

CHAPTER 3

A Survey Instrument Development to Evaluate the Adoption of Social Networking Sites

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3.1 INTRODUCTION

The worldwide focus in the majority of studies exploring the utilization of Social Networking Sites (SNS) among higher education students has been on assessing students' acceptance of these platforms within an educational setting (Akçayir, 2017; Eteokleous et al., 2012; Sharma et al., 2016; Tiruwa et al., 2018) as well as the academic performance (Ainin et al., 2015; Lambić, 2016). Nevertheless, several studies have examined the constraints of acceptance theories concerning the broader utilization of SNS (Dhir et al., 2018; Gruzd et al., 2012; Praveena & Thomas, 2018). However, there is a paucity of research delving into the acceptance theory of SNS specifically among students within higher education institutions (Zaineldeen et al., 2020). The acceptance theory is also being used in the area of information systems where in the development of information systems, models and theories being used encompass a range of frameworks including the Technology Acceptance Model (TAM), the Unified Theory of

Acceptance Use of Technology (UTAUT), and the Innovation Diffusion Theory. These models and theories guide developers and stakeholders in understanding user perceptions, motivations, and behaviours, allowing for the creation of more user-friendly and effective information systems that align with the needs and preferences of the intended users.

The study of information systems for the past 20 years has mainly focused on cognitive behavioural models, including the Theory of Reasoned Action (TRA), the Theory of Planned Behavior (TPB), and the Technology Acceptance Model (TAM) and their variants (Chen & Lin, 2019). These models have offered valuable insights into comprehending the factors that influence users' intentions and behaviours when it comes to adopting and using different technologies. As a result, they have played a significant role in shaping the development and implementation of user-centred information systems. These systems are designed to meet the changing needs of individuals and organisations over time.

In conjunction with these cognitive behavioural models, the exploration of various research methodologies, including survey approaches, has augmented our understanding of user dynamics with the realm of information systems. This synergy between cognitive behavioural models and survey methodologies empowers researchers and practitioners to not only delve into the psychological underpinnings of user behaviour but also contextualize and validate their findings with real-world scenarios. As a result, this integrated approach contributes significantly to the development of information systems that resonate more effectively with user expectations, ultimately leading to heightened user satisfaction and sustained technological adoption.

This chapter is organised by first presenting the background and theoretical basis in Section 3.2. Section 3.3 describes the survey methodology, while Section 3.4 describes the overall research instrument development. Section 3.5 discusses the conceptual model, followed by Section 3.6 of this chapter provides the instrument development, discusses the instrument validation and reliability and Section 3.7 describes the main study and model validation. Finally, Section 3.8 will conclude the study.

3.2 BACKGROUND AND THEORETICAL BASIS

Since SNS were launched, their existence has proliferated and been recognized by society, particularly among young people. SNS has become an essential platform for people to communicate, get the latest information, share information, and be entertained. SNS such as Facebook, Instagram, Twitter, and Snapchat have grown in popularity among teenagers and young adults. Today, the use of SNS is essential for everyone. In the COVID-19 era, SNS provide the enormous benefit of quickly disseminating educational content (González-Padilla & Tortolero-Blanco, 2020). SNS are changing, particularly in their ability to be customized to meet the demands of their users. SNS may provide various needs for its users; for example, people may arrange a meeting with available connections or meet new ones. They may connect virtually at different locations and times to share or discuss their related goals or similar views. Even now, the use of SNSs is spreading across many industries, including education (Ainin et al., 2015; Froment et al., 2017; Ghareb et al., 2018; Wong et al., 2015) and many others. Scholars from a wide range of disciplines have begun to explore the influence of SNS and observe how people integrate this technology into their daily lives.