

Exploring the Fakes within Online Communication: A Grounded Theory Approach (Phase Two: Study Sample and Procedures)

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Abstract

This study in its second phase aimed at the analysing the fake profiling phenomenon among students with different age categories in schools in Jordan. Theory building is conceptualizing; and to begin with, demographical data are divided into actions, events, incidents and ideas by means of asking straightforward questions such as what, where, when and how much. Data are then given a representative name, and this procedure entails word-by-word, line-by-line and phrase-by-phrase analysis.

Keywords: fake profiling, social networks, Methods and Procedures.

1.1 Introduction

The first phase of theory building is conceptualizing; and to begin with, data are divided into actions, events, incidents and ideas by means of asking straightforward questions such as what, where, when and how much (Glaser, 2004).

Data are then given a representative name, and this procedure entails word-by-word, line-by-line and phrase-by-phrase analysis (Douglas, 2003). There are two open coding methods involved. First, In Vivo Coding necessitates exploration of literally documented data (Creswell, 1998; Douglas, 2003). Next, Open Label Coding entails analysis of concepts expressed in gathered data (Creswell, 1998; Douglas, 2003).

Phenomenon are the essential key ideas surfaced from the data and represented as concepts to illustrate the subject, issues, predicaments and concerns (Haig, 1995; Pandit, 1996; Strauss & Corbin, 1998) to illustrate what is occurring in the circumstances penetrated (Strauss & Corbin, 1998). By means of relatively examining the data by categorizing phenomena, concepts materialize as the fundamental elements of the theory (Pandit, 1996; Strauss & Corbin, 1998; Goulding, 2002).

1.2 Demographical Data

Demographical data involves the study sample from Alrai Schools; one of the largest private Jordanian schools, with its different departments (kindergarten – high school), and with its computer labs; associated with the school approach of adopting technology of blended learning using social media. Alrai schools will be forming the study society, with its 4000 male and female students, and with its learning methodology upon using social media in teaching.

1.2.1 The Study Sample

The study sample was selected upon gender, age groups, academic achievement, and teachers' recommendations; upon teachers' observations depending on the students' activity across social networking sites.

1.2.1.1 The Study Sample by Gender

The study sample has been chosen upon gender with a representative percentage in line with the study society, and table 1 shows these distributions.

Table 1: Distributions of the study sample upon Gender

Alrai Schools	Male	Percentage	Female	Percentage	Total
Study society	2643	66.1%	1357	33.9%	4000
Study sample	55	63%	32	37%	87

And figure 1 shows the distribution of the study sample upon gender

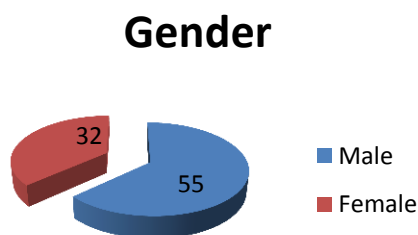


Figure 1: distribution of the study sample upon gender

4.2.1.2 The Study Sample by age groups

The study sample has been chosen upon age groups with a representative percentage in line with the study society of the ages between (12-18) years old, and table 2 shows these distributions.

Table 2: Distributions of the study sample upon age groups

Age group	Male	Percentage	Female	Percentage
12- less than 14	16	29.00%	7	21.87%
14- less than 16	19	34.45%	12	37.51%
16- less than 18	20	36.55%	13	40.62%
Total	55	100%	32	100%

And figure 2 shows the distribution of the study sample upon age groups and gender.

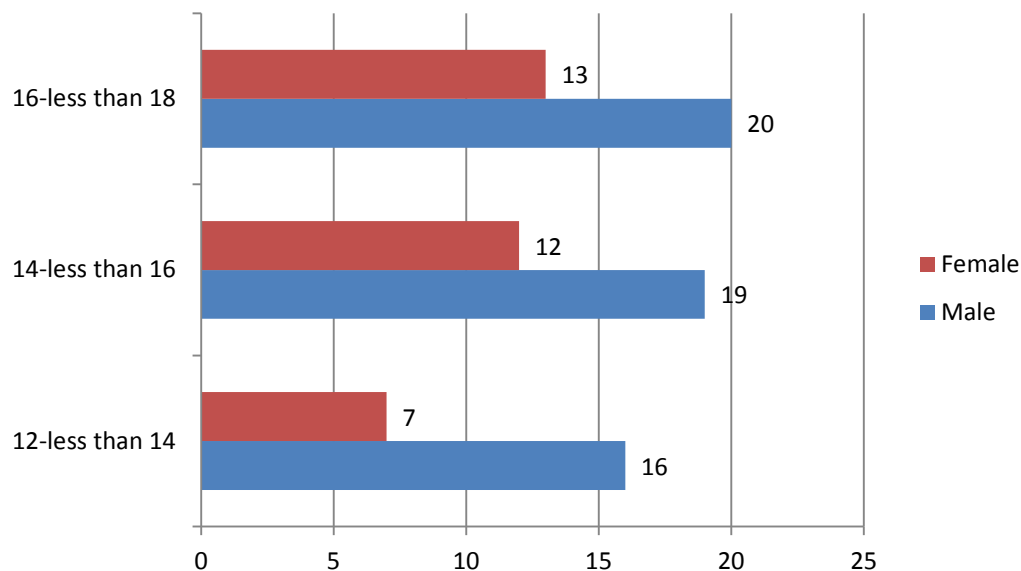


Figure 2: Distributions of the study sample upon age groups

4.2.1.3 The Study Sample by Academic Achievement

The study sample has been chosen upon academic achievement with a representative percentage in line with the study society of the students' grades of the total average of the first academic semester of the academic year (2014-2015), and table 3 shows these distributions.

Table 3: Distributions of the study sample upon academic achievement

Total average	Male	Percentage	Female	Percentage
A ⁺	15	27.27%	11	34.37%
A	9	16.63%	9	28.13%
A ⁻	9	16.63%	6	18.75%
B ⁺	22	39.47%	6	18.75%
Total	55	100%	32	100%

And figure 3 shows the distribution of the study sample upon academic achievement and gender.

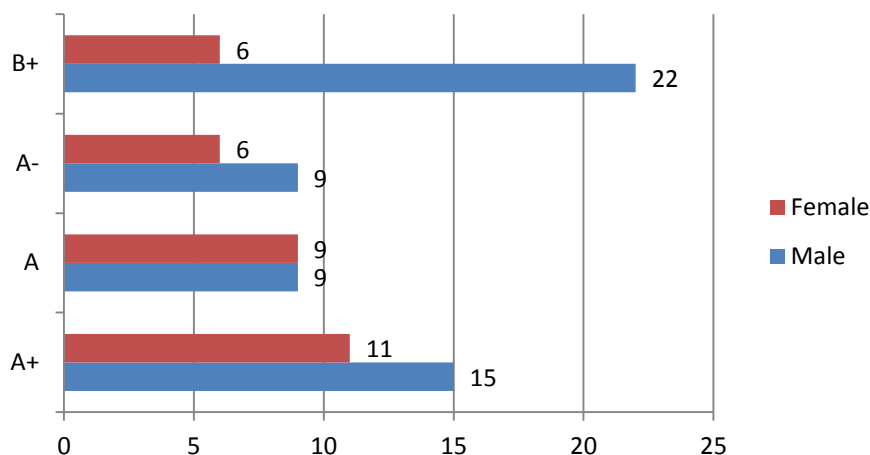


Figure 3: Distributions of the study sample upon academic achievement

4.2.1.4 The Study Sample by Teachers' Recommendations

The study sample has been chosen upon teachers' recommendations with a representative percentage upon teachers' observations, and during the first academic semester of the academic year (2014-2015), and table 4 shows these distributions.

Table 4: Distributions of the study sample upon teachers' recommendations

Teachers' observations		Male	Percentage	Female	Percentage
Hours in the schools laps	Less than 1 hour	18	32.27%	13	40.63%
	1-2 hours	29	52.72%	9	28.13%
	More than 2 hours	8	18.18%	10	31.25%
Total		55	100%	32	100%
Hours online	Less than 5 hours	26	47.27%	17	53.13%
	More than 5 hours	29	52.37%	15	46.87%
Total		55	100%	32	100%

1.4 Procedures

Data were collected from 87 adolescents of Alrai school three departments, and over a period of three months without disrupting their academic activities. All informants were enrolled in various educational backgrounds and ranged between the ages of twelve to eighteen.

Data were collected using grounded theory procedures described in Strauss and Corbin (1990, 1998). Creswell (1998) suggested that a standard grounded theory research will comprise 20 to 30 interviews that collectively saturate the categories that emerge during analysis. Data are accumulated in four phases that differ with regard to purpose and data collection strategies (Harry, Sturges, & Klingner, 2005) are summarized in Table 17. Analysis of data of current study were completed by

using NVivo Version 11 Software as to meet the terms of "trustworthiness", "rigorousness", or "quality" of the data, therefore it is important that this are carried out in a thorough and transparent manner (Crawford, Leybourne & Arnott, 2000; Creswell, 1998; Kirk & Miller, 1986; Lincoln & Guba, 1985; Miles & Huberman, 1994; Seale, 1999). Therefore, using software in the data analysis process has been thought by some to add rigor to qualitative research (Abu Bakar, 2013).

Table 1: accumulated data in the four phases

Phase	Coding	Purpose	Participants
1	Open	Identify codes within categories for further analysis	30 individuals and 8 in focus groups
2	Axial	Explore codes in details	10 individuals and 5 in focus groups
3	Selective	Construct preliminary paradigm model	19 in focus groups
4	Selective	Test, validate, and explicate paradigm model until saturated	15 in focus groups

Data of the 87 adolescents were interviewed; the interviews in this stage were conducted to implore preliminary thoughts and impressions about fake profiling. All interviews were based on both open-ended responses to the following main 10 questions:

- 1- How do you describe your fake profile?
- 2- What do you do with others when you use your fake profile?
- 3- What do others do with you when they use their fake profile?
- 4- What are the reasons that pushed you to create a fake profile?
- 5- What are the reasons that push others with fake profiles to add you?
- 6- How do you adapt with adding you by a fake profile?
- 7- Can you recognize if it is a fake profile?
- 8- What are the positive sides of creating a fake profile?
- 9- What are the negative sides of creating a fake profile?
- 10- How many fake profiles do you have?
- 11- What kind of pictures do you use in your fake profile?
- 12- What kind of pictures others do use in their fake profiles?

Focus groups

- 1- Describe a situation that you have created a fake profile, and describe a situation you have been added by a fake profile?
- 2- What are the reasons (positive and negative) that made you create a fake profile?
- 3- What do you do to adapt with dealing with others fake profiles?
- 4- What application or network you have created a fake profile with?
- 5- What are the circumstances that drive you to create a deal with fake profiles?
- 6- If you create a fake profile, or if you have been added by a fake profile; answer these questions:
 - a- Do you add real pictures of you?
 - b- Do you add real friends?
 - c- Do you add males?
 - d- Do you add females?
 - e- Do you target a certain age group?
 - f- Do you target a specific residential area?
 - g- Do you apply to others demands?
 - h- What do you publish on you wall?
- 7- What are the reflections on you when you use fake profiling, emotionally, behaviorally, and physically?
- 8- What are the positive reflections on your life when using a fake profile?
- 9- What are the consequences of using a fake profile?

1.11 NVivo 11 to Facilitate Data Analysis

To facilitate data analysis, NVivo 11 was utilized as the usage of such software is progressively more frequent in qualitative research.

1.11.1 Data Management and Analysis Process

The researcher opted for NVivo 11 because of the organizational capabilities of the software. The researcher has gathered many electronic files such as audio, video, graphics and documents during the data collection process.

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