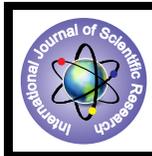


# Construction of Social Media Scale



## Education

**KEYWORDS :** Social Media, twitter, facebook, my space, youtube, flicker, whats app, Item Validity, media phobia

**Mr. P. Soundarapandian**

Research Scholar, Research and Development Centre, Bharathiar University, Coimbatore

**Dr. V. Thamodharan**

Principal, V. O. Chidambaram College of Education, Thoothukudi – 628 002.

### ABSTRACT

*Social media such as twitter, facebook, my space, youtube, flicker, whats app and others have been growing at a tremendous rate and the adoption rate of such media has been sky rocketing which in turn, has delivered astronomical numbers of users in less than ten years. There is an urgent need to make more research on impact of social media on various aspects of education. So, it was decided to construct a social media scale for under graduate arts and science students. The Social Media Scale was constructed and standardized to measure the influence of social media of under graduate arts and science college students. The steps followed for its construction and standardization are (i) Planning, (ii) Preparation of preliminary version, (iii) Pre-tryout, (iv) Editing, (v) Pilot study (Try out), (vi) Item validity and (vii) Preparation of final version. The researcher developed the preliminary version of Social Media Scale (109 statements) with simple, clear and concise statements for better understanding both in Tamil and English version. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. Thus the final social media scale consists of 61 items. This questionnaire was aimed at uncovering the knowledge and conceptions of under graduate arts and science students about the social media. This tool will help to find out details about usage of social media, media competence, media education, attitude towards social media and media phobia of under graduate arts and science students*

### INTRODUCTION

Social media such as twitter, facebook, my space, youtube, flicker, whats app and others have been growing at a tremendous rate and the adoption rate of such media has been sky rocketing which in turn, has delivered astronomical numbers of users in less than ten years. Social media is often seen merely as a way to pass the time or stay connected to friends and family. However, its use is rapidly expanding into the educational sector. One reason social media is so popular is that it allows people to personalize the way they experience and interact with the Web. Tools like Facebook, Twitter, and Instagram used to be almost exclusively used to take a break from academics, but social media is increasingly being leveraged as a study tool, especially for today's tech-savvy students. It's common for many students to be challenged by the same learning concept or course assignment. Social media can help centralize the collective knowledge of an entire class to make studying and communicating more efficient for everyone. Elearning and social media are very much a part of social life that it only makes sense to leverage it where possible for educational purposes, especially if it has a positive impact on learning. Educators create their own professional-development opportunities with the many resources available via social media. Social media no longer has to be an obstacle to studying; it can help students create and manage a study community, make the best use of study time, and find new resources to help them learn and retain knowledge. The Challenge for educators, though, is less about privacy concerns or false identities, but more about motivating students to actively participate in their own learning. Social media is well positioned to provide motivation and engagement given that a majority of college students spend an average of 30 minutes a day on facebook. So, it was decided to construct social media scale for under graduate arts and science college students. The questionnaire was designed specifically for this study, keeping in mind the fact that college students and young men still form larger per cent of social media users in India.

### Construction of Tools

The Social Media Scale was constructed and standardized to measure the influence of social media of under graduate arts and science college students. The steps followed for its construction and standardization are as follows:

- Planning
- Preparation of preliminary version
- Pre-tryout
- Editing
- Pilot study (Try out)
- Item validity
- Preparation of final version

### Planning

Before preparing the questionnaire for Social Media Scale, the research scholar had gone through with the numerous books and literature related to the present study. It was also taken into consideration from already existing questionnaires like social media use integration scale by Michael A. Jenkins-Guarnieri, Stephen L. Wright, and Brian Johnson and Social Media Scale by Thanavathi. It was decided to prepare the social media scale which has the statements with reference to the five dimensions such as uses of social media, media education, attitude towards social media, media phobia and media competence.

### Preparation of Preliminary Version

The researcher developed the preliminary version of Social Media Scale (109 statements) with simple, clear and concise statements for better understanding both in Tamil and English version. Care was taken to avoid ambiguity and repetition in the statements. The researcher developed items on a five point Likert type of ratings for both the tools. In social media scale, at the end of each statement five graded options were given namely – 'Strongly Agree', 'Agree', 'Undecided', 'Disagree', 'Strongly Disagree' having scores 5,4,3,2 and 1 for positive statements and 1,2,3,4, and 5 for negative statements. The researcher classified the statements of preliminary form of social media scale as the following dimensions.

**Table – 1.01**  
**Social Media Scale (Preliminary Version)**

Sl. No.	Dimensions	Positive Polarity	No. of Items
1.	Uses of Social Media	1-21	21
2.	Media Competence	22-41	20

3.	Media Education	42-62	21
4.	Attitude towards media	63-83	21
5.	Media Phobia	84-109	26
Total Number of Items		109	109

### Pre-tryout

The validity was also established by referring the questionnaire to various Educational Psychologists. The rational and constructive suggestions were also considered to modify the statements as per the requirement of the present study. The questionnaires were arranged in a logical order and each statement was recorded clearly to enable the subjects to understand and answer those statements without any difficulty. The preliminary form of social media scale were given to the supervisor, educationists, teacher educators and language experts for their observation and criticism regarding the clarity of statements, appropriateness of the language of statements and the pattern of responses against each statement. Based on their suggestions, the research tools were further edited. Then the preliminary version of SMS were translated into vernacular language. Finally the preliminary versions were also corrected by language experts.

### Editing

Soliciting the responses of the educationists, teacher educators and language experts approached at the pre-tryout stage, the editing of developed research tool was completed. On the basis of criticisms and suggestions of my guide and experts involved, 19 items were rejected and 109 items were retained in the Preliminary Version of Social Media Scale.

### Pilot Study (Try Out)

The term 'pilot studies' refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. A pilot study can be used as a "small scale version or trial run in preparation for a major study" (Polit, Beck and Hungler, 2001). For standardization of constructed tool, the researcher conducted a pilot study. The pilot study also helped to ensure comprehensibility of the items in the tests. The constructed tools were administered on 50 under graduate arts and science college students from the following colleges in Tirunelveli district.

Table – 3.09

#### College wise distribution of sample used in pilot study

Sl. No.	Name of the Colleges	No. of Students
1.	J.P. Arts and Science College, Tenkasi	20
2.	Mano Arts and Science College, Puliangudi.	30
	Total	50

The students are instructed to mark their responses for all the statements of social media scale. Further they were given assurance that their responses would be used only for their research purpose. They were also convinced that their responses would be kept confidential. There was no time limit, but the under graduate arts and science college students took 2 hours for giving responses to all the statements of the tool. The responses of under graduate arts and science college students were scored according to the statements.

*Content validity:* It means the degree to which a measure covers the range of meanings included within the con-

cept. The weightage to the content and the objectives of the scales can be seen in by going through the preliminary draft of the scales. Items were uniformly framed and on the basis of the recommendation of the two experienced teacher educators, modifications were made in the items.

*Item validity:* The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. The table value for 5% significance is 0.195. The calculated value of each item below 0.195 was discarded and the items having the value 0.195 and above were retained. Thus the final social media scale consists of 61 items.

### Preparation of Final Version

The final version of SMS had 61 items. The items were neatly printed and administered to the target under graduate arts and science college students to record their opinions. The final draft of positive and negative items was in the following table – 3.12.

Table 3.12  
Social Media Scale (Final Version)

Sl. No.	Dimensions	Distribution of Items	No. of Items
1.	Uses of Social Media	4-6, 8-14, 17,21	12
2.	Media Competence	22-24, 26, 32, 33, 35	12
3.	Media Education	37-41, 45,46, 48, 53-55, 60-62	09
4.	Attitude towards media	63-66, 70-73, 75, 76, 78, 80, 83	13
5.	Media Phobia	86-92, 95, 96, 99, 101, 104, 105, 107, 109	15
Total Number of Items		61	61

### Validity on PSS, EMS and SES

Validity means the ability of a scale or measuring instrument to measure what is intended to be measured. A questionnaire as a measuring instrument is considered "valid when it measures, what it is supposed to measure."

For SMS, the investigator established content validity, concurrent validity and item validity. In order to establish concurrent validity, 50 under graduate arts and science college students were randomly selected from J.P. Arts and Science College, Tenkasi. These college students were given a standardized tool 'Social Media Scale' developed by Thanavathi. The responses of the under graduate arts and science college students were scored followed by the execution of the Social Media Scale designed by the investigator to the same students. The responses of the under graduate arts and science college students were scored. The investigator established the correlation co-efficient of the two sets of scores. It was 0.69. Thus, the tool designed by the investigator were considered to be valid.

### Reliability on PSS, EMS and SES

Reliability applies to a measure when similar results are obtained over time and across situations. Broadly defined, reliability is the degree to which measures are free from error and therefore, yield consistent results. (Singh, 2004) The investigator used test – retest method to establish reliability of tool. For establishment of reliability, the investigator collected the required data from a total of 50 under graduate arts and science college students of J.P. Arts and Science College, Tenkasi and Mano College of Arts and Science, Puliangudi. After an interval of 15 days the same tool was

administered to the same set of students. The reliability coefficient of the tool was established. The reliability value is 0.71.

## CONCLUSION

This questionnaire was aimed at uncovering the knowledge and conceptions of under graduate arts and science students about the social media. This tool will help to find out details about usage of social media, media competence, media education, attitude towards social media and media phobia of under graduate arts and science students

## REFERENCES

1. Singh. (2004). *Research Methods in Social Sciences: A Manual for designing Questionnaires* (2 ed.). New Delhi: Kanishka Publishers.
2. Catheryn, C., John, C., & Shaun, M. (2012). *Transforming in Teaching Social Media Startegies in Higher Education*. California: Information Science Press.
3. Hana, Hana, N., & John, A. (2013). *Social Media Usage and Impact*. New York: Lexington Books.
4. Michael, A. J., Stephen, L. W., & Brain, J. (2013). Development and Validation of a Social Media UseIntegration Scale. *Psychology of Popular Media Sulture* , 38-50.
5. Subaramanian. (2015). *A Study on Emotional Maturity of High School Students in relation to their Parenting Style and School Environment*. Tirunelveli: Manonmaniam Sundranar University. Unpublished Ph.d. Dissertaton.
6. <http://www.learn-dash.com/growing-use-of-social-media-in-education/>