	0.0%	100.0%
		% within Item 1	13.3%	0.0%	11.3%
		% of Total	11.3%	0.0%	11.3%
	Our district has over 10,000 students	Count	21	0	21
		Expected Count	17.8	3.2	21.0
		% within	100.0%	0.0%	100.0%
		% within Item 1	14.0%	0.0%	11.9%
		% of Total	11.9%	0.0%	11.9%
Total		Count	150	27	177
		Expected Count	150.0	27.0	177.0
		% within	84.7%	15.3%	100.0%
		% within Item 1	100.0%	100.0%	100.0%
		% of Total	84.7%	15.3%	100.0%

Cross Tabulation: Item 2: makes district office staff more effective in managing crises *vs.*
School District Size

| | | | Item 2 | | |
			Agree	Disagree	Total
Which of the below describes your district?	Our district has under 500 students	Count	34	19	53
		Expected	39.8	13.2	53.0
		% within	64.2%	35.8%	100.0%
		% within Item 2	25.6%	43.2%	29.9%
		% of Total	19.2%	10.7%	29.9%
	Our district has 500-1000 students	Count	23	9	32
		Expected	24.0	8.0	32.0
		% within	71.9%	28.1%	100.0%
		% within Item 2	17.3%	20.5%	18.1%
		% of Total	13.0%	5.1%	18.1%
	Our district has 1000-5000 students	Count	38	13	51
		Expected	38.3	12.7	51.0
		% within	74.5%	25.5%	100.0%
		% within Item 2	28.6%	29.5%	28.8%
		% of Total	21.5%	7.3%	28.8%
	Our district has 5000-10000 students	Count	20	0	20
		Expected	15.0	5.0	20.0
		% within	100.0%	0.0%	100.0%
		% within Item 2	15.0%	0.0%	11.3%
		% of Total	11.3%	0.0%	11.3%
	Our district has over 10,000 students	Count	18	3	21
		Expected	15.8	5.2	21.0
		% within	85.7%	14.3%	100.0%
		% within Item 2	13.5%	6.8%	11.9%
		% of Total	10.2%	1.7%	11.9%
Total		Count	133	44	177
		Expected	133.0	44.0	177.0
		% within	75.1%	24.9%	100.0%
		% within Item 2	100.0%	100.0%	100.0%
		% of Total	75.1%	24.9%	100.0%

Cross Tabulation: Item 3: has a positive impact on district goals *vs. School District*

| | | | Item 3 | | |
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	35	18	53
		Expected Count	42.8	10.2	53.0
		% within	66.0%	34.0%	100.0%
		% within Item 3	24.5%	52.9%	29.9%
		% of Total	19.8%	10.2%	29.9%
	Our district has 500-1000 students	Count	27	5	32
		Expected Count	25.9	6.1	32.0
		% within	84.4%	15.6%	100.0%
		% within Item 3	18.9%	14.7%	18.1%
		% of Total	15.3%	2.8%	18.1%
	Our district has 1000-5000 students	Count	44	7	51
		Expected Count	41.2	9.8	51.0
		% within	86.3%	13.7%	100.0%
		% within Item 3	30.8%	20.6%	28.8%
		% of Total	24.9%	4.0%	28.8%
	Our district has 5000-10000 students	Count	20	0	20
		Expected Count	16.2	3.8	20.0
		% within	100.0%	0.0%	100.0%
		% within Item 3	14.0%	0.0%	11.3%
		% of Total	11.3%	0.0%	11.3%
	Our district has over 10,000 students	Count	17	4	21
		Expected Count	17.0	4.0	21.0
		% within	81.0%	19.0%	100.0%
		% within Item 3	11.9%	11.8%	11.9%
		% of Total	9.6%	2.3%	11.9%
Total		Count	143	34	177
		Expected Count	143.0	34.0	177.0
		% within	80.8%	19.2%	100.0%
		% within Item 3	100.0%	100.0%	100.0%
		% of Total	80.8%	19.2%	100.0%

Cross Tabulation: Item 4: makes our district a more attractive place to work *vs. School District Size*

| | | | Item 4 | | |
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	28	25	53
		Expected Count	36.8	16.2	53.0
		% within	52.8%	47.2%	100.0%
		% within Item 4	22.8%	46.3%	29.9%
		% of Total	15.8%	14.1%	29.9%
	Our district has 500-1000 students	Count	20	12	32
		Expected Count	22.2	9.8	32.0
		% within	62.5%	37.5%	100.0%
		% within Item 4	16.3%	22.2%	18.1%
		% of Total	11.3%	6.8%	18.1%
	Our district has 1000-5000 students	Count	39	12	51
		Expected Count	35.4	15.6	51.0
		% within	76.5%	23.5%	100.0%
		% within Item 4	31.7%	22.2%	28.8%
		% of Total	22.0%	6.8%	28.8%
	Our district has 5000-10000 students	Count	19	1	20
		Expected Count	13.9	6.1	20.0
		% within	95.0%	5.0%	100.0%
		% within Item 4	15.4%	1.9%	11.3%
		% of Total	10.7%	0.6%	11.3%
	Our district has over 10,000 students	Count	17	4	21
		Expected Count	14.6	6.4	21.0
		% within	81.0%	19.0%	100.0%
		% within Item 4	13.8%	7.4%	11.9%
		% of Total	9.6%	2.3%	11.9%
Total		Count	123	54	177
		Expected Count	123.0	54.0	177.0
		% within	69.5%	30.5%	100.0%
		% within Item 4	100.0%	100.0%	100.0%
		% of Total	69.5%	30.5%	100.0%

Cross Tabulation: Item 5: gives more employees the chance to communicate directly with the superintendent or district administration *vs. School District Size*

			Item 5		
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	24	29	53
		Expected Count	25.5	27.5	53.0
		% within	45.3%	54.7%	100.0%
		% within Item 5	28.2%	31.5%	29.9%
		% of Total	13.6%	16.4%	29.9%
	Our district has 500-1000 students	Count	14	18	32
		Expected Count	15.4	16.6	32.0
		% within	43.8%	56.3%	100.0%
		% within Item 5	16.5%	19.6%	18.1%
		% of Total	7.9%	10.2%	18.1%
	Our district has 1000-5000 students	Count	22	29	51
		Expected Count	24.5	26.5	51.0
		% within	43.1%	56.9%	100.0%
		% within Item 5	25.9%	31.5%	28.8%
		% of Total	12.4%	16.4%	28.8%
	Our district has 5000-10000 students	Count	11	9	20
		Expected Count	9.6	10.4	20.0
		% within	55.0%	45.0%	100.0%
		% within Item 5	12.9%	9.8%	11.3%
		% of Total	6.2%	5.1%	11.3%
	Our district has over 10,000 students	Count	14	7	21
		Expected Count	10.1	10.9	21.0
		% within	66.7%	33.3%	100.0%
		% within Item 5	16.5%	7.6%	11.9%
		% of Total	7.9%	4.0%	11.9%
Total		Count	85	92	177
		Expected Count	85.0	92.0	177.0
		% within Which of the below describes your district?	48.0%	52.0%	100.0%
		% within Item 5	100.0%	100.0%	100.0%
		% of Total	48.0%	52.0%	100.0%

Cross Tabulation: Item 6: has a positive impact on our district's reputation *vs. School District Size*

			Item 6		
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	42	11	53
		Expected Count	44.6	8.4	53.0
		% within	79.2%	20.8%	100.0%
		% within Item 6	28.2%	39.3%	29.9%
		% of Total	23.7%	6.2%	29.9%
	Our district has 500-1000 students	Count	27	5	32
		Expected Count	26.9	5.1	32.0
		% within	84.4%	15.6%	100.0%
		% within Item 6	18.1%	17.9%	18.1%
		% of Total	15.3%	2.8%	18.1%
	Our district has 1000-5000 students	Count	42	9	51
		Expected Count	42.9	8.1	51.0
		% within	82.4%	17.6%	100.0%
		% within Item 6	28.2%	32.1%	28.8%
		% of Total	23.7%	5.1%	28.8%
	Our district has 5000-10000 students	Count	20	0	20
		Expected Count	16.8	3.2	20.0
		% within	100.0%	0.0%	100.0%
		% within Item 6	13.4%	0.0%	11.3%
		% of Total	11.3%	0.0%	11.3%
	Our district has over 10,000 students	Count	18	3	21
		Expected Count	17.7	3.3	21.0
		% within	85.7%	14.3%	100.0%
		% within Item 6	12.1%	10.7%	11.9%
		% of Total	10.2%	1.7%	11.9%
Total		Count	149	28	177
		Expected Count	149.0	28.0	177.0
		% within	84.2%	15.8%	100.0%
		% within Item 6	100.0%	100.0%	100.0%
		% of Total	84.2%	15.8%	100.0%

Cross Tabulation: Item 7: is a good way of sharing news and information about our district vs. School District Size

| | | | Item 7 | | |
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	50	3	53
		Expected Count	50.0	3.0	53.0
		% within	94.3%	5.7%	100.0%
		% within Item 7	29.9%	30.0%	29.9%
		% of Total	28.2%	1.7%	29.9%
	Our district has 500-1000 students	Count	30	2	32
		Expected Count	30.2	1.8	32.0
		% within	93.8%	6.3%	100.0%
		% within Item 7	18.0%	20.0%	18.1%
		% of Total	16.9%	1.1%	18.1%
	Our district has 1000-5000 students	Count	46	5	51
		Expected Count	48.1	2.9	51.0
		% within	90.2%	9.8%	100.0%
		% within Item 7	27.5%	50.0%	28.8%
		% of Total	26.0%	2.8%	28.8%
	Our district has 5000-10000 students	Count	20	0	20
		Expected Count	18.9	1.1	20.0
		% within	100.0%	0.0%	100.0%
		% within Item 7	12.0%	0.0%	11.3%
		% of Total	11.3%	0.0%	11.3%
	Our district has over 10,000 students	Count	21	0	21
		Expected Count	19.8	1.2	21.0
		% within	100.0%	0.0%	100.0%
		% within Item 7	12.6%	0.0%	11.9%
		% of Total	11.9%	0.0%	11.9%
Total		Count	167	10	177
		Expected Count	167.0	10.0	177.0
		% within	94.4%	5.6%	100.0%
		% within Item 7	100.0%	100.0%	100.0%
		% of Total	94.4%	5.6%	100.0%

Cross Tabulation: Item 8: helps us find and attract new students *vs. School District Size*

			Item 8		
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	19	34	53
		Expected Count	21.6	31.4	53.0
		% within	35.8%	64.2%	100.0%
		% within Item 8	26.4%	32.4%	29.9%
		% of Total	10.7%	19.2%	29.9%
	Our district has 500-1000 students	Count	11	21	32
		Expected Count	13.0	19.0	32.0
		% within	34.4%	65.6%	100.0%
		% within Item 8	15.3%	20.0%	18.1%
		% of Total	6.2%	11.9%	18.1%
	Our district has 1000-5000 students	Count	22	29	51
		Expected Count	20.7	30.3	51.0
		% within	43.1%	56.9%	100.0%
		% within Item 8	30.6%	27.6%	28.8%
		% of Total	12.4%	16.4%	28.8%
	Our district has 5000-10000 students	Count	11	9	20
		Expected Count	8.1	11.9	20.0
		% within	55.0%	45.0%	100.0%
		% within Item 8	15.3%	8.6%	11.3%
		% of Total	6.2%	5.1%	11.3%
	Our district has over 10,000 students	Count	9	12	21
		Expected Count	8.5	12.5	21.0
		% within	42.9%	57.1%	100.0%
		% within Item 8	12.5%	11.4%	11.9%
		% of Total	5.1%	6.8%	11.9%
Total		Count	72	105	177
		Expected Count	72.0	105.0	177.0
		% within	40.7%	59.3%	100.0%
		% within Item 8	100.0%	100.0%	100.0%
		% of Total	40.7%	59.3%	100.0%

Cross Tabulation: Item 9: helps our district build good relationships with the news media
vs. School District Size

| | | | Item 9 | | |
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	29	24	53
		Expected Count	34.7	18.3	53.0
		% within	54.7%	45.3%	100.0%
		% within Item 9	25.0%	39.3%	29.9%
		% of Total	16.4%	13.6%	29.9%
	Our district has 500-1000 students	Count	20	12	32
		Expected Count	21.0	11.0	32.0
		% within	62.5%	37.5%	100.0%
		% within Item 9	17.2%	19.7%	18.1%
		% of Total	11.3%	6.8%	18.1%
	Our district has 1000-5000 students	Count	35	16	51
		Expected Count	33.4	17.6	51.0
		% within	68.6%	31.4%	100.0%
		% within Item 9	30.2%	26.2%	28.8%
		% of Total	19.8%	9.0%	28.8%
	Our district has 5000-10000 students	Count	16	4	20
		Expected Count	13.1	6.9	20.0
		% within	80.0%	20.0%	100.0%
		% within Item 9	13.8%	6.6%	11.3%
		% of Total	9.0%	2.3%	11.3%
	Our district has over 10,000 students	Count	16	5	21
		Expected Count	13.8	7.2	21.0
		% within	76.2%	23.8%	100.0%
		% within Item 9	13.8%	8.2%	11.9%
		% of Total	9.0%	2.8%	11.9%
Total		Count	116	61	177
		Expected Count	116.0	61.0	177.0
		% within	65.5%	34.5%	100.0%
		% within Item 9	100.0%	100.0%	100.0%
		% of Total	65.5%	34.5%	100.0%

Cross Tabulation: Item 10: is a good use of my time *vs. School District Size*

			Item 10		
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	32	21	53
		Expected Count	38.0	15.0	53.0
		% within	60.4%	39.6%	100.0%
		% within Item 10	25.2%	42.0%	29.9%
		% of Total	18.1%	11.9%	29.9%
	Our district has 500-1000 students	Count	23	9	32
		Expected Count	23.0	9.0	32.0
		% within	71.9%	28.1%	100.0%
		% within Item 10	18.1%	18.0%	18.1%
		% of Total	13.0%	5.1%	18.1%
	Our district has 1000-5000 students	Count	41	10	51
		Expected Count	36.6	14.4	51.0
		% within	80.4%	19.6%	100.0%
		% within Item 10	32.3%	20.0%	28.8%
		% of Total	23.2%	5.6%	28.8%
	Our district has 5000-10000 students	Count	17	3	20
		Expected Count	14.4	5.6	20.0
		% within	85.0%	15.0%	100.0%
		% within Item 10	13.4%	6.0%	11.3%
		% of Total	9.6%	1.7%	11.3%
	Our district has over 10,000 students	Count	14	7	21
		Expected Count	15.1	5.9	21.0
		% within	66.7%	33.3%	100.0%
		% within Item 10	11.0%	14.0%	11.9%
		% of Total	7.9%	4.0%	11.9%
Total		Count	127	50	177
		Expected Count	127.0	50.0	177.0
		% within	71.8%	28.2%	100.0%
		% within Item 10	100.0%	100.0%	100.0%
		% of Total	71.8%	28.2%	100.0%

Cross Tabulation: Item 11: is a good way for me to communicate with employees *vs.*
School District Size

			Item 11		Total
			1	2	
Which of the below describes your district?	Our district has under 500 students	Count	25	28	53
		Expected Count	31.4	21.6	53.0
		% within	47.2%	52.8%	100.0%
		% within Item 11	23.8%	38.9%	29.9%
		% of Total	14.1%	15.8%	29.9%
	Our district has 500-1000 students	Count	19	13	32
		Expected Count	19.0	13.0	32.0
		% within	59.4%	40.6%	100.0%
		% within Item 11	18.1%	18.1%	18.1%
		% of Total	10.7%	7.3%	18.1%
	Our district has 1000-5000 students	Count	29	22	51
		Expected Count	30.3	20.7	51.0
		% within	56.9%	43.1%	100.0%
		% within Item 11	27.6%	30.6%	28.8%
		% of Total	16.4%	12.4%	28.8%
	Our district has 5000-10000 students	Count	17	3	20
		Expected Count	11.9	8.1	20.0
		% within	85.0%	15.0%	100.0%
		% within Item 11	16.2%	4.2%	11.3%
		% of Total	9.6%	1.7%	11.3%
	Our district has over 10,000 students	Count	15	6	21
		Expected Count	12.5	8.5	21.0
		% within	71.4%	28.6%	100.0%
		% within Item 11	14.3%	8.3%	11.9%
		% of Total	8.5%	3.4%	11.9%
Total		Count	105	72	177
		Expected Count	105.0	72.0	177.0
		% within	59.3%	40.7%	100.0%
		% within Item 11	100.0%	100.0%	100.0%
		% of Total	59.3%	40.7%	100.0%

Cross Tabulation: Item 12: enhances my credibility in the community *vs. School District Size*

| | | | Item 12 | | |
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	24	29	53
		Expected Count	35.3	17.7	53.0
		% within	45.3%	54.7%	100.0%
		% within Item 12	20.3%	49.2%	29.9%
		% of Total	13.6%	16.4%	29.9%
	Our district has 500-1000 students	Count	20	12	32
		Expected Count	21.3	10.7	32.0
		% within	62.5%	37.5%	100.0%
		% within Item 12	16.9%	20.3%	18.1%
		% of Total	11.3%	6.8%	18.1%
	Our district has 1000-5000 students	Count	39	12	51
		Expected Count	34.0	17.0	51.0
		% within	76.5%	23.5%	100.0%
		% within Item 12	33.1%	20.3%	28.8%
		% of Total	22.0%	6.8%	28.8%
	Our district has 5000-10000 students	Count	18	2	20
		Expected Count	13.3	6.7	20.0
		% within	90.0%	10.0%	100.0%
		% within Item 12	15.3%	3.4%	11.3%
		% of Total	10.2%	1.1%	11.3%
	Our district has over 10,000 students	Count	17	4	21
		Expected Count	14.0	7.0	21.0
		% within	81.0%	19.0%	100.0%
		% within Item 12	14.4%	6.8%	11.9%
		% of Total	9.6%	2.3%	11.9%
Total		Count	118	59	177
		Expected Count	118.0	59.0	177.0
		% within	66.7%	33.3%	100.0%
		% within Item 12	100.0%	100.0%	100.0%
		% of Total	66.7%	33.3%	100.0%

Cross Tabulation: Item 13: shows that our district is innovative *vs. School District*

Crosstab

			Item 13		
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	42	11	53
		Expected Count	46.1	6.9	53.0
		% within	79.2%	20.8%	100.0%
		% within Item 13	27.3%	47.8%	29.9%
		% of Total	23.7%	6.2%	29.9%
	Our district has 500-1000 students	Count	26	6	32
		Expected Count	27.8	4.2	32.0
		% within	81.3%	18.8%	100.0%
		% within Item 13	16.9%	26.1%	18.1%
		% of Total	14.7%	3.4%	18.1%
	Our district has 1000-5000 students	Count	46	5	51
		Expected Count	44.4	6.6	51.0
		% within	90.2%	9.8%	100.0%
		% within Item 13	29.9%	21.7%	28.8%
		% of Total	26.0%	2.8%	28.8%
	Our district has 5000-10000 students	Count	20	0	20
		Expected Count	17.4	2.6	20.0
		% within	100.0%	0.0%	100.0%
		% within Item 13	13.0%	0.0%	11.3%
		% of Total	11.3%	0.0%	11.3%
	Our district has over 10,000 students	Count	20	1	21
		Expected Count	18.3	2.7	21.0
		% within	95.2%	4.8%	100.0%
		% within Item 13	13.0%	4.3%	11.9%
		% of Total	11.3%	0.6%	11.9%
Total		Count	154	23	177
		Expected Count	154.0	23.0	177.0
		% within	87.0%	13.0%	100.0%
		% within Item 13	100.0%	100.0%	100.0%
		% of Total	87.0%	13.0%	100.0%

Cross Tabulation: Item 14: gives our district a human face or personality *vs. School District Size*

| | | | Item 14 | | |
			1	2	Total
Which of the below describes your district?	Our district has under 500 students	Count	34	19	53
		Expected Count	39.5	13.5	53.0
		% within	64.2%	35.8%	100.0%
		% within Item 14	25.8%	42.2%	29.9%
		% of Total	19.2%	10.7%	29.9%
	Our district has 500-1000 students	Count	21	11	32
		Expected Count	23.9	8.1	32.0
		% within	65.6%	34.4%	100.0%
		% within Item 14	15.9%	24.4%	18.1%
		% of Total	11.9%	6.2%	18.1%
	Our district has 1000-5000 students	Count	39	12	51
		Expected Count	38.0	13.0	51.0
		% within	76.5%	23.5%	100.0%
		% within Item 14	29.5%	26.7%	28.8%
		% of Total	22.0%	6.8%	28.8%
	Our district has 5000-10000 students	Count	19	1	20
		Expected Count	14.9	5.1	20.0
		% within	95.0%	5.0%	100.0%
		% within Item 14	14.4%	2.2%	11.3%
		% of Total	10.7%	0.6%	11.3%
	Our district has over 10,000 students	Count	19	2	21
		Expected Count	15.7	5.3	21.0
		% within	90.5%	9.5%	100.0%
		% within Item 14	14.4%	4.4%	11.9%
		% of Total	10.7%	1.1%	11.9%
Total		Count	132	45	177
		Expected Count	132.0	45.0	177.0
		% within	74.6%	25.4%	100.0%
		% within Item 14	100.0%	100.0%	100.0%
		% of Total	74.6%	25.4%	100.0%

Appendix D

Chi-square Analysis

Chi-square for Item 1: helps our employees to understand or stay in-touch with that is happening inside the district

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
				Significance	99% Confidence Interval	
					Lower Bound	Upper Bound
Pearson Chi-Square	10.979^a	4	.027	$.026^b$	.022	.030
Likelihood Ratio	16.757	4	.002	$.003^b$	.001	.004
Fisher's Exact Test	11.822			$.015^b$	.012	.018
N of Valid Cases	177					

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 3.05.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 2: makes district office staff more effective in managing crises

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
				Significance	99% Confidence Interval	
					Lower Bound	Upper Bound
Pearson Chi-Square	11.494^a	4	.022	$.019^b$	.016	.023
Likelihood Ratio	16.196	4	.003	$.003^b$	.002	.004
Fisher's Exact Test	13.019			$.009^b$	.007	.011
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 4.97.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 3: has a positive impact on district goals

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | |
| | | | | Significance | 99% Confidence Interval | |
					Lower Bound	Upper Bound
Pearson Chi-Square	13.442[a]	4	.009	.008[b]	.006	.010
Likelihood Ratio	16.285	4	.003	.003[b]	.002	.004
Fisher's Exact Test	13.351			.007[b]	.005	.009
N of Valid Cases	177					

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.84.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 4: makes our district a more attractive place to work

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | |
| | | | | Significance | 99% Confidence Interval | |
					Lower Bound	Upper Bound
Pearson Chi-Square	16.289[a]	4	.003	.002[b]	.001	.003
Likelihood Ratio	18.064	4	.001	.001[b]	.000	.002
Fisher's Exact Test	16.591			.002[b]	.001	.003
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.10.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 5: gives more employees the chance to communicate directly with the superintendent or district administration

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | |
| | | | | Significance | 99% Confidence Interval | |
					Lower Bound	Upper Bound
Pearson Chi-Square	4.196[a]	4	.380	.388[b]	.375	.400
Likelihood Ratio	4.240	4	.375	.388[b]	.375	.400
Fisher's Exact Test	4.162			.389[b]	.377	.402
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.60.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 6: has a positive impact on our district's reputation

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | |
| | | | | Significance | 99% Confidence Interval | |
					Lower Bound	Upper Bound
Pearson Chi-Square	4.894[a]	4	.298	.300[b]	.288	.312
Likelihood Ratio	7.950	4	.093	.122[b]	.114	.131
Fisher's Exact Test	5.457			.237[b]	.226	.248
N of Valid Cases	177					

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.16.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 7: is a good way of sharing news and information about our district

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)	99% Confidence Interval	
				Significance	Lower Bound	Upper Bound
Pearson Chi-Square	4.128[a]	4	.389	.414[b]	.401	.427
Likelihood Ratio	6.159	4	.188	.265[b]	.253	.276
Fisher's Exact Test	3.064			.534[b]	.521	.547
N of Valid Cases	177					

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.13.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 8: helps us find and attract new students

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)	99% Confidence Interval	
				Significance	Lower Bound	Upper Bound
Pearson Chi-Square	2.908[a]	4	.573	.585[b]	.572	.598
Likelihood Ratio	2.887	4	.577	.592[b]	.579	.605
Fisher's Exact Test	2.914			.584[b]	.572	.597
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.14.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 9: helps our district build good relationships with the news media

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
				Significance	99% Confidence Interval	
					Lower Bound	Upper Bound
Pearson Chi-Square	6.001[a]	4	.199	.205[b]	.195	.215
Likelihood Ratio	6.138	4	.189	.200[b]	.190	.210
Fisher's Exact Test	5.771			.218[b]	.207	.229
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.89.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 10: is a good use of my time

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)		
				Significance	99% Confidence Interval	
					Lower Bound	Upper Bound
Pearson Chi-Square	7.262[a]	4	.123	.122[b]	.114	.130
Likelihood Ratio	7.409	4	.116	.126[b]	.117	.134
Fisher's Exact Test	7.078			.130[b]	.121	.139
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.65.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 11: is a good way for me to communicate with employees

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | |
| | | | | Significance | 99% Confidence Interval | |
					Lower Bound	Upper Bound
Pearson Chi-Square	10.112[a]	4	.039	.037[b]	.032	.042
Likelihood Ratio	10.879	4	.028	.031[b]	.027	.036
Fisher's Exact Test	10.242			.035[b]	.030	.039
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.14.

b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 12: enhances my credibility in the community

| | Value | df | Asymptotic Significance (2-sided) | Monte Carlo Sig. (2-sided) | | |
| | | | | Significance | 99% Confidence Interval | |
					Lower Bound	Upper Bound
Pearson Chi-Square	20.190[a]	4	.000	.000[b]	.000	.001
Likelihood Ratio	20.880	4	.000	.000[b]	.000	.001
Fisher's Exact Test	19.727			.000[b]	.000	.001
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.67.

b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 13: shows that our district is innovative

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)	99% Confidence Interval	
				Significance	Lower Bound	Upper Bound
Pearson Chi-Square	8.466[a]	4	.076	.071[b]	.064	.078
Likelihood Ratio	10.967	4	.027	.037[b]	.032	.042
Fisher's Exact Test	8.061			.071[b]	.064	.078
N of Valid Cases	177					

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.60.
b. Based on 10000 sampled tables with starting seed 2000000.

Chi-square for Item 14: gives our district a human face or personality

	Value	df	Asymptotic Significance (2-sided)	Monte Carlo Sig. (2-sided)	99% Confidence Interval	
				Significance	Lower Bound	Upper Bound
Pearson Chi-Square	11.687[a]	4	.020	.018[b]	.015	.022
Likelihood Ratio	13.545	4	.009	.011[b]	.009	.014
Fisher's Exact Test	11.972			.016[b]	.012	.019
N of Valid Cases	177					

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.08.
b. Based on 10000 sampled tables with starting seed 2000000.

Appendix E
Reasons Superintendents Begin Using Social Media

		Items (As listed on p. 51)								Total
		1	2	3	4	5	6	7	8	
Which of the below describes your district?	Our district has under 500 students									
	Count	37	16	17	27	28	19	11	26	181
	% within Size	20.4%	8.8%	9.4%	14.9%	15.5%	10.5%	6.1%	14.4%	
	% within Reason	26.1%	20.0%	23.6%	33.8%	23.5%	27.9%	33.3%	23.4%	25.7%
	% of Total	5.2%	2.3%	2.4%	3.8%	4.0%	2.7%	1.6%	3.7%	25.7%
	Our district has 500-1000 students									
	Count	27	17	15	15	21	11	7	21	134
	% within Size	20.1%	12.7%	11.2%	11.2%	15.7%	8.2%	5.2%	15.7%	
	% within Reason	19.0%	21.3%	20.8%	18.8%	17.6%	16.2%	21.2%	18.9%	
	% of Total	3.8%	2.4%	2.1%	2.1%	3.0%	1.6%	1.0%	3.0%	19.0%
	Our district has 1000-5000 students									
	Count	42	23	17	23	41	25	7	37	215
	% within Size	19.5%	10.7%	7.9%	10.7%	19.1%	11.6%	3.3%	17.2%	
	% within Reason	29.6%	28.8%	23.6%	28.8%	34.5%	36.8%	21.2%	33.3%	
	% of Total	6.0%	3.3%	2.4%	3.3%	5.8%	3.5%	1.0%	5.2%	30.5%
	Our district has 5000-10000 students									
	Count	18	11	10	6	13	5	2	12	77
	% within Size	23.4%	14.3%	13.0%	7.8%	16.9%	6.5%	2.6%	15.6%	
	% within Reason	12.7%	13.8%	13.9%	7.5%	10.9%	7.4%	6.1%	10.8%	
	% of Total	2.6%	1.6%	1.4%	0.9%	1.8%	0.7%	0.3%	1.7%	10.9%
	Our district has over 10,000 students									
	Count	18	13	13	9	16	8	6	15	98
	% within Size	18.4%	13.3%	13.3%	9.2%	16.3%	8.2%	6.1%	15.3%	
	% within Reason	12.7%	16.3%	18.1%	11.3%	13.4%	11.8%	18.2%	13.5%	
	% of Total	2.6%	1.8%	1.8%	1.3%	2.3%	1.1%	0.9%	2.1%	13.9%
Total	Count	142	80	72	80	119	68	33	111	705
	% of Total	20.1%	11.3%	10.2%	11.3%	16.9%	9.6%	4.7%	15.7%	100.0%

Percentages and totals are based on responses.

Appendix F

Superintendent Survey Questions

1. Do you participate in social media? By "participate in," we mean do you ever post messages, videos, pictures, etc. on a social media site? Please include situations in which someone else in your district actually does the posting for you.
    1) Yes
    2) No

2. Are your messages, comments, pictures, or videos ever posted on your district's website?
    1) Yes
    2) No

3. When you participate in social media, who are the intended audiences? Please select all that apply.
    1) District employees
    2) News media
    3) Parents
    4) The general public
    5) Others in education
    6) Prospective employees
    7) Students
    8) Other

4. Where are your messages, comments, pictures, or videos posted? Please select all that apply.
    1) Facebook
    2) Twitter
    3) YouTube
    4) Google+
    5) Blogs
    6) Other
    7) Don't know

5. How often are your messages, comments, pictures, or video posted on social media sites?
    1) Once or twice a week
    2) Once or twice a month
    3) Once or twice a quarter
    4) Once or twice a year

6. In your opinion, is it generally a good or bad idea for you to participate in social media?

1) Good idea
2) Bad idea
3) Not sure

7. Do you believe you should participate in social media more often or less often than you do now?
   1) More often
   2) Less often
   3) Same as current
   4) Not sure

8. When did you first start participating in social media?
   1) Sometime this past year
   2) A year or two ago
   3) Three to five years ago
   4) More than five years ago

9. Who writes your comments, tweets, and blog posts? Please choose the phrase that **BEST** describes what happens at your district.
   1) You write all your own comments, tweets, and blog posts
   2) Someone else writes all your comments, tweets, and blog posts
   3) You write some and someone else writes some or edits it

10. Do you ever search to see what others are saying online in social media about your district?
    1) Yes
    2) No

The following are various statements about your participation in social media—that is, posting messages, comments, pictures, or video on social media sites.

In my opinion, using social media...

11. Helps our employees to understand or stay in-touch with that is happening inside the district

Strongly agree

Agree

Disagree

Strongly disagree

12. Makes district office staff more effective in managing crises

Strongly agree

Agree

Disagree

Strongly disagree

13. Has a positive impact on district goals

Strongly agree

Agree

Disagree

Strongly disagree

14. Makes our district a more attractive place to work

Strongly agree

Agree

Disagree

Strongly disagree

15. Gives more employees the chance to communicate directly with the superintendent or district administration

Strongly agree

Agree

Disagree

Strongly disagree

16. Has a positive impact on our district's reputation

Strongly agree

Agree

Disagree

Strongly disagree

17. Is a good way of sharing news and information about our district

Strongly agree

Agree

Disagree

Strongly disagree

18. Helps us find and attract new students

Strongly agree

Agree

Disagree

Strongly disagree

19. Helps our district build good relationships with the news media

Strongly agree

Agree

Disagree

Strongly disagree

20. Is a good use of my time

Strongly agree

Agree

Disagree

Strongly disagree

21. Is a good way for me to communicate with employees

Strongly agree

Agree

Disagree

Strongly disagree

22. Enhances my credibility in the community

Strongly agree

Agree

Disagree

Strongly disagree

23. Shows that our district is innovative

Strongly agree

Agree

Disagree

Strongly disagree

24. Gives our district a human face or personality

Strongly agree

Agree

Disagree

Strongly disagree

25. Have you participated in social media in the past but then stopped?

Yes

No

26. Do you monitor or scan what is being said about your district in social

media, even if you do not participate in social media?

Yes

No

27. In your opinion, would it generally be a good idea or a bad idea for you to

participate in social media?

Good idea

Bad idea

Not sure

The following are various statements about what might happen if you participated in social media—that is, posting messages, comments, pictures, or video on social media sites.

In my opinion, participation in social media would…

28. Help our employees to understand or stay in-touch with that is happening inside the district

Strongly agree

Agree

Disagree

Strongly disagree

29. Make district office staff more effective in managing crises

Strongly agree

Agree

Disagree

Strongly disagree

30. Have a positive impact on district goals

Strongly agree

Agree

Disagree

Strongly disagree

31. Make our district a more attractive place to work

Strongly agree

Agree

Disagree

Strongly disagree

32. Give more employees the chance to communicate directly with the
superintendent or district administration

Strongly agree

Agree

Disagree

Strongly disagree

33. Have a positive impact on our district's reputation

Strongly agree

Agree

Disagree

Strongly disagree

34. Be a good way of sharing news and information about our district

Strongly agree

Agree

Disagree

Strongly disagree

35. Help us find and attract new students

Strongly agree

Agree

Disagree

Strongly disagree

36. Help our district build good relationships with the news media

Strongly agree

Agree

Disagree

Strongly disagree

37. Be a good use of my time

Strongly agree

Agree

Disagree

Strongly disagree

38. Be a good way for me to communicate with employees

Strongly agree

Agree

Disagree

Strongly disagree

39. Enhance my credibility in the community

Strongly agree

Agree

Disagree

Strongly disagree

40. Show that our district is innovative

Strongly agree

Agree

Disagree

Strongly disagree

41. Give our district a human face or personality

Strongly agree

Agree

Disagree

Strongly disagree

42. The following are some reasons you may not participate in social media. Please select the reasons you believe are true for you.
1) You see no measurable return on investment
2) You do not have the time
3) It's too risky
4) It's not typical for your district
5) You are not sure how to use social media
6) There is no demand for you to do so
7) We prefer not to expose the district in this public manner
8) Our legal counsel discourages the use of social media
9) You believe social media is for young people
10) None of the above
11) Other (please specify)

For the last few questions please think about superintendents/school districts in general, not just you or your school district.

43. If you had to guess, what percent of superintendents in Washington do you think participate in social media today? Please enter any percent between 0% and 100%.

44. Five years from now, what percent of superintendents do you think will be participating in social media? Please enter any percent between 0% and 100%.

45. For superintendents who currently do not use social media for public relations, but START using social media in the next five years, what do you believe is the reason they start using social media? Please select the reasons these superintendents begin using social media for public relations.
    1. Parents expect communication through social media
    2. School employees expect communication through social media
    3. News media or other community entities expect communication through social media
    4. Other school superintendents use social media
    5. Superintendents want to reach a greater number of people with communications
    6. School board expects communication through social media
    7. Superintendent desires to communicate more with students
    8. Superintendent wants to enhance the district's public image
    9. Not sure
    10. Other (please specify)

46. How much courage does it take for a superintendent to participate in social media today?
    1) A great deal
    2) A moderate amount
    3) A little
    4) Requires no courage
    5) Not sure

47. How risky is it for superintendents to participate in social media today?
    1) Very risky
    2) Somewhat risky
    3) Not too risky
    4) Not at all risky
    5) Not sure

48. How risky do you think it will be five years from now for superintendents to participate in social media?
    1) Very risky
    2) Somewhat risky

3) Not too risky
4) Not at all risky
5) Not sure

49. In your opinion, how much do parents, school employees, and other school stakeholders CURRENTLY expect superintendents or districts to use social media?

11. A great deal
12. A moderate amount
13. A little
14. No expectation to use social media
15. Not sure

50. In five years, how much do you believe parents, school employees, and other school stakeholders will expect superintendents or districts to use social media?

16. A great deal
17. A moderate amount
18. A little
19. No expectation to use social media
20. Not sure

51. In general, which would you say is more credible and believable?

1) Comments posted by superintendents in social media
2) Comments from superintendents quoted by news media
3) Both equally
4) Not sure

52. In general, which would you say is more likely to be seen by a large number of people?

1) Comments posted by superintendents in social media
2) Comments from superintendents quoted by news media
3) Both equally
4) Not sure

53. Does your district have a presence on any social media sites? That can include a Facebook page, Twitter profile or YouTube channel or some other social media channel.

1) Yes
2) No

54. Do you personally use or have an account or profile on any of the following social media sites? Please select all that apply.
    1) Facebook
    2) Google+
    3) YouTube
    4) Twitter
    5) LinkedIn
    6) Pinterest
    7) Blog(s)
    8) Instagram
    9) Another social networking site
    10) I do not personally use or have an account/profile on social media

55. Does your district allow its employees to use social media at work?
    1) Yes
    2) No

56. Are you...?
    1) Male
    2) Female

57. Which of the below describes your district? Please choose as many as apply.

    1) Our district has under 500 students
    2) Our district has 500-1000 students
    3) Our district has 1000-5000 students
    4) Our district has 5000-10000 students
    5) Our district has over 10,000 students

58. In what year were you born?
    1) ENTER YEAR: __ __ __ __

References

Argenti, P. A., & Barnes, C. M. (2009). *Digital strategies for powerful corporate communications*. New York, NY: McGraw-Hill.

Association for Education Communication and Technology (AECT). (2004). *Definition and terminology committee*. Retrieved from http://www.aect.org/about/div_.asp?DivisionID=18

Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice and leadership*. San Francisco, CA. John Wiley & Sons.

Brown, B., Sikes, J., & Willmott, P. (2013). *Bullish on digital: McKinsey global survey results.* Retrieved from http://www.mckinsey.com/insights/business_technology/bullish_on_digital_mcki nsey_global_survey_results?goback=.gde_57447_member_266190395#!

Callahan, R. E. (1962). Education and the cult of efficiency: A study of the social forces that have shaped the public schools. University of Chicago Press.

Cohen. J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and the schools*. New York, NY: Teachers College Press.

Cox, D., & McLeod, S. (2014). Social media marketing and communications strategies for school superintendents. *Journal of Educational Administration, 52*(6), 850-868.

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 319-340.

Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method.* Hoboken, NJ: John Wiley & Sons.

Duggan, M. (2015). *Mobile messaging and social media 2015.* Pew Research Center, August 2015. Retrieved from http://www.pewinternet.org/2015/01/09/social-media-update-2014/.

Faase, R., Helms, R., & Spruit, M. (2011). Web 2.0 in the CRM domain: defining social CRM. *International Journal of Electronic Customer Relationship Management, 5*(1), 1-22.

Field, A. (2009). *Discovering statistics using SPSS.* Sage publications.

Fowler Jr, F. J. (2013). *Survey research methods.* Thousand Oaks, CA: Sage.

Gil de Zúñiga, H., Jung, N., & Valenzuela, S. (2012). Social media use for news and individuals' social capital, civic engagement and political participation. *Journal of Computer-Mediated Communication, 17*(3), 319-336.

Hampton, K., Goulet, L., Rainie, L., & Purcell, K., (2011). *Social networking sites and our lives.* Pew Research Center. June, 2011. Retrieved from http://www.pewinternet.org/2011/06/16/social-networking-sites-and-our-lives/

Hennig-Thurau, T., Malthouse, E. C., Friege, C., Gensler, S., Lobschat, L., Rangaswamy, A., & Skiera, B. (2010). The impact of new media on customer relationships. *Journal of Service Research, 13*(3), 311-330.

Henry, L., & Reidy, B. (2006). *Characteristics of effective superintendents.* Retrieved from http://www.nspra.org/files/docs/CharacteristicsOfEffectiveSuperintendents.pdf

International Society for Technology in Education (ISTE). (2009). *NETS for administrators 2009*. Retrieved from http://www.iste.org/standards/ISTE-standards/standards-for-administrators

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons, 53*(1), 59-68.

Kavanaugh, A. L., Fox, E. A., Sheetz, S. D., Yang, S., Li, L. T., Shoemaker, D. J., & Xie, L. (2012). Social media use by government: From the routine to the critical. *Government Information Quarterly, 29*(4), 480-491.

Khalifa, M., & Ning Shen, K. (2008). Explaining the adoption of transactional B2C mobile commerce. *Journal of Enterprise Information Management, 21*(2), 110-124.

Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons, 54*(3), 241-251.

Kirby, J. (2012). Viral marketing. *Connected marketing*, 87-106.

Kowalski, T., Petersen, G., & Fusarelli, L. (2009). *Effective communication for school administrators: A necessity in an information age.* Lanham, MD: Rowman and Littlefield.

Lager, M. (2009). Sales and social media: No one's social (yet). *CRM Magazine, 13*(6), 29-33.

McHugh, M. L. (2013). The Chi-square test of independence. *Biochemia Medica, 23*(2), 143-149.

McLeod, S., & Richardson, J. W. (2013). Supporting effective technology integration and implementation. *Principal, 2.*

National Center for Education Statistics (NCES). (2009). *Fast facts: Education technology.* Retrieved from National Center for Education Statistics website: http://nces.ed.gov/fastfacts/display.asp?id=46

National School Public Relations Association (NSPRA). (2015). *Electronic communication survey.* Retrieved from National School Public Relations Association website: http://nspra.org

Odhiambo, G., & Hii, A. (2012). Key stakeholders' perceptions of effective school leadership. *Educational Management Administration & Leadership, 40*(2), 232-247.

Office of Superintendent of Public Instruction. (2012). *Personnel by major position and gender.* Retrieved from http://k12.wa.us/DataAdmin/pubdocs/personnel/2011_2012PersonnelByMajorPos itionandGender.pdf

Office of Superintendent of Public Instruction. (2014). *District level enrollment.* Retrieved from http://www.k12.wa.us/dataadmin/pubdocs/P105/Oct1_DistrictLevel_20141210.xl s

Ott, R., & Longnecker, M. (2008). *An introduction to statistical methods and data analysis.* Boston, MA. Cengage Learning.

Perrin, A., & Duggan, M. (2015). *American's internet access: 2000-2015.* Pew Research Center, June 2015. Retrieved from

http://www.pewinternet.org/files/2015/06/2015-06-26_internet-usage-across-demographics-discover_FINAL.pdf

Pew. (2012). *Teens fact sheet.* Retrieved from

http://www.pewinternet.org/fact-sheets/teens-fact-sheet/Pew Internet

Pew. (2013). *Broadband technology fact sheet.* Retrieved from

http://www.pewinternet.org/fact-sheets/broadband-technology-fact-sheet/

Pew. (2015). *Teens, social media & technology overview 2015.* Retrieved from

http://www.pewinternet.org/2015/04/09/a-majority-of-american-teens-report-access-to-a-computer-game-console-smartphone-and-a-tablet/

Riva, G., & Galimberti, C. (1998). Computer-mediated communication: Identity and social interaction in an electronic environment. *Genetic, Social and General Psychology Monographs, 124,* 434-464.

Rea, L. M., & Parker, R. A. (1992). *Designing and conducting survey research.* San Francisco,

CA: Jossey– Bass.

Reese, N. (2015, September 17). *Washington's broadband: Stats & figures.* Retrieved from http://broadbandnow.com/Washington

Rodriguez, M., Peterson, R. M., & Krishnan, V. (2012). Social media's influence on business-to-business sales performance. *Journal of Personal Selling & Sales Management, 32*(3), 365-378.

Scott, D. M. (2013). *The new rules of marketing & PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly.* Hoboken, NJ: John Wiley & Sons.

Shandwick, W. (2012). *The social CEO: Executives tell all.* Retrieved from

https://www.webershandwick.com/uploads/news/files/Social-CEO-Study.pdf

Suhr, D., & Shay, M. (2009). Guidelines for reliability, confirmatory and exploratory

factor analysis. In *Proc. 2009 Western Users of SAS Conf. San Jose, CA.*

Thomas, W. B., & Moran, K. J. (1992). Reconsidering the power of the superintendent in

the progressive period. *American Educational Research Journal, 29*(1), 22-50.

Thompson, T., Hertzberg, J., & Sullivan, M. (2013). *Social media risks and rewards.*

Retrieved from https://www.grantthornton.com/~/media/content-page-

files/advisory/pdfs/2013/ADV-social-media-survey.ashx

U.S. Department of Education. (2015). *Future ready technology initiative.* Retrieved

from http://tech.ed.gov/futureready/

Wright, D. K., & Hinson, M. D. (2013). An updated examination of social and emerging

media use in public relations practice: A longitudinal analysis between 2006 and

2013. *Public Relations Journal, 7*(3), 1-39.