

THE DEVELOPMENT AND VALIDATION OF A SOCIAL MEDIA USAGE SCALE FOR HOSPITALITY STUDENTS IN WEST BENGAL-INDIA

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ABSTRACT

Adolescent cellphone and social media usage has increase rapidly because of Covid-19's lockdown and post pandemic era. Their reliance on mobile phones and electronic devices grows as they use them for educational and entertainment purposes. Adolescents' use of social media has increased in this context. The researcher of this study developed and validated a social media usage scale (SMUS) to measure the amount of time students spend on social media. The SMUS was given to 367 hospitality students, and the results show that social media usage among these students is moderate. In terms of psychological use, the majority of students use social media.

Keywords: Mobile phone, Covid-19, Social media, Social networking, Management students.

INTRODUCTION

People's reliance on technology and cell phones in many aspects of their lives intensified as a result of the pandemic. It had an effect on the teaching and learning processes as well. In the context of COVID-19, teaching and learning process has evolved dramatically, with a strong emphasis on the use of mobile phones and social media by both students and teachers. Even before COVID-19 it was widely spread, adolescent followers were drawn to modern technologies such as smart phones to play online games and socialize via various social media platforms. On the internet, people utilize social media to connect, share, communicate, and build connections. It is a multipurpose platform that creates and acquires spaces in everyone's life for the most efficient and cost-effective mode of communication (Ismail et al., 2020).

As a result of socialization occurring through social media, social media has evolved into a psychosocial disorder, and the majority of people have access to social media through their smart phone. Researcher created and validated a Social Media Usage Scale (SMUS) to assess the level of social media usage among management students in the current investigation. It was administered to 367 pupils, with the findings analysed in order to draw conclusions. According to a few first research studies on social media, the majority of adolescents have an addictive behavior toward using various social media platforms (Savci, 2016). Social media usage was moderately prevalent among students,

with a significant relationship between age group, gender, and level of education (Fatollahi et al., 2019).

The use of mobile phones for educational and entertainment purposes increases the reliance on mobile phones and electronic devices and thus on social media platforms. Social media usage has become more common among adolescents in this situation. There was a scarcity of adequate research in this sector, particularly in India. As a result, the study is significant in light of the current situation of blended learning due to the pandemic.

REVIEW OF RELATED LITERATURE

According to Jose et al. (2021), social media has provided each individual with a new universe of awareness and possibilities. They are, in fact, quickly gaining favour among younger generations across the globe. Social media is extensively used by students in their late teens and early twenties. It will have an impact on the students' personal and professional life. Due to the rapid growth of social media in India, this survey was designed to better understand the impact of social media on certain categories of young, with an emphasis on college students.

Sivakumar (2020) investigated how social media impacted on student academic achievement. The majority of higher school and college students were involved in utilising social media productively for academic objectives, despite public conceptions of student abuse of social media. This implies that social media has an impact on kids' academic performance. Ansari & Khan (2020) attempted to

investigate the applicability and utility of social media and mobile devices in the previously unexplained study area of an institution of higher education. The research has shown the important impacts of online social media used for collective learning on people, teachers and online knowledge-sharing behaviours. In addition, interactivity with instructors, peers and online conduct has significantly influenced student engagement that consequently influences student academic outcomes.

Azizi et al. (2019) conducted a cross-sectional analysis on the social media dependency. An academic success metric was also taken as an overall graduate during the previous training period. The mean addiction to social media of male students was found to be higher than female students. Students were negatively and significantly affected by social media with academic achievement. Goel and Singh (2016) conducted a study to determine the connection between students' attitudes about social media usage in college and their academic achievement. It also aimed to investigate the trends in social media use among management students at private colleges and universities in order to better understand the relationship between social media usage and academic achievement among these students.

NEED OF THE SCALE

Numerous studies on social media usage have been conducted at various levels, most notably among adults, graduate and medical students, according to a review of the literature (Aarts, 2018). However, none of the studies, particularly those from India, looked closely at junior management students' use of social media usage and smartphone addiction. The primary reason for avoiding this age group was a lack of a mobile phone and easy access to social media continuously. However, when the pandemic scenario necessitated an academic environment in which a cell phone was required, the majority of parents felt compelled to buy one for their children. The study was carried out two years after the first COVID -19 case (after 3rd wave and new normal phase) was reported globally, and thus appears to be relevant in the current situation. As a result, the researchers believe that a study on the social media usage of management students is currently required. This necessitates the use of a tool designed for management students.

METHOD

OBJECTIVES

- To construct and validate a Social media Usage rating scale for hospitality management students.
- To identify the various dimensions of Social media usage using EFA.
- To determine the Social media usage level of hospitality management students.

Phases of Scale development

Preliminary planning and preparation of items

By conducting a continuous review of the topic, the investigator gathered information about social media and social media usage. The investigator drafted 50 statements after interviewing management teachers and students and shared them with experts. Eight entries were removed from the list due to their lack of clarity and repetition of themes. The accuracy of the remaining 42 statements has been checked by language experts, and some were reconstructed and adjusted to reflect the suggestions. There were 23 positive items and 23 negative items among the 46 totals. Finally, twenty management students were provided the scale as a pre-tryout exercise. Strongly agree, agree, undecided, disagree, and strongly disagree were the various responses given in the scale for each item.

Pre try out

The preliminary draft of the questionnaire shared with 20 hospitality management students and responses were collected into a Google sheet and scored according to the scoring schedule. Following the pre-testing, necessary changes were made to the statements based on the students' suggestions.

Try out

With the permission of the college authorities, the scale was shared with students from three different colleges (Central IHM, AICTE and Private University colleges/ affiliation in W.B) after the pre-tryout. A total of one hundred students completed the survey, and their responses were tabulated and arranged in descending order of their total scores. The responses with the highest and lowest scores were separated into two groups: 27 percent with the highest score and 27 percent with the lowest score. The responses in the highest score group were termed as an upper group, and the lowest scored group was termed as the lower group. After this, t-value between the upper group and lower group scores for each item is calculated.

Items with t-value greater than 1.75 was regarded as a good item that processes internal consistency and hence discriminating power (Edwards, 1983). But in the current study, items with t- value equal to or above 4 only were selected, and items with a t-value below 4 were rejected from the draft to form a final rating scale. The final draft now contains 22 items; among them, 12 are positively polar statements, and 10 are negatively polar statements.

RELIABILITY

At all times, a rating scale should be consistent and reliable. The investigator should confirm the reliability and validity of the items in order to confirm the stability of the rating scale. Following the pilot study, the Cronbach's Alpha test was used to determine the item's reliability. The draft version was distributed to 367 students (As per proportion in different colleges), and their responses were collected in a Google sheet. Cronbach's Alpha test generates an alpha value of 0.841, indicating that the SMUS developed is extremely reliable.

VALIDITY

The validity of a test is the most important criterion for its quality. The investigator used the following steps to validate the SMUS:

Content Validity

The process of establishing links between test items and job-related tasks is known as content validity. The extent to which a test covers the construct of interest is referred to as its content validity. The investigator created all of the statements in the SMUS using the available literature. As a result, the statements are pertinent to the construct. The SMUS was given to a panel of experts in the field, who thoroughly checked the items and determined the content validity.

Item Validity

A scale has validity if the test items were chosen based on t-values, according to Edwards (1983) and Garrett (1962). Each item on the final scale was chosen using the norms provided by Edwards (1983), i.e. the t values. As a result, the scale's item validity is established.

Intrinsic Validity

Intrinsic validity can be established as the square root of the reliability coefficient (Guilford and Fruchter, 1973). As the square root of the reliability coefficient of the current scale is 0.917, the intrinsic validity of the scale is established.

EXPLORATORY FACTOR ANALYSIS OF SMUS

Exploratory factor analysis (EFA) is a sophisticated data-reduction technique used by social science researchers. The number and type of variables reflected in a scale's items are referred to as its dimensionality, also known as its factor structure. Factor analysis is a statistical methodology for determining whether a set of test items constitutes a test function in a manner that is consistent with the test's underlying theory.

The first step in factor analysis is to ensure that the data is suitable for EFA. The Kaiser-Meyer-Olkin (KMO) sampling adequacy measure is used to determine the data's normality. A KMO value between 0.6 and 1 is acceptable for EFA, and a KMO value greater than 0.9 is excellent (Glen, 2021). The KMO value in the current study was found to be 0.91, which is an acceptable value. EFA continued after confirming the Kaiser normalisation. According to the EFA, the 22 items can be classified into six factors. Table 1 shows the loading of each item in each factor.

Table 1
Rotated component Matrix of items in SMUS

	Components					
	1	2	3	4	5	6
SMQ1						0.585
SMQ2						0.726
SMQ3					0.638	
SMQ4					0.733	
SMQ5						0.725
SMQ6			-0.664			
SMQ7				0.738		
SMQ8					0.594	
SMQ9					0.637	
SMQ10	0.511					
SMQ11				0.802		

SMQ12	0.568				
SMQ13	0.566				
SMQ14		0.759			
SMQ15		0.759			
SMQ16			0.510		
SMQ17				0.516	
SMQ18		0.556			
SMQ19			0.761		
SMQ20			0.616		
SMQ21					0.647
SMQ22		0.552			

Items with eigen value 0.5 and above under a factor is considered in that dimension (Glen, 2021). So, the EFA loading reveals that 3 items loaded under the factor 1, four items under factor 2, four items under factor 3, two items under factor 4, five items under factor 5 and four items under factor 6 according to the eigen values. The factors with less

than 3 items were rejected. After discussing with experts and reviewing the related literature, the factors are named and thus the SMUS is converted into a five-dimensional Likert scale with 20 items. The dimensions of the SMUS and the corresponding item numbers are given in the table 2.

Table 2
Dimensions and Items in SMUS

	Dimensions				
	Educational	Communicational	Psychological	Entertainment	Social
Items	SMQ01	SMQ06	SMQ03	SMQ13	SMQ15
	SMQ02	SMQ16	SMQ04	SMQ10	SMQ14
	SMQ05	SMQ19	SMQ08	SMQ12	SMQ18
	SMQ21	SMQ20	SMQ09		SMQ22
			SMQ17		

RESULTS AND DISCUSSION

The SMUS shared with 1068 management students and the responses were collected. The analysis of

the data leads to the following findings.

Table 3
Social media usage of higher secondary students: Descriptive analysis of scores

	N	Mean	Median	SD
Social media usage	367	62.28	62.00	08.44

Table 3 shows that the mean value of hospitality management students' social media usage was 62.28, with a standard deviation of 8.44 on the social media usage scale. On a five-point scale, there are 20 items on the social media usage scale.

As a result, the minimum score is 20, and the maximum score is 100, with a mid-value of 60. The mean value of a score more than 62 (median) but less than Q2 suggests that college pupils used social media to a moderate extent.

Table 4
High, moderate and low groups in terms of level of social media usage: Frequencies and percentage of samples

Variable	Level	Range of scores	Number of students	Percentage
Social media usage	Low	Below 57	81	22.07
	Moderate	57 – 68	187	50.95
	High	Above 68	99	26.97

The fact that level of social media usage of hospitality management students is moderate is supported by Table 4, which divides hospitality management students into low, moderate, and high

groups based on their level of social media usage. Only 26.97% of students have a high degree of social media usage, while 50.95% have an average level of social media usage. Hospitality

management students are less likely to use social media, with 22.07 percent using it less frequently.

Table 5

Descriptive analysis of percentage scores of hospitality management students with respect to their level of social media usage in different dimensions

	Educational	Communicational	Psychological	Entertainment	Social
N	367	367	367	367	367
Mean	12.46	11.32	15.68	8.2	9.98
Median	13	11	16	8	10
Std. Deviation	2.2	2.1	2.9	2.6	2.9

The mean value of percentage scores of level of social media usage in each dimension is given in table 5. The mean values show that hospitality management students have higher level of social media usage in the psychological dimension. The mean value in the entertainment dimension shows that students have least social media usage in that dimension. In communication dimension and entertainment dimension of social media usagr, mean value exceeded than median.

IMPLICATIONS

in the current educational context, the scale developed has a wide range of implications. the amount of time spent on social media has an effect on personality, self-evaluation, anxiety, stress, academic achievement, and other physical and mental health issues. because the scale assists parents and teachers in assessing the level of social media usage, they can take precautions to control their children's excessive use of smartphones and social media platforms. as pandemic situations worsen, the blending of online and offline

educational processes becomes increasingly important. awareness of the level of smartphone addictions and social media usage is required for making decisions regarding the selection of online platforms, duration of online classes, and other issues concerning online education, and the developed scale assists academia in this regard.

CONCLUSION

The researchers were successful in developing a rating scale for hospitality management students. The pandemic situation necessitated extensive educational processes that made use of technology, specifically smartphones and social media. When educational processes are combined with online platforms, there is the possibility of using mobile phones for academic purposes. Excessive use of anything will result in socio-psychological disorders and addiction. This is also true for smart phones and social media usage, which will lead to addiction. Controlling usage of social media is an important requirement in the modern era, and the scale developed will aid the system in doing so.

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