

CONSTRUCTION AND VALIDATION OF SCALE ON TEACHER EDUCATORS' ATTITUDE TOWARDS SOCIAL MEDIA

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ABSTRACT

The use of social media in teaching has gained increasing attention over the past decade. Social media has been found employed in the instruction process of various disciplines, one of which is the teacher education. The role of emerging social media may offer new opportunities to enhance the teaching and learning experiences. Hence the investigator have constructed and validated a scale on teacher educators attitude towards social media in systematic scientific methods. Systematic random sample of 370 teacher educators have been collected and analysed, reliability and validity were established using suitable statistical calculations. Final scale consists of 25 statements including 13 negative and 12 positive statements.

Keywords: social media – attitude – teacher educators – construction - validation.

Introduction

Social media is one of the current phenomena in the technology advancement that touches many aspects of life, including education. It has served educators globally in various manners; some use it to attract more students by social media campaign, some use it to create and maintain professional networking, and others also use it to aid the teaching and learning process. The use of social media in

teaching has gained increasing attention over the past decade, which is evidenced by the growing number of research in the area found in the International peer reviewed journals. Social media has been found employed in the instruction process of various disciplines, one of which is the teacher education.

Social Media Trends in Education

Social media are Web 2.0 technologies that facilitate social interaction and collaboration, and foster a sense of community (Bingham & Conner, 2010). Experian (2012) ranks the top six social network sites by total visits as: Facebook (7 billion), Twitter (182 million), Pinterest (104 million), LinkedIn (86 million), Tagged (72 million), and Google+ (61 million). These social networking websites have become a significant part of college students' lives (Junco, Heiberger, & Loken, 2010). Hence the investigator decided to construct and validate a scale on teacher educators attitude towards social media.

Objective of the Study

- ❖ To construct and validate a scale on teacher educators' attitude towards social media.

Preparation of Attitude Towards Social Media Scale for Teacher Educators

Towards the preparation of the tool for attitude towards social media scale for teacher educators, the investigator has gone through books, journals and internet resources as the first step. As no tool was available readily to assess the attitude towards social media scale for teacher educators, the investigator himself constructed and validated a tool to assess the attitude towards social media scale for teacher educators.

The investigator listed out thirty-six items to represent attitude towards social media scale for teacher educators, which have five alternative responses viz., Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.

Scrutiny by Experts

The listed items were subjected to scrutiny by a panel of subject experts comprising of teacher educators, psychologists, computer science experts, media experts and modifications were effected wherever needed, based on their comments.

Pre-try Out

Thus modified and corrected items after the scrutiny by the experts were administered to twenty teacher educators and the substitution of the vocabulary and concretization of the items were done based on teacher educators reactions.

Try Out

The refined tool was administered to 110 teacher educators.

Formation of High and Low Group of Attitude Towards Social Media

Since the tool consists of thirty-four items, Scoring was done by awarding 4 / 3 / 2 / 1 / 0 for Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree respectively for positive items and the score was given on the reverse process for negative items. Thus the attitude scores for a respondent could ideally range between 0 and 136. The 110 teacher educators were arranged in the descending order on the basis of their attitude scores. The top most 27 per cent (30 teacher educators) of the respondents were termed as high attitude group and the bottom most 27 per cent (30 teacher educators) of the respondents were termed as low attitude group. Item-wise analysis were carried out by the employment of the test of significance of difference between the means of the contrast high and low attitude groups for each of the thirty-four items. It was done to find whether a particular item discriminates the teacher educators of high attitude group from low attitude group significantly and positively. Out of the thirty-four items, twenty five items were retained for the final attitude tool. The rest of the items were discarded. The attitude score could range between 0 and 100.

The following table no. 3.2 shows that the retained and discarded items in the final attitude scale for the teacher educators.

Table No.1
List of Items in the Attitude Scale for the Teacher Educators

S. No	Items	't' value	Whether positive/negative item	Whether selected Yes/No
1	Exchange of information is more in social media	1.82	Positive	Yes
2	Criminal activities increase due to misuse of social media	6.53	Negative	Yes
3	Social media helps to access information easily	4.45	Positive	Yes
4	Time spent on social media is merely waste	6.21	Negative	Yes
5	Social media provides good entertainment platform	5.74	Positive	Yes
6	Social media provide low cost information exchange	5.20	Positive	Yes
7	Can understand information easily	7.54	Positive	Yes
8	One become addicted to social media by often using	6.34	Negative	Yes
9	Emergency communication possible through social media	8.56	Positive	Yes
10	Social media will reduce book reading habit	6.52	Negative	Yes
11	Social media may compensate paucity of face to face interactions in classroom.	3.19	Positive	Yes
12	Hand writing is spoiled while using only social media	7.04	Negative	Yes
13	Compulsive usage of social networking sites is a problematic issue.	7.15	Negative	Yes
14	Information spread will be easy through social media	0.60	Positive	No

15	Awareness creation is more in social media	8.12	Positive	Yes
16	I trust social media activities	8.20	Positive	Yes
17	Lack of interpersonal relationship in social media	1.32	negative	No
18	One can help anyone by information sharing	1.16	positive	No
19	Credibility of information less in social media	4.87	Negative	Yes
20	Social media affect my personal life	7.00	Negative	Yes
21	Social media provides more number of friends	5.19	Negative	Yes
22	One can easily get depressed through social media	1.28	Negative	No
23	Social media encourages involvement in extracurricular activities	1.42	Positive	No
24	Social media restricts sharing of personal information	1.62	Positive	No
25	Rationalization of information is difficult	3.79	Negative	Yes
26	Technology transaction through social media is quickly	7.04	Positive	Yes
27	Information obtained from social media is reliable	6.18	Positive	Yes
28	Social media affect health of individual	7.61	Negative	Yes
29	Social media helps me to using ICT tools	8.02	Positive	Yes
30	Social media is creating agitation among people	1.88	Negative	No
31	Students often prefer to get feedback and be corrected by their teachers directly.	0.86	Positive	No
32	It may be harmful for students to use internet from a moral and cultural point of view.	6.30	Negative	Yes
33	Social media interactions may impose much time and energy demands on the teachers.	5.02	Negative	Yes
34	Use of social media in teaching may increase students' self-confidence.	4.56	Positive	Yes

Reliability

Split-half method

The scores of the odd-even items were computed independently for each respondent for this purpose. Since 100 teacher educators were selected, so there were a hundred pairs of the total odd and total even scores. The Pearson's product moment correlation co-efficient ('r') was computed '0.86'. The computed ($r = 0.86$) is the reliability co-efficient for half the scale.

The reliability co-efficient for the whole inventory was obtained by using the Spearman brown prophecy formula

$$R = \frac{2r}{1 + r}$$

Hence the reliability co-efficient for the whole scale

$$R = \frac{2 \times (0.86)}{1 + (0.86)} = 0.92$$

The reliability index was found by finding the square root of 'R' i.e. $\sqrt{0.92}$ is equal to '0.96'. The reliability co-efficient is significant and high.

Hence, the tool is a highly reliable one.

Validity

(i) Content Validity

Content validity was established in the form of the modification and refinement of the prepared items based on the reactions of the subject experts.

(ii) Item Validity

Item validity was established in terms of significant discrimination items of high attitude group from low attitude group at 0.05 level. Hence, the tool is a highly reliable and valid one.

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