THESIS

THE ANTECEDENTS OF CHANGING FACEBOOK CONTENT FOR

EMPLOYMENT: AN APPLICATION OF THE THEORY OF REASONED ACTION

Submitted by

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WE HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER OUR SUPERVISION BY LINDSEY L. SMITH ENTITLED THE ANTECEDENTS OF CHANGING FACEBOOK CONTENT FOR EMPLOYMENT: AN APPLICATION OF THE THEORY OF REASONED ACTION BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE.

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ABSTRACT OF THESIS

THE ANTECEDENTS OF CHANGING FACEBOOK CONTENT FOR

EMPLOYMENT: AN APPLICATION OF THE THEORY OF REASONED ACTION

Facebook has become a focus of academic research. To date, though, little is

known about Facebook behavior and how it relates to finding and securing a job based on

the content individuals reveal on their profile.

Thus, this exploratory study examined whether or not university seniors who are

about to graduate and university alumni who have recently graduated are changing, or

have changed, their Facebook profile content for the specific purpose of being perceived

as employable due to concerns over monitoring by potential employers. Guided under

the framework of the theory of reasoned action, one of the main goals of this study was to

investigate how attitudes and subjective norms predict behavioral intention and actual

behavior to change Facebook profile information.

Through an online questionnaire, the study surveyed 57 undergraduate seniors

and 38 undergraduate alumni from the Department of Journalism and Technical

Communication at Colorado State University during the spring semester of 2010.

Analysis revealed that for seniors, there were strong, significant relationships

among attitudes, subjective norms, and behavioral intent with respect to changing their

Facebook profile content. Furthermore, it was found that attitude was the most

significant predictor of seniors changing their profile information. On the other hand, for

alumni, analysis did not reveal significant relationships among attitude, subjective norms,

and actual behavior. Analysis also indicated that there were no significant variables to

predict actual behavior. Finally, through this study it was concluded that the theory of

reasoned action does a better job of predicting intent than actual behavior.

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CHAPTER I—INTRODUCTION

Online social network sites (SNSs), such as Facebook, MySpace, and LinkedIn, are ubiquitous communication tools that have changed the way people communicate, the way they live, and the way they work. These sites are changing the nature of social relations in that they "allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others" (Ellison, Steinfield, & Lampe, 2007, p. 1143).

Scholars are no longer questioning which age groups are using these sites as studies have consistently shown that young adults (18-24) are more likely than their older counterparts to have at least one online profile on a social network site (SNS) (Lenhart, 2009a). Questions as to how and why people are using SNSs have been examined. As a low-cost vehicle for communication and information, these SNSs promote information sharing as users employ these sites to stay in touch with people they know, make plans with friends, or meet new people (Lenhart, 2009a). Any user within a given SNS can share personal information, updates, and post comments. These sites are user-generated which means that users can actively create and join groups with other users, and upload pictures within their network at any given time. Most SNSs only require a user to register by providing a valid e-mail address and basic information such as a name, birthday, and hometown.

Still in its infancy, Facebook is a valuable site for researchers who are interested in the implications of the site. Originally created as a "virtual yearbook" for university

students, Facebook has become a social phenomenon attracting users of all ages. The features of Facebook provide an easy-to-access, easy-to-use, open forum to enhance communication where users can seamlessly share information. However, with this technological progress and shared personal information, there may be a price to pay, especially for college students posting information on these sites.

Social network users are more likely to be students, 68% full-time students and 71% part-time, and companies have begun using Facebook as a tool to gather information about potential employees (Lenhart, 2009a). Research indicates that there have been hundreds of news articles warning users to be cautious of what content they post on their online profile (Harston, 2008; Hart, 2008; Jones, 2007; Joyce, 2006). A common theme throughout this literature warns students that they could lose an internship or even a job because employers are looking at prospective candidates' social network profiles to get a more comprehensive and realistic understanding of who they are hiring and who they seek to weed out. "Employers who hire graduating students are steadily discovering that social networking sites allow them to learn more than they ever could from reading an applicant's résumé and cover letter" (Brandenburg, 2008, p. 1).

A study by CareerBuilder.com in 2009 indicated that while employers examined LinkedIn and MySpace, Facebook is the number-one site employers are looking at when vetting their potential employees (Grasz, 2009). According to the study, 46% of hiring personnel use SNSs to research prospective employees, up from 22% in 2008. In addition, "35% of employers reported they have found content on social networking sites that *caused them not to hire* [emphasis added] the candidate" (Grasz, 2009). Postings of provocative or inappropriate photographs, postings of content depicting drinking or using

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drugs, bad-mouthing their previous employer, poor communication skills, and lying about qualifications were all reasons employers gave as to why the job applicants were not hired (Grasz, 2009). On the other hand, "18% of employers reported they have found content on social networking sites that *caused them to hire* [emphasis added]" candidates (Grasz, 2009). These employers found that those profiles that supported the candidate's professional qualifications gave the employer a good feel for the candidate's personality and fit within the organization. It also showed whether the candidate was well-rounded and possessed solid communication skills.

Thus, the scope of this thesis was to examine whether or not university seniors who are about to graduate and university alumni who have recently graduated are changing, or have changed, their Facebook profile content for the specific purpose of being more employable due to concerns over monitoring by potential employers. Facebook was chosen, as opposed to other SNSs like LinkedIn and MySpace, because data illustrates that Facebook is the top SNS in the United States. According to a recent study by Lenhart, "as of August 2009, Facebook was the most popular online social network for adults 18 and over" (Lenhart, 2009b). Lenhart (2009) also found that 78% of adult SNS users have a Facebook account, compared to only 14% who have an account on LinkedIn. Based on this statistic one may infer that the reason employers are using Facebook more than LinkedIn, is simply because more people have Facebook accounts than LinkedIn accounts.

This study investigated a two-part question as it relates to Facebook: 1) do undergraduate seniors in the Journalism and Technical Communication (JTC) Department at Colorado State University intend to change their Facebook profile content

before they graduate in May to become more employable? 2) did recent graduates (alumni) of the JTC department actually change their Facebook profile content before they graduated to be perceived as an employable prospect? To investigate this, the researcher examined the factors of behavioral intention and actual behavior. In examining behavior, the researcher used Fishbein and Ajzen's (1969) theory of reasoned action as its main purpose is to explain behavior. The theory of reasoned action provided the framework necessary to not only predict behavior, but also to understand behavior by examining an individual's beliefs, attitudes, motivation, and perception of social norms in regard to changing Facebook content (Fishbein & Ajzen, 2009).

In this exploratory study, a survey was used to examine behavioral intention and actual behavior. Two online questionnaires were employed. The first survey asked if seniors intend to change their Facebook profile content before graduation (behavioral intention), and the second survey asked recent graduates if they did in fact change their Facebook profile content before graduation (actual behavior). For the purpose of this study, profile content included an uploaded profile picture, picture albums and tagged pictures, status updates, and applications on one's profile. In addition, profile content included basic information (birth date, political views, hometown, relationship status, etc.), personal information (interests, hobbies, favorite movies, etc.), education and work history, as well as the groups and fan pages a user is a part of on Facebook.

CHAPTER II—LITERATURE REVIEW

Although numerous studies already exist that focus on the use of Facebook (Peluchette & Karl, 2008; Urista, Dong, & Day, n.d.), privacy issues and information disclosure (Christofides, Muise, & Desmarais, 2009; Rosenblum, 2007) and the relationship between privacy and trust within SNSs (Dwyer, Hiltz, & Passerini, 2007), to date, there is little empirical research that has addressed the question of whether or not students will change, or have changed, their content on Facebook for the specific purpose of becoming more employable. As this study seeks to understand if students intend to change or have changed their Facebook profile content for the specific purpose of being more employable, it is important to draw from research that has previously explored behavior on Facebook.

Overview of Facebook

Launched in February 2004 by Harvard student Mark Zuckerburg, Facebook was originally a niche SNS for Harvard students only. However, within a short timeframe, Facebook expanded its reach to other colleges with students who had a university-registered e-mail (i.e. a ".edu" address). Exclusivity of the site was attractive to university students because they could communicate with one another about classes, friends, and professors, and share personal photos within a private community. "As Facebook began supporting other schools, those users were also required to have university email addresses associated with those institutions, a requirement that kept the

site relatively closed and contributed to users' perceptions of the site as an intimate, private community" (boyd & Ellison, 2007, p. 218). By the end of 2006, Facebook expanded its user base by opening its site to high school networks, work networks, and ultimately to the general public. Facebook was no longer a niche or private site for university students.

Today, according to Alexa Internet Inc.(2010), Facebook is ranked second worldwide on the top 500 sites on the Web and ranked second on the top 100 sites in the United States. Since its inception, Facebook has attracted over 400 million active global users, those who have returned to the site in the last 30 days (Facebook, 2010). Thirty percent of the 400 million active global users are users within the U.S., according to Alexa Internet Inc. (Alexa, 2010). Facebook's explosive growth derives in large part from its focus as a "social utility" that allows people to communicate efficiently with family, friends, and coworkers by allowing people to upload photos, share links and videos. Facebook has converged formerly separate modes of communication, such as e-mail and instant messaging, and has been effective in generating an integrated SNS.

It is evident that Facebook has become a vital communication tool in people's lives. Research reveals that the "total minutes spent on Facebook (has) increased nearly 700 percent year-over-year, growing from 1.7 billion minutes in April 2008 to 13.9 billion in April 2009, making it the No. 1 social network site when ranked by total minutes for the month" (C. Nielsen, 2009). Furthermore, as of February 2010, the Nielsen Company (2010) reported the digital universe of Facebook is expanding as the average time users spend on Facebook per month has grown nearly 10%, now reaching seven hours.

The Net Generation

As researcher Don Tapscott puts it: the "Net Generation" has arrived. The Net

Generation ranges from 11 to 31 years old (Tapscott, 2009). Tapscott's book, *Grown Up*

Digital, was inspired by a $4 million private research study—The Net Generation: A

Strategic Investigation—in which he surveyed more than 11,000 young people to

understand how this generation is using digital technology and how they process

information. "Net Geners are transforming the Internet from a place where you mainly

find information to a place where you share information, collaborate on projects of

mutual interest, and create new ways to solve some of our most pressing problems"

(Tapscott, 2009, p. 49). Tapscott found that the Net Generation not only use technology

differently than their counterparts (the Baby Boomers), but they behave differently as

well. "You (the Baby Boomer) consume content on the Web, but they (the Net

Generation) seem to be constantly creating or changing online content" (Tapscott, 2009,

p. 10). According to Tapscott (2009), over 70% of the U.S. Net Generation regularly add

or change their content online.

Tapscott (2009) further explains that Facebook is a good example of how the Net

Generation uses and revolutionizes technology. Users of Facebook are mobilizing—

literally. Facebook's capabilities allow users to communicate and be connected not only

through their computer, but through their mobile communication devices as well. Thus,

the dynamics of socializing have changed. While in the past people primarily socialized

in face-to-face contexts such as parties or meetings, people are also now socializing

online which effects how they share information. Examining Facebook's features is

important for this study as it can allow for a better understanding of user behavior. This

behavior can include how and why users present themselves on Facebook.

Facebook: User Behavior

Facebook provides a formatted profile where the user can publicly or privately

display their personal information (name, interests, hometown, relationship status, etc.).

Users can "friend" family, friends, or even strangers within their network. What does it

mean to *friend* someone? *Friending* someone on Facebook can range from acquaintances

to close family members, and the reasons why people choose to friend someone vary

(boyd, 2006).

> danah boyd, a well-known researcher on SNSs, writes:
>
> For some participants, only the closest pals are listed while others include acquaintances. Some are willing to accept family members while others won't even include their spouse so that they can write bulletins to *"just my friends."* Saying no to someone can be tricky so some prefer to accept Friendship with someone they barely know rather than going through the socially awkward process of rejecting them (boyd, 2006).

Once two people become friends, their social networks are disclosed to each other

making not only his/her profile visible to the other person, but to other people in the

network. Users that display their connections are revealing information about who they

are. "Social status, political beliefs, musical taste, etc., may be inferred from the

company one keeps" (Donath & boyd, 2004, p. 72). This friending feature has been

particularly attractive to its users, but it is one of many features that allow people to form

a profile that represents them.

Similar to the friending feature, three key features of the site—including

Facebook applications, the News Feed, and The Wall—work to give the power of control

to users to enable them to personalize their profile and the media they use to suit their

interests. "In this way, the Net Generation is democratizing the creation of content…"

(Tapscott, 2009, p. 40). These features are unique in that they keep users connected and

engaged with one another.

A clear example of allowing users to stay connected is the Open Graph, formally

called the Facebook platform in 2007 and Facebook Connect in 2008 (McCarthy, 2010).

Offering over 550,000 applications, the Facebook Platform includes applications such as

groups, games (like playing poker), photos, notes, event invitations, videos, and virtual

gifts (like a teddy bear or a hug). The Facebook applications enhance the site as a

communication tool as more than 25 billion pieces of content (web links, news stories,

blog posts, notes, photos, etc.) are shared each month (Facebook, 2010). Moreover, each

month an average user creates 70 pieces of content(Facebook, 2010). These applications

are particularly important in that these applications can create a certain impression of the

user. For example, a person examining another user's profile, may see that the other user

has uploaded picture albums depicting drinking or taking or using drugs. The person

seeing the other user's profile may look at that user differently than a user who has only

uploaded albums upon albums of family photos.

Joseph B. Walther, a well-known computer-mediated communication researcher,

and his colleagues examined whether people garner impressions from Facebook content

on a profile that was not posted by the user. Walter et al. (2008) found that message

comments left by friends, not tagged photos, were more likely to describe the behavior of

the profile owner. In addition, the results showed those with friends who left

complimentary message comments on their profile improved a person's social and task

attractiveness, including the person's credibility. The result of their study was clear:

people do make judgments about a user whose friends have left comments on his or her profile. "Even though the information is not provided by the (user), people may believe this information to be sanctioned by the (user) and employ these clues to form impressions of the (user)" (Walther, Van Der Heide, Kim, Westerman, & Tong, 2008, p. 45). Thus, it can be generalized from this study that employers are not only forming impressions about the candidate, they are forming impressions from the candidate's friends who post on his or her profile.

By establishing the other features, the News Feed and The Wall, Facebook has created an open forum where a user can see interactions occurring between friends and the user's interactions with those friends. The News Feed allows for a seamless flow of information—user-generated content that enhances communication—particularly because the information is updated instantly. On the News Feed, a user can view comments, video and picture posts, read friends' updated "What's on your mind," similar to Twitter's "tweets," as well as update their own "What's on your mind" to express personal thoughts and feelings on any issue or topic, or any aspect of their life (e.g. Jane Doe "has been doing homework all day").

"Unlike Google, which uses complex algorithms to serve up advertisements based on what you search for, Facebook lets you help 'curate' your feeds" (Hempel, 2009). This is a key part of a user's profile and News Feed, because it gives the power of control to the user to enable them to personalize media to suit their interests, a concept that is known as "The Daily Me" (Pavlik & McIntosh, 2005). Thus, Facebook has created an easy-to-access, easy-to-use open, open forum to enhance communication, thereby broadening its appeal to an audience much broader than simply tech-savvy students.

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While it is known that judgments are made while looking at a user's profile, others question whether content, such as personal information on one's profile, is a valid and reliable predictor of job performance. Researchers David Kluemper and Peter Rosen (2009) examined this question, and in their study used 378 judge ratings to determine if raters could accurately determine the big-five personality traits (extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience (Barrick & Mount, 1991)), as well as intelligence and performance based solely on the information available on SNS. The results of this study were apparent:

> …(T)he trained raters were able to accurately distinguish between individuals who scored high and individuals who scored low on four of the big-five personality traits, intelligence, and performance, providing initial evidence that raters can accurately determine these organizationally relevant traits by viewing (SNS) information (Kluemper & Rosen, 2009, p. 575).

Kluemper and Rosen's results can further explain why employers are using SNSs.

Another predominant feature on Facebook is The Wall. The Wall is a message board located on a user's profile. It is similar to the News Feed by which friends can view comments left by others and can also post personal comments, but different in that The Wall is on the user's profile and Friends can "tag" photos of the user, giving the ability to identify people in photos. If a user does not want specific comments or videos on from other users on his or her profile, the user can delete the video or message.

Tagged photos, on the other hand, are different from messages and videos because a user can "untag" a photo deleting it from his or her profile, but not delete it from the profile of the friend who uploaded the picture. As friends post comments, video, or photos on a user's profile, research reveals that the user typically does not remove (delete) postings from their profile as it defeats the purpose of Facebook as a social

utility (Walther, et al., 2008). "Therefore, even if people question what has been said about them, they may follow Facebook norms and leave questionable posts on display" (Walther, et al., 2008, p. 30).

On the other hand, Tapscott, through his interviews, has found that "awareness is growing among Net Geners that inappropriate postings can do irreparable damage to a person's job prospects or career" (Tapscott, 2009, p. 66). In this free-flowing, digital information age, the norm among young adults is to have a "no-picture-tagging" policy when out with friends (Tapscott, 2009). Tapscott clarifies this policy. "This means that if a friend uploads a picture with you in it, they won't label that person as you, keeping you safe from Facebook's search engines and news feeds. In fact, many young people I've spoken with have told me there are parties where guests are asked to check their cameras at the door" (Tapscott, 2009, p. 67).

Social norms are particularly important in this study as it can assist in understanding the behavior of how much and what a user discloses on his or her profile. Researcher Matthew Birnbaum, in his dissertation on college students' self-presentation on Facebook, found that the way students present themselves on Facebook could possibly create messages about student behavior, which in turn could influence perceptions and possible behaviors of other students (Birnbaum, 2009). Birnbaum further explains how behaviors can influence perceptions:

> If the perception about peer use is over estimated, undergraduate students may come to believe that constantly updating their Facebook profiles is an expected social behavior. Similarly, the data that students place on their Facebook profiles may lead other undergraduate students to believe that particular pieces of information and types of images are not only accepted, they are expected (Birnbaum, 2009, p. 27).

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Postings on a user's profile not only reflect on the friends who have left the comments, but more importantly, on the individual user. This implies that if users want to be a part of Facebook, users must not only take an active part in maintaining their profile and what information they disclose on the site, but also employ privacy settings within their profile. In a way, the concept of privacy and what it means to an individual user can explain Facebook behavior to a certain extent. Employing privacy controls are particularly important, especially today because individuals are now "Googleable," and Facebook is typically one of the top five sites employers examine. Anyone with a Facebook account can view a user's profile, unless the user restricted access so that only approved friends can view the profile. As people continue to openly communicate and share information, established privacy controls allow the user to decide how that information is shared. Each user has the choice to decide not only to what extent connected friends and networks can view the user's profile, but to what extent people on the Internet, either with a Facebook account or not, can view the user's profile.

Regarding users disclosing information, it is clear Facebook has instilled some level of trust among its users. According to a study by Dwyer et al. (2007), social network users indicated a greater trust in Facebook than MySpace that their privacy of personal information is protected by the site. In addition, the study revealed that there is a higher level of trust in Facebook than MySpace that the SNS would not use personal information for any other purpose (Dwyer, et al., 2007).

Overall, it is clear that by examining Facebook features—including friending and The Wall—one can gain a better understanding of how any why users present themselves on Facebook. Not only do Facebook features enable users to control and personalize

their content, the features keep users engaged and connected with one another. As users

present themselves on Facebook, research has shown that people garner impressions

based on the content presented. Moreover, social norms within the site are fundamental

in understanding how much and what information is disclosed on user profiles. To

further understand how social norms affect behavior, the theory of reasoned action was

employed. The following chapter discusses the key concepts of the theory and the

relevance to this study.

CHAPTER III—THEORETICAL FRAMEWORK

Given the trends of Facebook users displaying and changing their profile content,
researchers need to understand the factors that influence this behavior. One purpose of
this study is to analyze behavioral intention and actual behavior with respect to how users
are changing their Facebook profile due to concerns over monitoring by potential
employers. In understanding these factors and intentions, this study employed a well-
validated theoretical framework for studying behavior—the theory of reasoned action
(Fishbein & Ajzen, 2009).

This study draws from and expands existing theoretical research related to the
theory of reasoned action in order to further understand human behavior and the use of
Facebook. Elements of the theory used for this study include attitude and subjective
norms as the independent variables and behavioral intent and actual behavior as the
dependent variables.

Theory of Reasoned Action

A review of the literature suggests that the study of human behavior has been of
particular interest to researchers since the turn of the 20th Century. Many theoretical
models have been developed to understand human behavior, but one theory in particular
has shown how its "approach can serve to integrate diverse theories and lines of research
in the attitude area"—the theory of reasoned action (Ajzen & Fishbein, 1980, p. 5). The
theory evolved from the work of Martin Fishbein and Icek Ajzen, whose scholarly work

focused on attitude-behavior research (Ajzen & Fishbein, 1969, 1972, 1981).

Theory of reasoned action assumes that "people consider the implications of their actions before they decide to engage or not engage in a given behavior" (Fishbein & Ajzen, 1975, p. 5). This is based on the premise that behaviors are intentional and rational. Fishbein and Ajzen's ultimate goal was not only to predict behavior, but to understand human behavior. The theory applies when the behavior is under volitional control and suggests that intention is the best predictor of behavior. In studying behavioral intentions in a choice situation, Ajzen and Fishbein (1969) suggested that if there is a high correlation between behavioral intention and behavior, one should not only be able to predict behavioral intention, but predict behavior as well. In the context of this study, if students have strong intention to change their Facebook profile content before graduation, then they most likely will change the content.

The origin of the model was first established by Fishbein in 1967, in which he presented "a theoretical model for the prediction of behavioral intentions and corresponding behaviors" (as cited by Ajzen & Fishbein, 1969, p. 400). As theories are built upon previous research, it is no surprise that Fishbein drew upon two models to create theory of reasoned action as a theoretical framework: the expectancy-value model, which examines salient beliefs about a particular behavior to better understand attitudinal determinants of the behavior in question, and Dulany's (1968) theory of verbal learning of propositional control (Fishbein & Ajzen, 2009). In the most simplistic form, the theory of propositional control can be explained as "people's intentions to give specific verbal responses (or classes of responses) in a verbal learning experiment were a function of their 'hypotheses of the distribution of reinforcement' and their 'behavioral

hypotheses'" (Fishbein & Ajzen, 2009, p. 397). Dulany's theory was developed using experimental laboratory situations where subjects were in a controlled environment. Fishbein and Ajzen (1969) sought to create a well-rounded theoretical model by testing some of Dulany's concepts to determine if their theory of reasoned action could be generalized to various situations. Indeed, Fishbein and Ajzen "demonstrated that extremely high (behavioral intention-behavior) correlations can be, *and are* obtained when appropriate (behavioral intentions) are selected" (Ajzen & Fishbein, 1969, p. 415).

In examining the theory further, the theory of reasoned action suggests that "…intention is viewed as a function of two determinants—the person's attitude toward performing the behavior (which is based on his or her beliefs about the costs and benefits of performing the behavior) and the person's perception of the social (or normative) pressure exerted on him or her to perform the behavior" (Cappella, Fishbein, Hornik, Ahern, & Sayeed, 2001, p. 218). "For some intentions attitudinal considerations are more important than normative considerations, while for other intentions normative considerations predominate" (Ajzen, 2005, p. 118).

The relationship of attitude and subjective norms to intent and behavior can be expressed in an expectancy-value approach, yielding the expression, $B \sim BI = (A_B)w_1 + (SN)w_2$. In this equation, B is overt behavior; BI is behavioral intention to perform a specific behavior; A_B is the individual's evaluative attitude toward the specific behavior in a given situation; SN is the individual's subjective normative beliefs, i.e. perceived expectations of others; and w_1 and w_2 are empirically determined weights (regression coefficients) (Ajzen & Fishbein, 1969). The weights of attitude and subjective norms vary from person to person. The determinants of intention can be further examined to

better understand how attitude and perceived subjective norms affect behavior.

Attitude is a key independent variable in this study. In conceptualizing the term

attitude, some researchers have defined attitude as a thought, a mental construct,

developed by experience, is evaluative and influences behavior (Benoit & Benoit, 2008).

Although this is a notable definition, Ajzen takes it a step further to explain:

> An attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. Although formal definitions of attitude vary, most contemporary social psychologists agree that the characteristic attribute of attitude is its evaluative (pro-con, pleasant-unpleasant) nature (Ajzen, 2005, p. 3).

By this explanation, and for the purpose of this study, Ajzen's definition of attitude will

be used. In understanding the construct of attitude, one must examine the determinants of

attitude. Determinants of attitude may be expressed as the following: $A_B = \Sigma\ b_i e_i$. In this

expectancy-value model of attitude A_B is attitude toward the specific behavior B, "b_i is

the behavioral belief (subjective probability) that performing behavior B will lead to

outcome i; e_i is the evaluation of outcome i; and the sum is over the number of behavioral

beliefs accessible at the time" (Ajzen, 2005, p. 124).

As described in the expectancy value model, the theory of reasoned action

recognizes that attitudes are functions of underlying beliefs about the outcomes of

performing the behavior (Cappella, et al., 2001). "Thus, for example, the more one

believes that performing the behavior in question will lead to 'good' outcomes and

prevent 'bad outcomes', the more favorable is one's attitude toward performing the

behavior" (Cappella, et al., 2001, p. 219). In the context of this study, a student may

believe that changing his or her profile content would lead to a possible job offer (strong

belief). Or conversely, the student may believe not changing the profile might jeapordize

his or her potential employment. Thus, if a student feels getting a job offer is important

(positive outcome evaluation), his or her belief will contribute to a favorable attitude and

the intent to change his or her content on Facebook.

These attitudinal beliefs are thought to be formed by direct or indirect

observation. Attitudes formed through direct observation may be self-generated by way

of inference processes (Ajzen, 2005). Conversely, attitudes "may be formed indirectly by

accepting information from outside sources as friends, television, newspapers, books and

so on" (Ajzen, 2005, p. 30).

Analogous to attitude, subjective norm is another key independent variable in this

study. To further understand the basis of behavior, one must examine subjective norms.

Some researchers have applied the term "social norm". In this context, social norm is the

accepted beliefs, conduct, and accomplishments required for peer acceptance (Astin,

1993). This term and definition is not to be confused with theory of reasoned action's

"subjective norm". Ajzen conceptualizes the term subjective norms defining it as:

> …(subject norms are) namely the person's beliefs that specific individuals or groups
> approve or disapprove of performing the behavior; or that these social referents
> themselves engage or do not engage in it (Ajzen, 2005, p. 124).

Although the definition of social norm parallels the definition of subjective

norm, for the purpose of this study, Ajzen's definition of subjective norm will

be used. Depending on the behavior, a person's important social referents can

include, but are not limited to, parents, close friends, teachers, his or her spouse,

and coworkers (Ajzen, 2005).

Similar to attitude, the antecedents of subjective norm can further

explain behavior and are a function of underlying normative beliefs and motivation to comply with those beliefs (Ajzen, 2005). Normative belief is the "belief of the individual as to how a particular reference group would feel about performance of a specified behavior" (Trumbo & O'Keefe, 2001, p. 891). Intertwined with normative belief is motivation to comply. Motivation to comply is how much one cares about the opinions of a particular referent group. The antecedents of subjective norms may be expressed as the following equation: $SN = \Sigma n_i\, m_i$. SN is subjective norm, n_i is the normative belief concerning the referent group, i, and m_i is the motivation to comply with the referent group i; the sum is over the number of referent groups (Ajzen, 2005).

In general, people who experience a great deal of social pressure are more likely to be highly motivated to comply with what important referents think they should or should not do. For the context of this study, if a student's best friend supports the idea that the student should change his or her Facebook to be more employable (positive normative belief), or even if the student *thinks* that the best friend supports the idea, then the student may feel pressure to change his or her content. On the contrary, if the student does not care what his or her best friend thinks, (low motivation to comply), then this social referent will not have a strong impact on the student's intent to change or not change his or her profile content.

A discussion of the theory of reasoned action would not be complete without considering the criticisms of the theory. One key criticism researchers have noted is that at least one of the variables within the theoretical framework

did not predict the outcome variable being studied (Ogden, 2003). Some studies

have shown that attitude is a better predictor of intention (Bentler & Speckart,

1979). For example, in using regression analysis, Bentler and Speckart (1979)

found that attitudes have a stronger weight, more so than subjective norms,

among adults in the choice to consume alcohol and/or marijuana. However,

Bentler and Speckart (1979) discovered that attitudes and subjective norms have

a relatively similar weight related to the intention to consume harder drugs, such

as cocaine.

Conversely, some studies have found attitude has less significant weight

than subjective norms. For example, in their study of predicting instant

messenger use, Chung and Nam (2007) found that attitudes did not accurately

predict intention, however, subjective norm accurately predicted a person's

intention to use instant messaging. With these findings, and findings from

Bentler and Speckart (1979), it can be inferred that the relative weights of

attitude and subjective norm depends on the intended behavior being studied.

To explain for these discrepancies, some researchers have accepted the theory,

but only if other variables are added. For example, while Bentler and Speckart

(1979) offer the addition of past behavior, Trafimow (2000) offers the addition

of habit and Beck and Ajzen (1991) offer the concept of moral norm. Moral

norm is the perceived moral obligation or responsibility to perform or not

perform a specific behavior. Moral norms are salient in particular behaviors

with a moral dimension such as lying, cheating, and shoplifting (Beck & Ajzen,

1991). Although these variables can further explain behavior, "the possibility of

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adding more predictors was explicitly left open" as it depends on the intended behavior being studied (Fishbein & Ajzen, 2009, p. 282).

With the criticism that at least one of the variables did not predict the outcome variable being studied, researchers have further questioned the predictive validity of the theory of reasoned action (Ogden, 2003). Fishbein and Ajzen (2009) acknowledge that "when the measures of the theory's components are relatively poor, predictive validity tends to decline" (Fishbein & Ajzen, 2009, p. 283). In this case, the components of the theory have accounted for as little as 10% of the variance in intentions (Fishbein & Ajzen, 2009).

Overall, the theory has been useful in understanding human behavior. A meta-analysis by researchers Armitage and Conner (2001) shows that the theory accounts for 39% variance in behavioral intention and 27% variance in actual behavior. Moreover, the theory has been empirically studied in various domains of research. For example, in the environmental field, researchers have examined the intention and behavior of water conservation (Trumbo & O'Keefe, 2001); environmental education and the relationships between students' environmental attitudes and behaviors (Kasapoğlu & Turan, 2008); and explored factors that influence an individual's perceived and actual use of alternative fuels (Johns, Khovanova, & Welch, 2009).

This theory has been applied in the health communication field in extensive studies to examine a vast number of topics. Researchers have used the theory in campaign evaluation including topics such as analyzing antidrug messages (Cappella, et al., 2001); intentions of becoming a living organ donor

(Siegel, Alvaro, Lac, Crano, & Dominick, 2008); and examining the

implications for designing prevention messages for condom use (Zimmerman,

Noar, Chaisamrej, & Thomas, 2005). Other health studies that have used theory

of reasoned action include smoking cessation (Bledsoe, 2006; Cappella, 2007;

Norman, Conner, & Bell, 1999); alcohol use (Lu, 2005; Smerz & Guastello,

2008); and examining physical activity behavior (Martin, Kulinna, &

McCaughtry, 2005; Miller & Miller, 2009).

The theory has also been incorporated with research involving the

adoption and acceptance of online technologies, which include instant

messenger (Chung & Nam, 2007); adoption of mobile Internet services

(Pingjun, 2009); and examining online consumer behavior (Hung-Pin, 2004).

However, there are only a select number of known, academically published

studies that have applied the theory to understanding user behavior on social

network sites (Dong-Hee & Won-Young, 2008; Sledgianowski & Kulviwat,

2009).

The theory of reasoned action was originally designed to understand

human behavior by examining "…the causal antecedents of intentions to

perform behaviors over which people have sufficient control" (Ajzen, 2005, p.

117). However, the theory was later extended to include a third variable,

perceived behavioral control, and was renamed the theory of planned behavior.

Perceived behavioral control, also known as self efficacy, was added to address

the possibility of little or no volitional control to perform a behavior (e.g.,

smoking cessation) (Ajzen, 2005). It must be noted then that this study relies

solely on the theory of reasoned action rather than the closely related theory of planned behavior. As self-efficacy is a variable component of the theory of planned behavior, it was not necessary to include in this study because Facebook gives the power of control to the user. Thus, students have the capability to change their content on their profile.

Applying the Theory of Reasoned Action

While some empirical research using the theory of reasoned action studied behavior for which the theory was not intended, it has been shown that the theoretical model's "predictive utility remained strong across conditions" (Sheppard, Hartwick, & Warshaw, 1988, p. 325). This follows Fishbein and Ajzen's assertion that the theory can be used to predict and understand human behavior (Fishbein & Ajzen, 2009). Therefore, the theory of reasoned action provides a good framework for examining the determinants of behavioral intention and actual behavior to change Facebook profile content to be more employable. Figure 1 (Appendix B) is a model that demonstrates the theoretical concepts and how they are applied to this study.

The subjective norms component of the model refers to the person's perceived approval or disapproval from social referents towards changing profile content for employment. Previous research indicates that social referents, specifically close friends, have some type of influence in regards to users changing their profile content (Birnbaum, 2009; Tapscott, 2009). Thus, social referents for the context of this study include professors, parents,

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classmates, and more importantly, close friends. For these social referents to

have an impact on the user's decision to change his or her profile information,

their opinion must be valued by the user.

Examining the other component of the model, attitude, can further

explain whether users would change their Facebook content for employment.

Moreover, to understand behavior change, it is important to identify the relative

importance of attitudinal and normative considerations for the intention to

change profile content. For example, if a user's intention to change his or her

profile information is under attitudinal control, the opinions of the user's social

referents are less significant in the decision to change profile content. Thus, one

goal of this study is to identify the relative strength of how subjective norms and

attitude predict behavior.

Conclusions and Research Questions

In summary, concepts from the theory of reasoned action provide a

theoretical framework in which to study behavioral intent and overt behavior.

This study attempted to identify how attitude and subjective norms influence the

decision to change Facebook content. For this exploratory study, the theory of

reasoned action suggests four central questions.

RQ1. For college seniors, how does subjective norm and attitude predict

behavioral intention in regard to changing Facebook profile content to be

perceived as an employable prospect?

RQ2. For university alumni, how does subjective norm and attitude predict actual behavior in regard to having changed their Facebook profile content after graduation to be perceived as an employable prospect?

RQ3. What are the meaningful differences between seniors and alumni with respect to subjective norm and attitude?

RQ4. Does the equation of theory of reasoned action do a better job of predicting behavioral intention or behavior in regards to changing Facebook profile information to be perceived as an employable prospect?

CHAPTER IV—METHOD

Research Design

The data was collected during the spring semester of 2010, using a self-report, online survey. It was acknowledged that self-presentation biases may be of concern with a self-reporting survey. However, the survey did ensure participants' confidentiality and anonymity.

An online questionnaire using item randomization was employed as some findings have shown that "random item presentation does not necessarily interfere with high correlations among the variables comprising (the) model of behavioral prediction (and has also shown) that the random presentation can even increase the strength of these correlations" (Fishbein & Ajzen, 2009, p. 313). Two surveys were distributed using SurveyMonkey.com, differing primarily in the dependent variable: 1) seniors were asked if they intend to change their Facebook profile content before graduation (behavioral intention), and 2) alumni were asked if they actually did change their Facebook profile content before graduation (actual behavior).

Most of the questions were designed to measure the theory's constructs including attitude, subjective norm, and behavioral intention and actual behavior. The questionnaire also included items to determine demographics and Facebook use.

To ensure that the questionnaire was adequately designed, the researcher conducted an informal pretest (Wimmer & Dominick, 2006). A total of 13 pretest subjects received a questionnaire to test the questions for flow and subject

comprehension. Question wording and location of the questions were revised to reflect the information gained from the pretest. No participants from the pretest took part in the actual study.

Participants

The populations studied were Journalism and Technical Communication (JTC) undergraduate seniors in capstone classes at Colorado State University (CSU) and undergraduate JTC alumni who have graduated from CSU within the past two years (2008 and 2009). A census of seniors and alumni were used for the purpose of this study.

A total number of 57 JTC seniors participated in the study (48 females and 9 males). This total number of seniors (n=57) constitutes approximately 50% of the total population frame (N=117). The mean age of JTC seniors was 22.9 years (median 22 years, range = 20 to 30, standard deviation 1.9).

For alumni, a total number of 38 people participated in the study (31 females and 7 males). This total number of alumni (n=38) constitutes approximately 19% of the total population frame (N=195). The mean age of JTC alumni was 24.4 years (median 24 years, range = 23 to 33, standard deviation 1.7). An independent samples t-test revealed a mean difference between alumni and seniors in relation to age and proved to be statistically significant at $p < .05$. This can be expected as alumni are typically older than seniors.

Procedure

Seniors were recruited from six JTC capstone classes, from five different

sequences, and given a flyer with the online survey Web address. In the recruitment process, seniors were told that the study was designed to assess how seniors in the JTC department have changed their Facebook profiles prior to graduation. As this study only focuses on Facebook, the participants were told that the researcher realized that there are other social network sites, but for the purpose of the study, the researcher was interested solely in seniors who have Facebook accounts.

One week after the in-class recruitment, the JTC department provided an email list of the JTC capstone seniors and a follow-up email was sent. To increase responses, a final follow-up email was sent a week later for a total of three attempts to recruit JTC seniors.

Contrary to senior recruitment, the researcher recruited alumni solely through email. The JTC department provided an alumni e-mail list of graduates who have graduated in 2008 and 2009. The 2008 list consisted of 117 alumni and the 2009 list consisted of 95 alumni. From these lists, 17 alumni emails were not valid, and therefore, not recruited.

Alumni had a similar recruitment message as JTC seniors. The email detailed the design of the study and why they were being recruited. Both alumni and seniors were informed that the questionnaire would take approximately five minutes to complete. Additionally, according to requirements of the Internal Research Board (IRB), the participants were informed that their participation in the study was voluntary; that they had the option to not participate at any time without penalty; that were was no risk for them to participate; and that all identifying information would be confidential and later destroyed (IRB, 2007).

One week after the first email was sent to alumni, the researcher sent a follow-up email reminding alumni to participate. To increase responses, a final follow-up email was sent a week later for a total of three attempts to recruit alumni.

Both populations, alumni and seniors, had the opportunity to enter in a drawing after completing the survey. For seniors, three students' email addresses were drawn, and each of those three students won one $20 iTunes gift certificate. On the other hand, two alumni's email addresses were drawn, and each of those two alumni won one $20 gift certificate to a restaurant of their choice.

Measurement

The survey questionnaire consisted of 37 questions for JTC seniors and 35 questions for alumni to measure the concepts addressed in this study (see Appendix A for a sample of the survey). Basic demographic data such as age and gender were gathered as descriptive and control variables. Survey questions regarding Facebook characteristics were derived from researchers Fogel and Nehmad (2009) whose study focused on risk-taking, trust, and privacy concerns with social network communities.

The elements of the theory of reasoned action were measured by single items, all with a 5-point Likert scale response and measured at the ratio level. In the questionnaire for undergraduate JTC seniors, behavioral intent to change Facebook profile content was the dependent variable and was measured by the item "I (intend/plan/am expected) to change my Facebook profile content by May 2010." Responses were scored on a +5 to +1 scale to measure degree of intent.

In the questionnaire for alumni, almost all of the questions were identical to the

JTC senior questionnaire. The major difference was that the questions were in past tense as opposed to present tense. For the alumni survey, "intend to change" was replaced with "changed" and measured at the nominal level with a yes or no response.

Attitudinal beliefs and people's perception of what others think are thought to be formed by direct and/or indirect observations. Thus, the independent variables, subjective norm and attitude were measured two ways—by direct and indirect measures.

Direct Measures

Attitude toward the act was measured with six dimensions of behavior and constructed into 5-point Likert scale. Thus, attitude was measured as follows (these included questions 13, 15, 17, 19, 21 and 24):

> For me to change my Facebook profile content to be more employable
> is…
> extremely   neutral   extremely

Q. 13) <u>easy</u>: _____ : _____ : _____: <u>difficult</u>

Q. 15) <u>good</u>: _____ : _____ : _____: <u>bad</u>

Q. 17) <u>valuable</u>: _____ : _____ : _____: <u>worthless</u>

Q. 19) <u>pleasant</u>: _____ : _____ : _____: <u>unpleasant</u>

Q. 21) <u>possible</u>: _____ : _____ : _____: <u>impossible</u>

Q. 24) <u>interesting</u>: _____ : _____ : _____: <u>boring</u>

Responses were summed and averaged to obtain an overall direct attitude score. These were scored +2 to -2 to have a zero point and to determine the overall positive or negative attitude in changing Facebook profile content to be more employable.

Subjective norm was measured as follows (these included questions 14, 18, 20, and 23):

Q. 14) Most people who are important to me think that I should change my

Facebook profile content to be more employable

extremely agree: _____: _____: _____: extremely disagree

Q. 18) It is expected of me that I change my Facebook profile content to be more

employable

definitely true: _____: _____: _____: definitely false

Q. 20) Most of my close friends have changed or plan to change their Facebook

profile content to be more employable

definitely true: _____: _____: _____: definitely false

Q. 23) Most people whose opinions I value approve of me changing my Facebook

profile content to be more employable

strongly agree: _____: _____: _____: strongly disagree

Responses for direct subjective norm measures were summed and

averaged to obtain an overall direct subjective norm score.

Indirect Measures

Measures of indirect variables were slightly different than the direct

measures. The components of attitude are outcome evaluations and behavioral

beliefs. Thus, outcome evaluation was measured by "For me to secure a job, I

need to (make a good impression/demonstrate that I have the communication

skills necessary)". Behavioral beliefs were measured by "Changing my Facebook

profile content will help (me secure a job after graduation/make a good

impression/demonstrate that I have the communication skills necessary)".

Outcome evaluation was measured by how positive (+2) or negative (-2) the

outcomes were perceived on a +2 to -2 scale. These were matched to the corresponding behavioral beliefs and multiplied to reflect how likely each positive or negative outcome was to occur. The scores were summed and averaged to give an overall indication of how positive or negative the person's attitude is concerning the combined outcomes.

On the other hand, the components of subjective norm are motivation to comply and normative belief. Thus, motivation to comply was measured by "Generally speaking, how much do you care what your (professors/parents/friends/classmates) think you should do in regards to changing your Facebook profile content?" Normative Belief was measured by "My (professors/parents/friends/classmates) think that I should change my Facebook profile content to be more employable". Items were scored on a +2 to -2 scale to determine positive or negative influence of each referent group. Motivation to comply was then matched with the corresponding normative belief and multiplied to determine the strength of social pressure perceived by the person. An algebraic diagram explaining how the components of attitude and subjective norm were analyzed is included in the following section.

Analysis

Statistical analysis was carried out by using the software program Statistical Package for the Social Sciences (SPSS). Descriptive statistics was used to describe the central tendency and dispersion of all variables. The following is

an algebraic formula for how attitude toward the behavior was computed:

$A_B = \Sigma \, b_i e_i$ (Refer to questions 9-11and 29-31)

$b1 \, _x \, e1 = be1$ (getting a job)
$b2 \, _x \, e2 = be2$ (making a good impression)
$b3 \, _x \, e3 = be3$ (communication skills)

$be1 + be2 + be3 = A_B$

The following is an algebraic formula for how subjective norm was computed:

$SN = \Sigma n_i \, m_i$ (Refer to questions 25-28 and 32-35)

$n1 \, _x \, m1 = nm1$ (professors)
$n2 \, _x \, m2 = nm2$ (parents)
$n3 \, _x \, m3 = nm3$ (close friends)
$n4 \, _x \, m4 = nm4$ (classmates)

$nm1 + nm2 + nm3 + nm4 = SN$

After computing attitude and subjective norm, Chi-square, Independent samples test, Pearson product-moment correlation, and Linear multiple regression was used. Chi-square was be used to determine any significant differences between seniors and alumni in regard to Facebook user characteristics. The Independent samples test was used to determine any significant differences between seniors and alumni in regard to attitude and subjective norm.

Predictive validity was particularly important to this study in that it is a measure against future outcome. Through research, it is realized that even when the predictor and criterion variables are assessed, they typically have a random error of measurement (Fishbein & Ajzen, 2009). Thus, to increase predictive validity, Linear multiple

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regression analysis was used, as the main goal of this test is to analyze the relationship between independent variables (attitude and subjective norm) (Wimmer & Dominick, 2006). Additionally, coefficient of correlation (R) was used to analyze the degree of correlation between attitude and subjective norm to behavioral intent and actual behavior. These coefficients squared (R^2) were used to indicate the proportion of variance in behavioral intent and actual behavior that is explained by each predictor variable (attitude and subjective norm).

CHAPTER V—RESULTS

The online survey resulted in a total of 96 completed questionnaires—57 completed surveys for seniors and 38 completed surveys for alumni. Overall, the researcher attempted to survey a total of 312 subjects for this study—117 seniors and 195 alumni.

Data analyses included reliability tests, frequency calculations, and correlation, crosstab, t-test, and regression analysis. A description of the study subjects and the results from statistical data analysis are provided below.

Internal consistency

Before testing of the research questions, internal consistency was performed on four sets of data: indirect attitude, indirect subjective norm, combined direct attitude and subjective norm, and behavioral intension. Internal consistency reliabilities ranged from .76 to .94 and are acceptable for communication research purposes (Reinard, 2006).

First, to assess whether the three items that were summed to create the indirect attitude score formed a reliable scale, Cronbach's alpha was computed. The alpha for the three items was .76, which indicates that the items form a scale that has reasonable internal consistency. Similarly, the alpha for the indirect subject norm score (.88) and the combined score for direct attitude and subjective norm (.79) indicated good internal consistency reliability. Finally, the dependent variable, behavioral intention, had a strong, significant alpha of .94.

Research Question 1

Research question 1, related to seniors, asked how subjective norm and attitude predict behavioral intent in regards to changing Facebook profile content before graduation. To answer this question, Pearson product-moment correlation and Linear Multiple Regression tests were performed. As study subjects were assigned to different surveys, the alumni took the alumni survey and seniors took the senior survey, tests were run separately for both populations.

For the Pearson product-moment correlation test, independent variables were presented by *attitude* and *subjective norm.* The dependent variable was presented by *intent.* Results for this test revealed a significant, positive correlation between *behavioral intent* and these independent variables. Moderately strong correlations were found for attitude. The correlation between *intent* and *attitude* was $r = .57, p < .001$. There was a moderately weak correlation between *intent* and *subjective norm* ($r = .31, p < .05$). Results of the Pearson product-moment correlation test are presented in Table 1.

Table 1: Seniors: Correlation model between *behavioral intent* and *age*, *login*, *updating profile information*, *profile information*, *attitude,* and *subjective norm*.

		Age	Login	Update Profile Info	Profile Info	Attitude	Subjective Norm
Behavioral Intent	Pearson Correlation	.513	.208	.388	-.113	.565	.313
	Sig.	.000	.127	.003	.413	.000	.020

It must be noted that Pearson product-moment correlation was also computed for demographics and Facebook characteristic questions. With *behavioral intent* remaining

as the dependent variable, *age* ($r = .51, p < .001$) and *updating profile information* ($r = .39, p < .01$) were significantly and positively correlated with *intent*. On the contrary, *login* ($r = .21$) and *profile information* ($r = -.11$) were not significantly correlated with *intent*.

To further determine what independent variables, used in the Pearson product-moment correlation test, may have influenced behavioral intent, a Linear Multiple Regression test was computed. The model summary of this test indicated that the $R = .71$ ($R^2 = .50$) and the adjusted R squared was .43, which indicates 43% of the variance that *intent* can be predicted from the variables listed in Table 2. This combination of variables significantly predicted behavioral intent $F(7,47) = 6.8, p < .001$. However, as indicated in the coefficients table, the beta weights suggest that when controlling for *age*, *gender*, *profile information*, *login*, *update profile information*, *subjective norm*, the variable that most predicted intent was *attitude*.

Table 2: Seniors: Multiple Regression summary for variables predicting behavioral intent.

Variable	B	SE(B)	B	t	p
(Constant)	-11.833	4.806		-2.462	.018
Age	.616	.186	.375	3.305	.002
Gender	.038	.867	.005	.044	.965
Login	-.010	.402	-.003	-.025	.980
Profile Information	.064	.319	.022	.201	.842
Update Profile Information	.569	.313	.213	1.818	.075
Attitude	.217	.068	.395	3.212	.002
Subjective Norm	.006	.025	.026	.218	.828

Dependent Variable: Behavioral Intent

As seen in Table 2, the beta coefficient showed that attitude is most closely

associated in predicting participants' intended behavior to change their Facebook profile before graduation.

Research Question 2

Research question 2, related to alumni, asked how subjective norm and attitude predict actual behavior in regards to having changed their Facebook profile content after graduation. Again, study subjects were assigned to different surveys, thus, tests were run separately for both populations. As with question 1, Pearson product-moment correlation and Linear Multiple Regression were computed to answer this research question.

The same independent variables were employed in the Pearson product-moment correlation test: *age*, *login*, *updating profile information*, *profile information*, *attitude*, and *subjective norm*. The dependent variable employed was *actual behavior*. Results of the Pearson product-moment correlation test are presented in Table 3.

Table 3: Alumni: Correlation model between *actual behavior* and *age*, *login*, *updating profile information*, *profile information*, *attitude,* and *subjective norm*.

		Age	Login	Update Profile Info	Profile Info	Attitude	Subjective Norm
Actual Behavior	Pearson Correlation	.009	-.344	-.015	-.037	-.229	-.142
	Sig.	.958	.035	.928	.823	.166	.394

As seen in Table 3, results of the test were not statistically significant.

To explore whether any of the independent variables predicted actual behavior, a Linear Multiple Regression test was performed (the same variables were computed in this

test). The model summary indicated that the $R = .53$ ($R^2 = .28$) and the adjusted R squared was .12, which indicates only 12% of the variance that actual behavior can be predicted from the variables listed in Table 4.

Table 4: Alumni: Multiple regression summary for variables predicting actual behavior.

Variable	B	SE(B)	B	t	p
(Constant)	1.164	.873		1.332	.193
Age	.005	.035	.022	.132	.896
Gender	.350	.176	.372	1.990	.056
Login	-.137	.072	-.391	-1.916	.065
Profile Information	-.049	.051	-.178	-.973	.338
Update Profile Information	.054	.052	.185	1.027	.313
Attitude	-.014	.009	-.308	-1.548	.132
Subjective Norm	.000	.003	.012	.067	.947

Dependent Variable: Actual Behavior

Unlike research question 1, these combination of variables did not significantly predict actual behavior $F(7,30) = 1.7$.

Research Question 3

Research question 3 asked what meaningful differences were between seniors and alumni with respect to attitude and subjective norm. An Independent Samples Test was computed to answer this question. There was a statistically significant difference between seniors and alumni in regard to attitude, t (60.93) = -2.42, $p < .05$. Alumni ($M = 14.92$, $SD = 8.12$) scored higher than seniors ($M = 11.25$, $SD = 5.7$). The confidence interval for the difference between means was -.64 to -6.71.

Although not related to attitude and subjective norm, the researcher found a significant difference between alumni and seniors by running a Chi-Square test. The researcher cross-tabulated the Facebook character variables to inquire as to whether or not there were any significant differences between the two populations. The data revealed that there were no significant differences between populations regarding the information they disclose on Facebook, except for one—the variable *phone number* indicated a significant difference. The cross-tabulation indicated that 13.2% of alumni listed their phone number on their Facebook profile, but only 1.8% of seniors did so. The Chi-Square test indicated a significant difference between groups where $x^2 = 5.0$, and $p < .05$. Phi was used as an effect size measure. Although the Chi-Square calculation was significant, the Phi was .23, which is, according to Cohen (1988), a small size "effect."

CHAPTER VI—DISCUSSION

Guided by the framework of the theory of reasoned action, this study sought to provide insights about the factors that influence behavior among seniors and alumni with respect to changing their Facebook profile information to be perceived as an employable prospect. Thus, the main goals of this study were to investigate how attitudes and subjective norms predict behavioral intention to change Facebook profile information, identify meaningful differences between seniors and alumni with respect to subjective norms and attitudes, as well as determine whether the theory of reasoned action does a better job of predicting behavioral intention or actual behavior in regards to changing Facebook profile information. In general, the results supported the theory of reasoned action.

Research Question 1: Seniors

For seniors, results of the study revealed strong, significant relationships among attitudes, subjective norms, and behavioral intent. A Pearson product-moment correlation and Linear multiple regression tests revealed that attitudes and subjective norms were strongly and positively correlated with behavioral intent explaining 43% of the variance for research question one. Along with attitudes and subjective norms, updating profile information, login, profile information, age, and gender added to the explanation of the variance in participants' intention to change their Facebook profile content (before graduation) to be perceived as an employable prospect.

A closer look at the results revealed significant information. First, the Pearson product-moment correlation test revealed that all correlations among behavioral intent were positive and significant, except two (login and profile information). Congruent with the theoretical framework, the data revealed a significant relationship between attitude and subjective norm. This association between variables is to be expected and is consistent with past research (Fishbein & Ajzen, 2009).

Additionally, relatively strong correlations with behavioral intent-attitude and behavioral intent-subjective norm meant that the stronger the participants' attitudes and subjective norms were, the more they intended to change their Facebook profile content. A positive and significant correlation between behavioral intent-attitude and behavioral intent-subjective norm is to be expected as these are the core variables of the theory. However, after running a Linear multiple regression analysis, the data revealed that attitude ($p< .05$) was the most significant predictor of seniors changing their Facebook profile information. This indicates that seniors care about what their social referent group thinks about them changing their Facebook information. However, it is their attitude that essentially predicts their intention to change their profile information to be perceived as an employable prospect.

Attitude as the sole predictor of behavioral intention is consistent with past research (Bentler & Speckart, 1979), although this is a key criticism of the theory—where at least one if the variables within the theoretical framework did not predict the outcome variable being studied (Ogden, 2003). To explain the discrepancy of only one variable predicting intention, researchers have inferred through their studies that the predictors of behavioral intention depend on the behavior being studied (Bentler &

Speckart, 1979). As previously noted in the literature review, "for some intentions attitudinal considerations are more important than normative considerations, while for other intentions normative considerations predominate" (Ajzen, 2005, p. 118)

In this case, this study adds to the research indicating that one variable—attitude—can predict behavioral intention and explains why attitude may be more important compared to what others think. Furthermore, taking this finding one step further, with attitude as the only predictor of behavioral intent, it can be speculated that even though seniors care what their social referent group thinks, seniors may believe that ultimately securing a job is an individual act and has no association with what their professors, family, friends, or classmates think.

This reasoning can be explained by several findings in the results. The results indicated as seniors logged into Facebook more often, the more they had a positive attitude toward changing their profile information for employment. Additionally, the more often seniors updated their profile, the more they had a positive attitude about changing their profile information. Finally, as seniors logged into Facebook more often, the more likely they would be to change their profile information. These findings suggest that securing a job is important, and that seniors want to change their information make a good impression and to demonstrate that they have the communication skills necessary to secure a job after graduation. Although further empirical research is needed in this area, these findings provide evidence to the claim that overall, seniors' attitude of changing their profile information to be perceived as an employable prospect are favorable.

Research Question 2: Alumni

Alumni findings were different from seniors. Pearson product-moment correlation and Linear multiple regression tests revealed that attitudes and subjective norms were not correlated with actual behavior explaining 12% of the variance for research question two. Several reasons might explain the lack of association between behavioral intent-attitude and behavioral intent-subjective norm. This will be discussed further in the limitations section.

While there was no relationship between behavioral intent-attitude and behavioral intent-subjective norm, a significant relationship was shown to exist between attitude and subjective norm. Meaning that the more favorably alumni felt about having changed their profile information, the more likely they were to have cared what their social referents thought about them actually changing their information to be perceived as an employable prospect. As discussed in the previous section, this finding is consistent with past research which indicates that the perception of a favorable outcome is associated with one's overall evaluation of a specified behavior (Fishbein & Ajzen, 2009).

The results also revealed that the only variable that was associated with actual behavior was how often alumni logged into Facebook. The data suggests that alumni who did not change their profile for employment are more likely to log into Facebook on a consistent basis. Taking this finding one step further, it can be speculated that the alumni who did not change their profile to be more employable are essentially using Facebook as a social utility to keep in touch with friends and family. On the contrary, alumni who have changed their profile to be more employable may be using the site on a more professional basis.

Although login to Facebook was significantly correlated with actual behavior, after running a Linear multiple regression analysis, the data revealed that the variable was not a significant predictor of alumni actual behavior. The test also revealed that there were no significant predictors of alumni changing their profile to be more employable. Regardless of the fact that there were no significant predictors indicating behavior, the data certainly indicated—on a nominal scale—84% of alumni have changed their Facebook profile information to be perceived as an employable prospect.

Research Question 3: Meaningful Differences

Comparing the results of seniors and alumni yielded interesting information indicating that there were meaningful differences between the two populations with respect to attitude and subjective norm. An Independent Samples Test revealed a significant difference in attitude but not a significant difference in subjective norm. Overall, this indicates that compared to alumni, seniors have a more favorable attitude toward changing their profile to be more employable. There are a couple of explanations for reasons as to why seniors have a favorable attitude toward changing their profile information.

First, at the time this study was conducted alumni may have already secured a job post graduation; seniors may be inquiring but have not yet acquired a job. Therefore, seniors have a higher priority to change their profile information to be perceived as an employable prospect as compared to alumni. Second, research indicates that there have been hundreds of news articles warning social media users to be cautious of what they post on their online profile (Goldberg, 2010; Harston, 2008; Jones, 2007; Joyce, 2006).

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With over five years of media coverage on this topic, students are beginning to get the message that they could lose an internship or even a job because of the information they disclose on their online profile. As previously mentioned in the review of the literature on this topic, through interviews among young adults (the Net Geners) researcher Don Tapscott has found that "awareness is growing among Net Geners that inappropriate postings can do irreparable damage to a person's job prospects or career" (Tapscott, 2009, p. 66). Consequently, it can be concluded that seniors who participated in this study are aware that the information they post on their profile is important to consider when searching for jobs.

Regarding the information seniors and alumni disclose, the only difference between these populations is that more alumni (13.2%) list their phone number on their profile, whereas very few seniors (1.8%) list their phone number. This finding is consistent with other empirical research (Acquisti & Gross, 2006; Fogel & Nehmad, 2009; Tufekci, 2008, 2010). However, a study by Tufekci (2008) found that "the tendency to include political views, romantic status, sexual orientation, phone number and classes decreased with age" (p. 27). As there was a significant difference in age among all participants, this study refutes findings from Tufekci's study. This study suggests that as age increases it is more likely people will include personal information on their profile, specifically their phone number.

While not a difference between both populations, it is worthy to note that by comparing the separate correlation tests, seniors and alumni data revealed a significant association between subjective norm and attitude. This can suggest that participants' perception of positive subjective norms was associated to more positive attitudes toward

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changing, or having changed, their profile information to be perceived as an employable prospect. In other words, it can be suggested that participants hold their social referents in great consideration for social approval. Therefore, it can be concluded that participants' individual attitudes are related to what their social referents think about them changing their profile information. These claims are consistent with recent research that indicates student behavior on Facebook can be influenced by perceptions and possible behaviors of other students (Birnbaum, 2009). By examining the meaningful differences and similarities between populations, the theoretical question of whether the proposed framework does a better job of predicting behavioral intentions or actual behavior is explained in the following section.

Research Question 4: Theory of Reasoned Action

Overall, the results supported the theoretical model. However, results of the study revealed that the theory of reasoned action does a better job of predicting behavioral intention than actual behavior. The factors under examination in this study accounted for 43% of the variance of seniors' intentions to change their Facebook profile information, while the same factors for alumni accounted for 12% of the variance. This is consistent with previous research. As noted in the review of the literature, a meta-analysis by researchers Armitage and Conner (2001) indicates that the theory typically accounts for 39% variance in behavioral intention and 27% variance in actual behavior. The obtained low value in variance for alumni will be addressed further in the limitations section.

Limitations and Future Studies

Within the context of this study, there are certainly methodological limitations to consider when interpreting the results. It is important to keep in mind that the theoretical framework is designed to test the intention-behavior link among the *same* participants. That was not the case in this study and can help to explain the cause for the low variance value for alumni. While research suggests that behavioral intention is the most influential predictor of actual behavior, this study cannot confirm that behavioral intention is the most influential predictor of actual behavior. This study demonstrated that the theory of reasoned action is a better framework for explaining behavioral intentions, but because different populations were used, it cannot be accurately determined whether or not intentions actually lead to behavior. Therefore, future studies could benefit from longitudinal research by using the same participants to examine the intention-behavior link.

Additionally, surveying alumni one to two years post graduation may explain the low variance value. "Generally speaking, it is more difficult for someone to recall behaviors that were performed a long time ago than recently performed behaviors" (Fishbein & Ajzen, 2009, p. 37). For example, because there was a one to two year difference post graduation, Alumni participants may have found it difficult to rate their attitude toward changing their profile, as well as rate what their social referents (professors, family, friends, and classmates) thought about them changing their Facebook profile to become more employable. Thus, future studies could improve upon this limitation not only by conducting longitudinal research using the same participants, but

also could benefit from conducting research directly after the desired action so the recall of behavior is salient in participants' minds.

To reiterate, factors under examination in this study accounted for 43% variance of seniors' intentions to change their Facebook profile to be more employable and 12% variance of actual behavior that alumni did change their profile to be more employable. Such a low variance for alumni may be due to low predictive validity or inappropriate operationalization of the predictor criterion measure, including not measuring salient beliefs. Nonetheless, "even with these limitations, meta analyses show that reasoned action approach has done extremely well, particularly if one considers that before the introduction of this model, most studies accounted for, at most, 10% of the variance in behavior" (Ajzen & Fishbein, 2004, p. 432).

Another important limitation to note is there were no other variables, except for the theoretical variables—attitude and subjective norm, that were tested in this study. Clearly, not all relevant variables can be tested in an individual study. Past research has indicated that by adding other concepts, it can help to further explain behavior (Beck & Ajzen, 1991; Bentler & Speckart, 1979; Trafimow, 2000). As noted in the review of the literature, "the possibility of adding more predictors was explicitly left open" as it depends on the behavior being studied (Fishbein & Ajzen, 2009, p. 282). Thus, further research is necessary and would benefit from examining other concepts such as privacy or observational learning, a key concept from social cognitive theory.

Past research applying social cognitive theory has found that behaviors can be learned by observing other people's actions and the consequences of those actions (Bandura, 2002). "Through observational learning, also known as social learning,

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children and adults notice which actions tend to get rewarded and which have unpleasant outcomes. Those that are rewarded are the ones people may eventually repeat in their own lives, when the circumstances are right" (Lieberman, 2001, p. 379). For example, a senior may be indifferent to changing his or her profile information to be more employable. However, if the senior observes his or her friends/classmates changing their profile to be more employable and the friends/classmates are receiving job offers because of it, the senior may see the benefit of changing his or her profile. In the context of this study, future research could measure not only intention and actual behavior (changing Facebook profile information), but also measure whether this behavior was learned or observed from their social referents, which might help to further explain the subjective norm variable.

Additionally, future research is needed on the concept of privacy. Traditionally, recruiters and human resource professionals are limited to certain types of questions they can ask candidates. "This included restrictions on asking about their families, their affiliation to religious, political or other groups, their financial situation, medical conditions, and so on" (Cross-Tab, 2010, p. 20). With human resource professionals using search engines, such as Google, and social networking sites, such as Facebook, the lines of privacy are becoming blurred. Therefore, future research could benefit from examining seniors and alumni attitudes and subjective norm as it relates to the concept of privacy.

A final limitation to consider regards the populations used in this study. The results cannot be generalized because the survey was conducted among a small number of college seniors and alumni who will or have graduated from one academic department

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from Colorado State University—the Department of Journalism and Technical Communication. In this case, these populations are not representative of the entire population of college seniors and alumni. Therefore, future studies could replicate the proposed model in this study while considering a larger sample size across all academic departments.

Implications

While scholarly research examining college students' behavior on Facebook is limited—with respect to seniors and alumni changing their profile to becoming more employable—this exploratory study establishes key findings. This study significantly contributes to research by providing evidence for the theory of reasoned action within the context of examining college students' behavior on Facebook, and with respect to seniors and alumni changing their profile to become more employable.

The findings of this study provide understanding of seniors' intentions to change content on their Facebook profile by examining the extent to which their attitudes and subjective norms influence their behavior. Likewise, the findings in this study provide understanding of alumni behavior by examining the extent to which their attitudes and subjective norms influenced their decision to change their profile to become more employable. Although there were no significant predictors of behavior as related to alumni, findings suggest that attitude was a significant construct predicting seniors' intentions to change their Facebook profile content.

In general, findings show that seniors have a positive attitude toward changing their profile. Furthermore, seniors believe finding a job is an individual act and thus

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changing their profile relies more upon what is consistent with their own attitude and less

upon what their social referents think they should do. In a way, this is an interesting

phenomenon because research has indicated that the perception of peer behavior on

Facebook can ultimately influence an individual's actions to behave in a similar manner

(Birnbaum, 2009).

This study also provides further evidence of the relevance of examining actual

behavior, in addition to examining behavioral intention. Findings as related to alumni,

suggest that majority of alumni have changed their profile to become more employable

and may be using Facebook on a more professional basis, while the minority who have

not changed their profile may be using Facebook as a social utility. A recent study

demonstrated between 30% and 35% (depending on nationality) of people indicate "that

they believe online reputations don't impact their personal or professional lives" (Cross-

Tab, 2010, p. 20). The aforementioned study further explains the finding in this study

therefore suggesting that alumni who have not changed their profile may believe that

their content on their profile will not affect hiring decisions of future employers.

Conclusions

Clearly, Facebook is an important resource for recruiters and hiring managers.

Facebook's astonishing growth within the past six years, including 400 million active

users, suggests that Facebook is rapidly becoming an essential personal and business

networking tool. With this social utility, people are joining groups, organizing events,

and connecting with one another in a new way: crossing social, geographic, and political

barriers in a manner that, prior to Facebook, was largely neither user friendly nor widely

accessible.   Based on the statistics related to Facebook, as well as the flow and forward progress of the innovation, it seems likely that Facebook will be considered to have evolved into a permanent interpersonal communication tool that is a truly global, mainstream integrated social network site.

Thus, Facebook has become a focus of academic research (boyd & Ellison, 2007; Tapscott, 2009; Walther, et al., 2008). There are copious studies that focus on privacy issues and information disclosure (Rosenblum, 2007), the use of Facebook (Peluchette & Karl, 2008), and the relationship between privacy and trust within social network sites (Dwyer, et al., 2007). However, to date, little is known about Facebook behavior and how it relates to finding and securing a job based on the content individuals reveal on their profile. Thus, the goal of this study was to provide empirical evidence examining the factors that might relate to attitude, subjective norm, intentions and actual behavior of changing Facebook profile content to be perceived as an employable prospect.

The latest research on this topic indicates that 63% of U.S. recruiters and hiring managers are now using social networking sites when researching applicants (Cross-Tab, 2010). Clearly, reviewing online profiles is becoming common practice among human resource professionals and is not likely to fade away in the future. Thus, attitudes, subjective norms, and intentions to change online profile content are topics that are important to further explore.

APPENDIX A: Sample Questionnaire for undergraduate seniors

Introduction Page:

This is a study about how college seniors think about using Facebook. The study is especially focused on how Facebook users might think about changing their profile content due to concerns about what potential employers might see.

A NOTE ON PRIVACY:

*Your participation in this survey is voluntary.

*You may refuse to participate or refuse to answer any question without penalty.

*Your responses are anonymous.

*You will in no way be personally linked to the results of the survey through the information you provide, either through your e-mail or IP address.

*You do not need to provide your e-mail address to participate in the survey; however, you will need to provide an email address at the end of the survey to participate in the drawing.

*You may choose to opt out of the drawing after you complete the survey. The gift cards are not considered a benefit, but are compensation for your participation.

* There are no known risks or direct benefits to you, but a summary report of the study will be made available upon your request. Filling out this survey signifies

your informed consent to participate in this project. Thank you for your

participation.

Instructions:

Directions: Please answer each of the following questions as completely and
sincerely as possible by choosing the answer that best describes your opinion.
Read each question carefully. Please remember to be sure to answer all items—do not
omit any. The survey will take about five minutes to complete.

Just a note: we consider "updating" or "personalizing" your profile to mean the
following:

*uploading pictures

*changing your status

*adding or deleting fan pages

*adding or deleting applications

*changing your personal information, including interests and activities, etc.

SENIORS and ALUMNI: Questionnaire

First, please us tell about yourself:

What year were you born?_____

Are you: Male_____   Female_____

[Facebook Characteristics]

Please choose either yes or no for questions 1-10:

1. Do you use your birth name on your profile?

Yes_____   No_____

2. Do you allow anyone to view your profile?

Yes_____   No_____

3. Do you include a picture of yourself on your profile?

Yes_____   No_____

4. Do you include your e-mail address on your profile?

Yes_____   No_____

5. Do you include your phone number on your profile?

Yes_____   No_____

6. Do you include your home town on your profile?

Yes_____   No_____

7. Do you include information about your interests on your profile?

Yes_____   No_____

8. Do you include information about your personality on your profile?

Yes_____   No_____

9. Do you spend time personalizing your profile page?

Yes_____   No_____

10. Do you use your real name on your profile page?

Yes_____   No_____

[Use of Facebook]

Please choose one of the following for questions 11-12:

11. How often do you login to Facebook?

_____More than once a day

_____Once a day

_____More than once a week, but less than once a day

_____Once a week

_____Once a month

_____Never

12. On Average, how often do you update your profile on Facebook?

_____More than once a day

_____Once a day

_____More than once a week, but less than once a day

_____Once a week

_____Once a month

_____Never

[Direct Measures of Attitude, Subjective Norm, and Intention]

For questions 13-39, please choose the answer that best describes your opinion

Question added for Alumni only since there is no behavioral intention with alumni (Actual Behavior) Did you change your Facebook profile content to be more employable before you graduated from Colorado State University?

Yes_____   No_____

13. (Attitude) For me to change my Facebook profile content to be more employable is (*was*)

extremely difficult :___1___:___2____:____3___:___4____:____5___:extremely easy

14. (Subj. Norm) Most people who are important to me think (*thought*) that

I should :___1___:___2____:____3___:___4____:____5___: I should not

change (*have changed*) my Facebook profile content to be more employable

15. (Attitude) For me to change my Facebook profile content to be more employable is (*was*)

extremely good :___1___:___2____:____3___:___4____:____5___:extremely bad

Question for seniors only 16. (Intention) I plan to change my Facebook profile content by May 2010

extremely likely :___1___:___2____:____3___:___4____:____5___:extremely unlikely

17. (Attitude) For me to change my Facebook profile content to be more employable is (*was*)

extremely valuable :___1___:___2____:____3___:___4____:____5___:extremely worthless

18. (Subj. Norm) It is (*was*) expected of me that I change my Facebook profile content to be more employable

definitely true :___1___:___2____:____3___:___4____:____5___:definitely false

19. (Attitude) For me to change my Facebook profile content to be more employable is (*was*)

extremely pleasant :___1___:___2____:____3___:___4____:____5___:extremely unpleasant

20. (Subj. Norm) Most of my close friends change (*changed*) their Facebook profile content to be more employable

definitely true :___1___:___2____:____3___:___4____:____5___:definitely false

21. (Attitude) For me to change my Facebook profile content to be more employable is (*was*)

impossible :___1___:___2____:____3___:___4____:____5___:possible

Question for seniors only 22. (Intention) I will make an effort to change my Facebook profile content by May 2010

I definitely will :___1___:___2____:____3___:___4____:____5___:I definitely will not

23. (Subj. Norm) Most people whose opinions I value would approve (*approved*) of me changing my Facebook profile content to be more employable

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

24. (Attitude) For me to change my Facebook profile content to be more employable is (*was*)

interesting :___1___:___2____:____3___:___4____:____5___:boring

Question for seniors only 25. (Intention) I intend to change my Facebook profile content by May 2010

strongly agree :___1___:___2____:____3___:___4____:____5___: strongly disagree

Measuring Attitude

[Outcome Evaluations]

26. For me to secure a job after graduation is (*was*)

extremely important :___1___:___2____:____3___:___4____:____5___:extremely unimportant

27. For me to secure a job, I need (*needed*) to make a good impression

extremely important :___1___:___2____:____3___:___4____:____5___:extremely unimportant

28. For me to secure a job, I need (*needed*) to demonstrate that I have the communications skills necessary

extremely important :___1___:___2____:____3___:___4____:____5___:extremely unimportant

[Behavioral Beliefs]

29. Changing my Facebook profile content will help (*helped*) me to secure a job after graduation

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

30. Changing my Facebook profile content will help (*helped*) to make a good impression for employers

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

31. Changing my Facebook profile content will help (*needed*) to demonstrate that I have the communications skills necessary to secure a job

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

Measuring Subjective Norm

[Motivation to comply]

32. Generally speaking, how much do (*did*) you care what your professors think you should do in regards to changing your Facebook profile content?

strongly care:___1___:___2____:____3___:___4____:____5___: strongly do not care

33. Generally speaking, how much do (*did*) you care what your parents think you should do in regards to changing your Facebook profile content?

strongly care:___1___:___2____:____3___:___4____:____5___: strongly do not care

34. Generally speaking, how much do (*did*) you care what your close friends think you should do in regards to changing your Facebook profile content?

strongly care:___1___:___2____:____3___:___4____:____5___: strongly do not care

35. Generally speaking, how much do (*did*) you care what your classmates think you should do in regards to changing your Facebook profile content?

strongly care:___1___:___2____:____3___:___4____:____5___: strongly do not care

[Normative Beliefs]

36. My professors think (*thought*) that I should change my Facebook profile content to be more employable

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

37. My parents think (*thought*) that I should change my Facebook profile content to be more employable

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

38. My close friends think (*thought*) that I should change my Facebook profile content to be more employable

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree
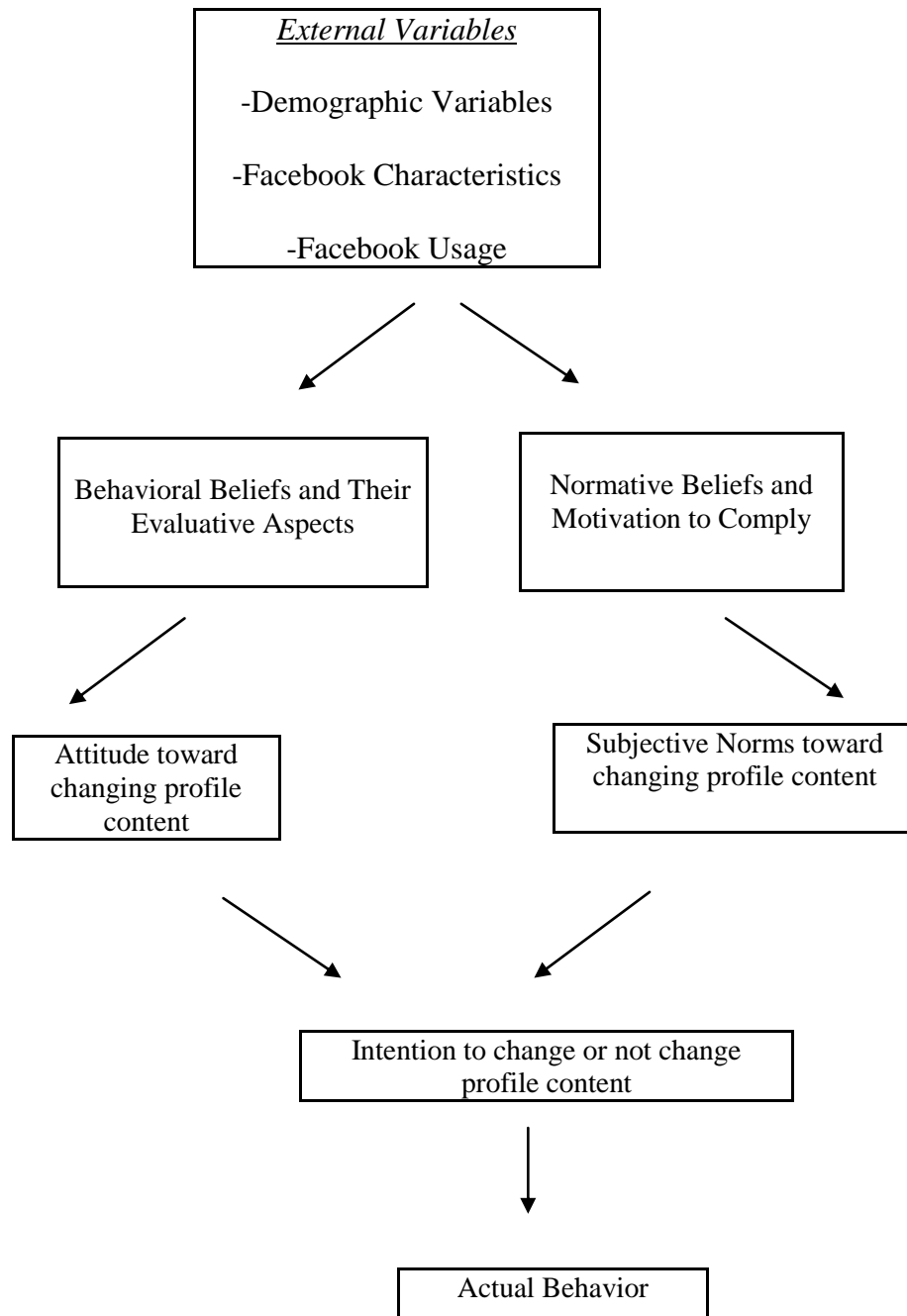
39. My classmates <u>think</u> (*thought*) that I should change my Facebook profile content to be more employable

strongly agree :___1___:___2____:____3___:___4____:____5___:strongly disagree

40. Qualitative Question: For what purposes do you use Faceook?

41. Qualitative Question: What actions are you expected (by your friends) to carry out on Facebook?

APPENDIX B: The Theory of Reasoned Action

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                        ┌──────────────────────────┐
                        │   External Variables     │
                        │                          │
                        │  -Demographic Variables  │
                        │                          │
                        │  -Facebook Characteristics│
                        │                          │
                        │  -Facebook Usage         │
                        └──────────────────────────┘
                          ↙                    ↘
      ┌──────────────────────────┐   ┌──────────────────────────┐
      │ Behavioral Beliefs and Their│ │  Normative Beliefs and   │
      │    Evaluative Aspects    │   │   Motivation to Comply    │
      └──────────────────────────┘   └──────────────────────────┘
                    ↘                              ↘
         ┌──────────────────┐          ┌──────────────────────────┐
         │  Attitude toward │          │  Subjective Norms toward │
         │ changing profile │          │ changing profile content │
         │     content      │          └──────────────────────────┘
         └──────────────────┘
                    ↘                   ↙
              ┌──────────────────────────────────┐
              │ Intention to change or not change│
              │          profile content         │
              └──────────────────────────────────┘
                            ↓
                 ┌──────────────────────┐
                 │    Actual Behavior   │
                 └──────────────────────┘
```

Figure 1. A theoretical model for understanding Facebook behavior.

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