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Black Students' Online Networking and Social Capital Development Behaviors in Varied University Settings

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Dissertation Abstract Submitted in Partial Fulfillment

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Abstract

Sustained high unemployment among educated Black jobseekers as well as disparate salaries between educated Blacks and non-Blacks continues to persist. Social capital as a major source for job attainment and career progression is recognized as a potential factor contributing to this situation. This quantitative study examined the social networking site usage intensity and external social capital development behavior among 130 graduate Black university students at predominantly White, historically Black, and diverse online universities. The theoretical foundation of social capital development was analyzed from perspectives of bridging and bonding social capital. Educational setting, sex, and socioeconomic status were used to predict intensity of social networking as assessed by the Intensity of Social Networking Usage Measure Scale and external social capital development behaviors as assessed by the External Social Capital Development Behaviors Scale among current Black graduate students. Multiple regression analyses were conducted to determine if significant relationships existed among the study variables. The findings suggest educational setting, sex, and socioeconomic status predict intensity of social network usage and external social capital development behaviors among Black university students and graduates. The results obtained can lead to positive social change by promoting employment through networking among Black university students and graduates as they enter the workforce.

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Chapter 1: Introduction to the Study

Introduction

Networking is a soft skill used for career development strategy that involves contacting and talking to friends, family members, and acquaintances to exchange information and experiences for social and professional motivations (Byrne et al., 2014; U.S. Department of Labor [DOL] Office of Disability Employment Policy [ODEP], 2015). Business networking is characterized as making and maintaining of professional contacts for professional purposes to include employment and career development (Heidemann, Klier, & Probst, 2012). Approximately 80% of job openings in the United States are not advertised, and consequently 60% of jobseekers obtain employment through networking (DOL ODEP, 2015).

Current employment gains and career development strategies require effective social network usage and well-developed social capital development behaviors (Byrne et al., 2014; DOL ODEP, 2015; Heidemann et al., 2012; James, 2000, Thompson, 2005; Wanberg, 2012). In recent years, social networking sites (SNSs) such as LinkedIn and Facebook have been used by jobseekers to find employment opportunities (Wanberg, 2012). Because SNS users share information about job resources, SNS usage is a method of social capital development behavior that impacts individual access to information and influences organizational colleagues, supervisors, and subordinates (James, 2000; Thompson, 2005).

Social capital is a construct used to describe resourceful information received through social contacts (Ellison, Steinfield, & Lampe, 2008). It is based on the

importance of access to information and resources in organizations' social networks for career success (Seibert, Kraimer, & Liden, 2001). Social capital is accrued through informal network contacts that provide information about job openings and endorsements for jobs or job promotions (Briggs, Popkin, & Goering, 2010). Black jobseekers with university degrees often have less social capital than Whites, Hispanics, or Asians with university degrees because they have limited family or friends with university degrees and steady employment to network with for job referrals (Smith, 2003; see also DOL, 2015b; Ruggs, Speights, & Walker, 2013).

There are racial disparities in networking opportunities and behaviors among university students where a small demographic of Black Greek organizations is accountable for providing social capital to predominantly Black communities, whereas the larger demographic of White Greek organizations provide social opportunities, and its members are culturally individualistic (Ray & Rosow, 2012). Members of Black Greek organizations may feel obligated to influence the entire Black race, which limits time and resources to focus on individual opportunities (Ray & Rosow, 2012). Harper (2015) described Black organizations as settings that offer Black university students a space to investigate issues that uniquely concern them.

Black Greek organizations serve to mitigate racial disparities in networking opportunities and behaviors lead to an inequity in access to social capital for the purpose of seeking employment among Black university students (Greyerbiehl & Mitchell, 2014). Black SNSs are used more for bonding social capital than bridging social capital (Byrne, 2007). Today, bonding social capital persists in Black SNS usage where Black tech

spaces such as Black Twitter are created for online complex race discourse on identity in response to racism (Maragh, 2018). In fact, Black SNS usage for bonding social capital formed a new civil rights movement, "Black Lives Matter," to protest police shootings and other fatal attacks by White police officers on unarmed Black men, women, and children such as Eric Gardner, Tamir Rice, and Sandra Bland (Ince, Rojas, & Davis, 2017; Pitman, Ralph, Camacho, & Monk-Turner, 2019).

Socioeconomic status (SES) and social capital prior to college impact university students' professional prospects (Jensen & Jetten, 2015). Black educational attainment without network contacts for meeting career development needs exacerbates Black unemployment. Although there is adequate access to SNSs, poorly developed online network behaviors for employment and career development impact Black university students' development of social capital (Heidemann et al., 2012).

Social networking intensity has been studied (Lambert, Eby, & Reeves, 2006; Wanberg, Kanfer, & Banas, 2000); however further study is warranted because differences in the SNS usage intensity and external social capital development behaviors are unknown for Black university students at predominantly White institutions (PWIs), Historically Black Colleges and Universities (HBCUs), and online universities with racially diverse student populations. Additionally, differences in SNS usage intensity and external social capital development behaviors among Black university students based on their sex and SES are unknown. Current research in this arena is limited, and there was no research published at the time of this study that examined SNS usage intensity and

external social capital development behaviors among Black university students at varied university settings.

In this chapter, background on SNS usage intensity and external social capital development behaviors is presented to identify gaps in the literature concerning Black university student networking behaviors and their impact on employment. Three research questions are presented examining educational setting, sex, and SES impact on graduate Black university students' SNS usage intensity and external social capital development behavior. The conceptual framework was based on Coleman's (1990) social capital theory (SCT) and the dimensions of bonding social capital and bridging social capital. I chose a quantitative approach to survey Black university students and graduates at varied educational settings as the research design for the study. The rationale for the selection of the design was based on the Intensity of Social Networking Usage Measure Scale (ISNUMS) and External Social Capital Development Behaviors Scale (ESCDBS) instruments, which were administered to observe and measure data numerically, potentially relate variables, and to employ validity, reliability, and other procedures from an unbiased approach (Creswell, 2009).

Background of the Study

Race is a variable that is often measured in networking and social capital research. An empirical two-wave quantitative study by Wanberg et al. (2000) measured variables such as gender, age, race, education, Big Five Personality traits, and networking comfort as predictors of network intensity and general job-search intensity among 478 jobseekers. It was determined that higher levels of networking comfort are associated with higher

networking intensity, and that networking comfort is predictive of networking intensity above and beyond the effects of personality. In addition, networking comfort was associated with networking intensity for a significant increment in R^2 of .14 ($p < .01$). Race was examined in James's (2000) e-mailed survey to 127 Black and White managers who studied social capital impact on racial differences in psychosocial support. The results showed social capital mediated the relationship between race and psychosocial support.

Harper (2008) found that Black male undergraduate students' social capital was developed through Black Greek organizations at six PWIs. However, there were no significant differences when parents' educational attainment and grade point average (GPA) was controlled. Harper's (2008) findings suggested that SES had no influence on Black university undergraduates' dependence on Black Greek organizations for social capital development at PWIs.

Pempek, Yermolayeva, and Calvert (2009) conducted a mixed method study of 92 undergraduate students' Facebook usage. Their results showed Facebook was mostly used for social interaction with friends whom they met prior in-person. In another study, Van Hoye, van Hooft, and Lievens (2009) showed a positive relationship between SNS usage and strength of network ties among 1,117 jobseekers of which 29% held college degrees.

Penner and Saperstein (2013) suggested that long-term unemployment was a social dimension that intersected mostly with Black racial classification. Smith, Menon, and Thompson (2012) operationally defined status as a person's assessment of their place

in society from a macro perspective. Employees with self-identified low-ranking status activated a smaller network when experiencing job loss threat, whereas self-identified high-ranking status employees activated a larger network in response to job loss threat (Smith et al., 2012). What this suggests is that cognitively, there is a racial disparity in the activation of social network usage when there is a risk of unemployment (Smith et al., 2012). Despite Black self-efficacy in career development, Blacks must join White networks to acquire social capital for career development (Cornelius, 2013). However, if the majority of job applicants are without SNSs when applying to organizations that use SNSs for job selection, an adverse impact might be sought by legally challenging organizations' presumably neutral practices; Black LinkedIn users represented only 5% of total LinkedIn users (Slovensky & Ross, 2012).

Horrigan (2013) found that Black Americans' SNS usage for employment searches correlated with Black Americans' confidence level in digital literacy skills. While Black Americans have low access to home-based Internet, they lead in the national rate of mobile-based Internet access (Horrigan, 2013). Black Americans rely on social media for employment opportunities through the use of mobile devices at higher rates than any other American racial groups (Horrigan, 2013).

Fischer (2010) applied multinominal logistic regression to examine 1,051 Black university students who held summer jobs. The findings suggested Black university students were unlikely to use university institutional networks. In another study, Lee (2011) administered a Likert-type scale to measure intensity of Facebook use among 232

Black students from an HBCU in which 86% of participants connected with other Black SNS users on Facebook for personal interests.

Madera (2012) conducted a study consisting of 171 White, Black, and Asian college students of Hispanic and non-Hispanic ethnicities. It was determined that perceived fairness was higher for organizations that did not use SNSs as a selection tool compared to organizations that used SNSs. Further, the usage of SNSs as a selection tool and job pursuit intention were moderated by selection process fairness. Hofer and Aubert (2013) administered Williams's Internet Social Capital Scale to 264 Twitter users of which 64% attended college. Their results showed bonding online social capital was associated with number of followers.

Maksl and Young (2013) reported 872 university students of which 99% were undergraduates and 65% were women perceived comfort in sharing personal information with bridging and bonding social capital on Facebook in bivariate correlations when gender, age, year in school, and Facebook usage variables were controlled (see Table 1). Jenson and Jetten (2015) interviewed 37 university students for shared experiences with bonding and bridging social capital; their findings showed that bonding social capital was significantly related to professional identity formation.

Table 1

Bivariate Correlations Between Measured Variables

	BrSC	BoSC	FUI	SEX	AGE	YIS
Bridging social capital (BrSC)	1					
Bonding social capital (BoSC)	0.495**	1				
Facebook Use Intensity (FUI)	0.470**	0.416**	1			
Gender (SEX)	0.100**	0.103**	0.165**	1		
Age (AGE)	0.041	0.014	-0.051	-0.090*	1	
Year in School (YIS)	0.062	0.069	0.047	-0.017	0.776**	1

Note. *$p < 0.05$;**$p < 0.001$ Adapted from Maksl and Young. (2013). Affording to exchange: Social capital and online information sharing. *Cyberpsychology, Behavior, and Social Networking*, *16*, 588-592. doi:10.1089/cyber.2012.0430

Anderson (2008) found significant correlations between graduate degree program, time spent networking, and diversity of information received among employed managers enrolled in a master's degree program. There was no background literature on Black men's and Black women's SNS usage intensity and external social capital development behaviors at varied university settings. Longmire-Avital and Miller-Dyce (2015) conducted a comparative analysis on psychosocial factors that resulted in statistically significant differences at an HBCU between first generation students and non-first-generation students (see Table 2). The study indicated that non-first-generation students at an HBCU perceived their social status in the campus community in relation to parental occupational prestige and perceived family socioeconomic status more so than first-generation students at an HBCU (see Table 2; Longmire-Avital & Miller-Dyce, 2015).

Table 2

Characteristics by Generational Status

	First generation students		Non-first-generation students	
	m	*sd*	*m*	*sd*
Parental occupational prestige	49.26	10.78	59.62	9.68
Perceived family SES	5.74	1.28	6.29	6.09

Note. Adapted from Longmire-Avital and Miller-Dyce. (2015). Factors related to perceived status in the campus community for first generation students at an HBCU. *College Student Journal*, *49*, 375-386.

Problem Statement

Forret and Dougherty (2001) described the traditional offline networking building process as attending lunches, belonging to professional organizations, volunteering for community projects, and participating in athletic activities with clients, bosses, and peers. Traditional networks tend to be bound by racial and educational homogeneity that causes a shortage of powerful connections in networks among marginalized groups (Ruggs et al., 2013). The so-called *good ol' boys networks* are often occupied by high social status White men and exclude minorities and women in need of information sharing for career development (Ruggs et al., 2013).

The dimension of bonding social capital behavior develops differently between Black men and Black women (West & Anderson, 2011). For example, Black unemployed men with a low SES will bond with one another in their own neighborhoods for popularity when they face discrimination bridging social capital (West & Anderson, 2011). Unemployed Black single mothers bond with one another for social capital in the form of emotional support (West & Anderson, 2011). This often results when Black men withdraw from fatherhood due to a social crisis stemming from a fragile financial

situation rooted in the unavailability of bridged social capital (West & Anderson, 2011). Single motherhood results in Black women having more personal contacts in their networks than Black men (Kanazawa & Savage, 2009). SES and social capital prior to entering college affect the ability to develop a professional identity, bridging social capital with college faculty enables a college students' professional identity development (Jensen & Jetten, 2015).

Black educational attainment without network contacts for meeting career development needs exacerbates Black unemployment (Ruggs et al., 2013; Smith, 2003). Differences in SNS usage intensity and external social capital development behaviors are unknown among Black university students at PWIs, HBCUs, and online universities with racially diverse student populations. Current research is limited in that there was no research published at the time of this study that investigated SNS usage and external social capital development behaviors among Black university students at universities with varied racial composition student body settings. In addition to the aforementioned gap in the literature, further research is needed to determine if there are sex and SES differences among Black university students in their SNS usage intensity and external social capital development behaviors.

Low Black university student bridging social capital is problematic. Despite equal access to SNS usage for employment opportunities, disproportionate unemployment and low salary persists among Black jobseekers with university degrees (DOL, 2015c; Wanberg, 2012). Low Black university student bridging social capital has a negative impact on access to resources, such as employment, job promotions, and career success

among Black jobseekers with university degrees (Smith, 2003; see also DOL, 2015c; Ruggs, Speights, & Walker, 2013). Possible causes of low Black university bridging social capital are SNS usage intensity (Lee, 2011; Park, Han, & Kaid, 2012a) and external social capital development behavior (Ng & Feldman, 2010b). SNS usage is strongly related to networking (Pfeil, Arjan, & Zaphiris, 2009; Wanberg, 2012); therefore, it was critical to examine SNS usage intensity and external social capital development behaviors of Black university students. A study of graduate Black university students' SNS usage intensity and external social capital development behavior in varied university settings using a quantitative method might provide insight as to interventions that might remedy disproportionate unemployment and low salaries among Black jobseekers with graduate degrees (DOL, 2015c).

Purpose of the Study

The intent of this quantitative study was to determine if SNS usage intensity and external social capital development behavior among graduate Black university students attending PWIs, HBCUs, and online universities can be predicted by educational setting, sex, and SES. The goal was to identify factors that promote networking among Black graduate university students and graduates to enhance their employment opportunities as they enter the workforce

Research Questions and Hypotheses

To address the identified gaps in the literature, I examined three research and associated hypotheses in this quantitative study:

RQ1: Does educational setting, sex, and/or SES predict graduate Black university students' and graduates' SNS usage intensity?

$H_0$1: Educational setting, sex, and/or SES do not predict graduate Black university students' and graduates' SNS usage intensity.

H_a1: Educational setting, sex, and/or SES predict graduate Black university students' and graduates' SNS usage intensity.

RQ2: Does educational setting, sex, and/or SES predict graduate Black university students' and graduates' external social capital development behavior?

$H_0$2: Educational setting, sex, and/or SES do not predict graduate Black university students' and graduates' external social capital development behavior.

H_a2: Educational setting, sex, and/or SES predict graduate Black university students' and graduates' external social capital development behavior.

RQ3: Is there a relationship between SNS usage intensity and external social capital development behavior among graduate Black university students and graduates?

$H_0$3: There is no relationship between SNS usage intensity and external social capital development behavior among graduate Black university students and graduates.

H_a3: There is a relationship between SNS usage intensity and external social capital development behavior among graduate Black university students and graduates.

Theoretical Framework

Coleman's (1988) SCT was the theoretical framework for this study, which is defined as resources generated through interactions in social networks and relationships that are valuable or beneficial to people who participate in social networks and relationships (Pfeil et al., 2009). Coleman (1990) explained that social capital behaviors valued for interpersonal relationships are used to share information about professional skills to advance a person's self-interests (Seibert et al., 2001; Watson & Papamarcos, 2002). This study was focused on structural and relational dimensions of social capital from a content perspective (see Arregle, Hitt, Sirmon, & Very, 2007). Structural dimensions of social capital refer to network connections between individuals, whereas the relational dimension refers to the nature and quality of the connections made, such as bonding and bridging social capital (Arregle et al., 2007).

Nature of the Study

I employed a quantitative approach in the study using a survey design. The survey method is preferred for its economic advantage and expedient data collection from potentially large university populations from different organizations (Creswell, 2009, p. 146), in this study, three different academic institutions. I asked graduate Black university students at Arizona State University (PWI), Howard University (HBCU), and Walden University (online) to participate in the study. I conducted multiple regression to determine if educational setting, sex, and SES are predictors of SNS usage intensity as assessed by the ISNUMS (Park, Han, & Kaid, 2012b) or external social capital development behaviors as assessed by the ESCDBS (Ng & Feldman, 2010a).

I used stratified random sampling to solicit participants at all three institutional setting types to secure the required number of graduate Black male and female university students for the study. Participants completed a survey demographic questionnaire for sex, SES, and education level, and Black national origin, for example, Black of U.S. origin, first or second generation African American, African migrant, Black Hispanic, Black Caribbean, and biracial Blacks. Black origin was coded to establish Black origin as a factor. An additional demographic question was asked to collect data for participants with only one Black parent to denote biracial participants (see Appendix A).

Definitions

Black: A racial classification used to describe individuals who have Black ancestors from the African continent (Neville & Cross, 2017). Black identity is conceptualized in psychological, political, and social domains (Neville & Cross, 2017; See *Nigrescence model*).

Bridging social capital: Social capital derived from networking with a broad range of individuals from diverse backgrounds in which loose connections with individuals are made for access to useful information and resources (Ellison, et al, 2008; Hofer & Aubert, 2013).

Bonding social capital: Social capital derived from networking to form ties within a homogenous group in terms of identity or background such as family members and friends for emotional support and access to limited resources (Ellison et al., 2008; Hofer & Aubert, 2013).

Ethnicity: An identity characterized by group perceptions of mutual ancestry in which history, traditions, and language, views, music, and dietary cultures are shared (Cokley, 2007).

Historically Black Colleges and Universities (HBCU): Colleges and universities situated in predominantly Black or African American communities in the United States with a general mission for HBCU alumni to be of service to Black or African American underserved communities (Smith, Marshall, Anderson, & Danies (2017).

Multiracial: A person who is from two or more races (Lou, Lalonde, & Wilson, 2011).

Networking: A soft skill used for employment and career development strategy that is characterized by exchanging information with friends, family members, acquaintances, and professional contacts (Byrne et al., 2014; Heidemann et al., 2012).

Predominately white institution (PWI): An educational institutional environment that regardless of geographical location is predominantly White in terms of their student population (Chavous, 2000; Lopez, 2014; Rodgers & Summers, 2008).

Race: From a psychological perspective, a social construct unrelated to behavior that falls into various categories based on biological and physical characteristics (Helms, Jernigan, & Mascher, 2006).

Social capital: Based on a framework grounded in Coleman's (1988) SCT and defined as resources generated through interactions in social networks and relationships that are valuable or beneficial to people who participate in social networks (Pfeil et al., 2009).

Social networking usage intensity: The level of internet use and online activities by different societal groups resulting in various benefits depending on users' sex, age, education, geographical location, and other demographics (Haight, Quan-Haase, & Corbett, 2014).

Assumptions

Participants' race is important to this study. I assumed that the participants answered their racial classification truthfully or knew their racial classification. In addition to truthfulness and knowledge of racial classification, I assumed that participants' who self-identified as Black or African American alone were Black of U.S. origin, first or second generation African American, African migrant, Black Hispanic, or Black Caribbean. Futhermore, I further assumed that participants who self-identified as multiracial were two or more races with one non-Black or African American parent. Participants were asked if they were Hispanic or non-Hispanic to differentiate between Black and Black Hispanic. Participants could choose more than one racial classification to determine which participants self-reported as Black alone or Black in combination with another race.

Scope and Delimitations

The scope of this study was to examine Black university students' SNS usage intensity and external social capital development behaviors; therefore, only students of Black origin were covered in this study. Arizona State University was applicable for the PWI due to its close proximity and student composition being primarily White, Howard University was applicable for the HBCU due to its historical prestige and student

composition being primarily Black, and Walden University was applicable for the online university for convenience and because it has a diverse student population with a large Black student base.

Limitations

A weakness in this study was that participants' high school or undergraduate racial composition setting was unknown and may or may not impact Black university students' and graduates' external social capital development behaviors at PWIs, HBCUs, and online universities. The poorest racial group in the United States is Black or African American due to racist lawmakers and legalized discrimination (Rothstein, 2013); therefore, participants were likely to have received first and secondary education at predominantly Black high schools situated in heavily concentrated impoverished cities with little or no access to the internet at home for SNS usage intensity. Age is a factor for older adult university students who may have acquired more social capital compared to younger adults. ESCDBS measured occupational network connections regardless of the participants' unknown ages.

Significance of the Study

In 2015, the total U.S. population was 318 million, of which 77% was White only, 17% White or Black Hispanic, 13% Black or African American only, and 5% Asian (U.S. Census Bureau, 2015). At the time this study was proposed, Black unemployment rate was disproportionately high at 9.8% compared to the national unemployment rate of 5.4% at that time (DOL, 2015a; DOL, 2016). The unemployment rate for Black jobseekers with bachelor, master, or doctorate degrees was 5.2%, compared to a 2.9%

White unemployment rate, 3.7% Asian unemployment rate, and 3.9% Hispanic Black or White unemployment rate with the same educational attainment (DOL, 2015c). The DOL (2015c) reported full-time salaried Black employees with a bachelors, masters, or doctorate degree earn the lowest median weekly salaries compared to White, Hispanic Black or White, and Asian full-time salaried workers with the same educational attainment (see Table 3).

Table 3

2014 Annual Average of Median Usual Weekly Earning

Education level	Total	Men	Women	White	Black	Asian	Hispanic
Total, all education levels	$839	$922	$752	$864	$674	$991	$619
Less than a high school diploma	488	517	409	493	440	477	466
High school graduates, no college	668	751	578	696	579	604	595
Some college or associate degree	761	872	661	791	637	748	689
Bachelor's degree only	1,101	1,249	965	1,132	895	1,149	937
Bachelor's degree and higher	1,193	1,385	1,049	1,219	970	1,328	1,007
Advanced degree	1,386	1,630	1,185	1,390	1,149	1,562	1,235

Adapted from DOL (2015c). Labor force statistics from the current population survey: Household data annual average, 7. employment status of the civilian noninstitutional population 25 years and over by educational attainment, sex, race, and Hispanic or Latino ethnicity. Retrieved from https://www.bls.gov/opub/ted/2015/median-weekly-earnings-by-education-gender-race-and-ethnicity-in-2014.htm

Approximately 80% of jobs are obtained through networking (DOL ODEP, 2015), consequently inequitable access to suitable traditional offline and online networking possibly not only leads to unequal unemployment rates, but also unequal median weekly salaries. The research examined factors that contribute to Black SNS usage intensity and external social capital development behaviors that have been shown

to foster employment. This study's original contribution was to address a gap in the literature regarding Black networking behaviors as they differ across collegiate organizational settings and their potential impact on obtaining employment. The relevance of this research may lead to positive social change toward lowering Black unemployment through successful unemployment networking behaviors.

Summary and Transition

Chapter 1 introduced the significances of SNS usage intensity and dimensions of external social capital development behaviors among Black jobseekers. A study on SNS usage intensity and external social capital development behaviors among Black university students was explicated as significant in identifying potential associations with disproportionate Black unemployment rates. I designated Coleman's (1990) SCT as the conceptual framework for this study, and, more specifically, I explained the dimensions of bonding social capital and bridging social capital (see Ellison, et al, 2008; Hofer & Aubert, 2013; Jensen & Jetten, 2015; Kanazawa & Savage, 2009; West & Anderson, 2011).

Chapter 2 follows with literature search strategies, theoretical foundation origin, and literature review in relation to the study. In Chapter 3, I present the research method including the participant recruitment and data collection process used, research design, rational, methodology, data analysis plan, and validity. Chapter 4 presents the sample composition and descriptive breakout of the data and the statistical analyses used to address the primary research questions. Chapter 5 provides a discussion of the results,

limitations of the findings, implications for positive social change, and suggestions for future research.

Chapter 2: Literature Review

Introduction

Currently, no research has been identified that specifically investigates SNS usage intensity and external social capital development behaviors among Black university students at institutions with varied student body racial composition. This study entailed a comparative analysis between SNS usage intensity and external social capital development behavior among Black university students attending PWI, HBCU, and online universities. Specifically, this study assessed educational setting, sex, and SES as potential predictors of Black university students' SNS usage intensity and external social capital development behavior.

The literature that establishes the relevance of the problem was published between 2000 and 2015. In the early 2000s, researchers discovered that social capital mediated a link between race and psychosocial support among individuals in managerial occupations (James, 2000). Networking comfort was found to increase intensity in networking process among jobseekers without college degrees (Wanberg et al., 2000).

By the late 2000s, college students engaged in SNS usage were driven by bridging dimensional social capital (Pempek et al., 2009). Research in the 2010s showed that 86% of Black university students at an HBCUs engage in bridging social capital through SNS usage (Lee, 2011); however, Black university students at PWIs were unlikely to engage in bonding social capital development behaviors with university institutional networks (Fischer, 2010). A significant relationship exists between bonding social capital and

professional identity formation among university students at PWIs (Jensen & Jetten, 2015).

This chapter begins with a literature search strategy presenting a list of accessed library databases, search engines, key search terms, and scope of peer-reviewed literature. In the next section of this chapter, I describe the theoretical foundation of this study in terms of origin, application of theory, rationale, and relevance of theory to the study. I then present a comprehensive review of current literature in relation to variables used in this study. Chapter 2 concludes with a summary of themes in the literature review and identification of gaps in the literature that connect with the methodology in this study.

Literature Search Strategy

The literature used in this study was researched using the academic virtual Walden Library. I accessed Walden Library's databases by key search term psychology. I conducted a search for peer-reviewed literature by selecting psychology database PsycINFO provided by EBSCOHost. The search for instruments was guided by selecting PsycTESTS database also provided by EBSCOHost. Additionally, linking Google Scholar with Walden Library completed extensive searches for the literature review. For additional literature seminal to the research, I searched Walden Library's ebrary book collection.

The following key search terms were used alone and in combination for this study: *networking, networks, sites, SNS, usage, online, intensity, social, capital, development, behavior, bridging, bonding, online, black, African American, HBCU, historically, college, university, PWI, predominantly, white, institution, students, race,*

racial, disparity, female, male, socioeconomic, status, jobseekers, job-seeking, unemployment, graduate, undergraduate, and *organizational.* The years searched for the scope of the literature review was primarily 2000 through 2015 with search settings adjusted for full-text, peer-reviewed scholarly journals. Further literature search led to a strategy for searching publication years 1988 through 1990 to review Coleman's (1990) SCT. Coleman's book *Foundations of Social Theory* and dimensions of social capital were searched using Walden Library's ebrary. An occurrence of limited research results in PsycINFO was resolved by linking Google Scholar to Walden Library using keywords, article titles, and DOIs in the search engine.

Theoretical Foundation

The theoretical foundation for this study was Coleman's (1990) SCT. The primary source used was Coleman's book *Foundations of Social Theory*. Additional sources used to research the theoretical foundation of SCT were Seibert et al.'s (2001) model on *Social Capital Effects on Career Success*; Watson and Papamarcos's (2002) research on social capital and organizational commitment; and Pfeil et al.'s (2009) study on an online social capital divide among younger and older SNS users. Coleman's (1990) major theoretical proposition was that social capital aided and accounted for the transitioning levels of individual actors through social structures. Coleman drew an example analogy of his theoretical proposition of SCT by stating radical students established social capital by transitioning students from individual protests to an organized revolution (Coleman, 1990). Bourdieu (1986) regarded social capital as White privilege in which upper-class members—whose social capital centered on economic status—deemed access to social

capital by the lower and middle classes as social capital disorder (as cited in Palmer & Gasman, 2008).

A key explanation of SCT is its public-goods property; however, individuals who normalize and sanction social structures in which social capital is developed do not primarily benefit from social capital because any individual at a certain social structure level can benefit from social capital (Coleman, 1990). In a critical analysis, Coleman (1990) stated that individuals who owe favors make future social capital available to individuals who pay favors, but self-sufficiency through a government agency underinvests an individual's social capital in the community. Coleman hypothesized that affluence was a significant factor in the formation and destruction of social capital, and the more individuals rely on government-assisted programs, the less social capital is produced. The process of the devaluation of social capital occurs when social relationships are weakened by failed communication norms (Coleman, 1990).

In the past, SCT was applied to health, crime, and finance research that led to positive social outcomes (Ellison, Steinfield, & Lampe, 2007); however, as SCT development declined in the late 1990s, there was an associated increase in social disorder, lower civic engagement, and community distrust (Ellison, Steinfield, & Lampe, 2007). SCT was found to be useful or highly useful among nascent academic entrepreneurs in universities, small-and-medium-sized enterprises, and large firm networks (Mosey & Wright, 2007). McCallum and O'Connell (2009) linked SCT to leadership skills such as relationship building, communication skills, influence, and managing diverse settings.

Jin Jez (2012) applied SCT to study college access among Black applicants at colleges and universities, and the findings showed that Black women were 172% more likely than Black men to apply to a prestigious PWI or HBCU. Students from high SESs are less likely to perceive a prestigious PWI or HBCU as a financial burden (Jin Jez, 2012). According to Jin Jez (2012), social capital is linked to the perception of the cost benefit of college selection. Jin Jez (2012) surmised that gender difference was explained by family expectations of boys excelling in sports and girls in academics. Additionally, when SCT was applied as a variable for percentage of peers with college plans, Black applicants with high SCT were educated in primary and secondary educational settings with an average student-teacher ratio of 15:1, an indication that SCT and SES are linked (Jin Jez, 2012). Bush, Chambers, and Walpole (2012) inferred that SCT was deep-rooted in "who you know" whereas cultural capital was based on "what you know" in successful educational outcomes among Black women in higher education. Bourdieu (as cited in Webley, Burgoyne, & Lea, 2002) discoursed that social capital was based on "who you or your parents know," which formed an early link between social capital and SES.

Parks-Yancy (2006), in a quantitative study involving SCT, administered surveys to Black males and females to examine the effects of social capital on career trajectories. Race, sex, and social capital resources such as information, influence, and opportunity factored in underdeveloped careers (Parks-Yancy, 2006). Williams and Williams (2006) conducted structured interviews and found that Black male junior faculty members with doctoral degrees at PWIs require campus-based social capital for faculty career development. Palmer and Gasman (2008) recruited a small sample of Black male

undergraduate students at an HBCU for a qualitative study on the manifestation of social capital and its impact on academic success. Faculty, campus organization, and the overall campus community were attributed to HBCU students' social capital, and students felt valued and supported (Williams & Williams, 2006).

Harper (2008) interviewed 32 Black male university students with high GPAs (above 3.0) at six different PWIs. Access to higher education, student engagement in campus clubs, financial support, and Black student leadership played key roles in social capital development (Harper, 2008). Among all racial groups in the United States, Black jobseekers have the least social capital due to racial disparities in educational attainment, employment, and salary (DOL, 2015b; Ruggs et al., 2013; Smith, 2003). The rationale for choosing SCT for this study was rooted in the evidence that social capital is vital for employment opportunities and career advancement (Byrne et al., 2014; DOL ODEP, 2015; Heidemann et al., 2012; James, 2000; Thompson, 2005; Wanberg, 2012).

Coleman's (1990) SCT related to the current study in two main ways. The first main relevancy between SCT and the study was the examination of Black students' SNS usage intensity in HBCU, PWI, and online universities. The SNSs and varied universities represent social structures in Coleman's SCT. The second relevancy between Coleman's SCT and the study was that a highly disproportionate Black unemployment rate of 9.6% (BLS, 2015), in which a highly disproportionate rate of unemployed Blacks seek self-sufficiency through unemployment insurance benefits, relates to Coleman's (1990) SCT aspect of self-sufficiency through government agencies underinvests social capital. The research questions in this study build on Coleman's SCT from an

industrial/organizational psychology perspective of researching educational setting as a potential predictor of Black university students' SNS usage intensity and external social capital development behaviors.

Networking

In earlier research on networking, Hirsch defined networking as free agent behavior in which individuals offer access to others' knowledge and resources (as cited in Arthur, 1994). In addition, Grieco and Hosking (1987) characterized networking as a deliberate activity during which skilled people built networks comprising reliable and knowledgeable individuals in employment settings. Wanberg et al. (2000) operationally defined networking as intensity in job-seeking behaviors and frequency of occurrence of job-seeking behaviors. Work-family balance constraints prolonged women's participation in the workforce, which resulted in women's lesser exposure to network contacts and less networking compared to men (Drentea, 1998). To a lesser extent, minorities have fewer network contacts and weaker network ties due to less representation in work settings (Hofstra, Corten, van Tubergen, & Ellison (2017); Knouse & Webb, 2001). Successful networking has led to job opportunities, job promotions, and career satisfaction (Gee, Jones, & Burker, 2017; Forret & Sullivan, 2002).

Comparatively, networking differs between university students from American individualism ideological culture and Eastern collectivism ideological culture (Hwang, Kessler, & Francesco, 2004). American university students' self-sufficiency and self-rule norms contrast with Eastern university students' interdependent norms to network with colleagues (Hwang et al., 2004). Network capability is the ability to acquire and use

interorganizational connections to gain access to knowledge and resources (McGrath & O'Toole, 2014). The extent of subordinate members of organizations and institutions willing to accept and expect unequal distribution of power is called "Power Distance" (McGrath & O'Toole, 2014). Organizational and institutional members from low power distance national cultures have greater network capability than members from high power distance national cultures (McGrath & O'Toole, 2014). The relationship between individualism ideological culture and low power distance mediates network capability and strength of network ties (McGrath & O'Toole, 2014).

Black University Students

Black university women at PWIs need additional support, such as identity development, in PWIs settings to practice networking (Jin Jez, 2012). Psychosocial stressors at PWIs, such as peer acceptance, racism, minimal resources, and culture clash, have led to Black university students' gravitation toward a Black-only or predominantly Black informal network (Grier-Reed, 2013). Black-only or predominately Black informal networking risks circulation of dysfunctional approaches for Black students to adapt in a PWI setting (Grier-Reed, 2013).

In the past, Black Americans mostly used the Internet for religious purposes rather than to communicate online, and Black women had greater internet usage intensity than Black men (Jackson et al., 2008). Today, Black Americans mostly use the internet to search for health and wellness topics and sex-seeking (Allen et al., 2017; James & Harville, 2018). Black Americans spend nearly twice as many hours online per day than all other Americans; however, Black university students' time spent on SNS is equal to

non-Black university students (Tynes & Markoe, 2010; Tynes, Umaña-Taylor, Rose, Lin, & Anderson, 2012).

Museus and Neville (2012) argued that access to social capital by Black university students was attainable through four contingencies:

- Meaningful and trusting interpersonal relationships with university faculty, university staff, and other university agents;
- Size of social networks to which university faculty, university staff, and other university agents have membership;
- Trust within the social networks among university faculty, university staff, and other university agent members;
- Amount of resources influenced by university faculty, university staff, and other university agent members within the social networks.

First generation Black university students from low SES have not acquired skills to accurately assess the value of their university social networks due to a desperate need of any university resources (Holland, 2010). Research has shown that social capital required further conceptualization to expand research to examine how marginalized university students develop social capital (Holland, 2010).

Social Networking Site

LinkedIn is a pioneer SNS for bridging social capital (Ellison, et al, 2007). Networking was originally referred to as offline networks or offline networking (Ellison, et al, 2007). The phenomenon of SNS usage led to an alternate method of networking called online networks or online networking (Ellison, et al, 2007). Wellman (2001)

characterized computer networks as social networks that increased social capital. Wellman, Anabel, Witte, and Hampton (2001) linked internet usage intensity with voluntary participation in organizations; education was a factor. SNS usage intensity is strongly correlated with bridging social capital (Ellison et al., 2007). Additionally, SNS is an internet tool used for recruiting applicants for employment (Caers & Castelyns, 2011).

Hargittai (2007) found that sex, race, ethnicity, and parental educational attainment were related to SNS usage among undergraduate university students. Online social networking is embedded in university culture that fosters psychological wellness and learning skills for career success (Yu, Tian, Vogel, & Kwok, 2010). Barker (2009) found SNS usage differences between male and female college freshmen in which female college freshmen reported more positivity in communicating through SNS usage than male college freshmen. Black college freshmen represented 3% of the study participants, and an unknown percentage of mixed-race college freshmen (Barker, 2009). Ji et al. (2010) applied the concept of SNS to measure cultural tendency for SNS usage among Korean, Chinese, and American university students and business professionals; results showed Americans generally used SNS for bonding social capital.

Key Variables and Methodologies

Parks-Yancy (2006) examined social capital as a variable in the form of personal contacts for job-seeking resources; however, the National Longitudinal Survey of Youth that was used in the study was collected in 1994. Watson and Papamarcos (2002) operationalized social capital variable as trust, communication, and shared norms. The researchers mailed 989 surveys to participants employed at nationwide locations of

medical business firms, but the study's reliability was weakened by its 63% female sample (Watson & Papamarco, 2002). Harper (2008) measured social capital by conducting face-to-face interviews and follow-up telephone interviews with 32 Black university students at PWIs.

Guo, Li, and Ito (2014) reported variable SNS usage intensity was unable to predict a Chinese international student's perceived social capital variable at a Japanese university. A total of 149 university students completed the Internet Social Capital Scale to analyze both bridging and bonding social capital (Guo et al., 2014). Lee (2013) found that variable SNS usage in the form of Facebook predicted variable bridging social capital among a sample of male and female South Korean university students in an online survey. A hierarchical multiple regression analysis was performed on dependent variable bonding social capital; sex, age, and Facebook time amount usage were controlled (Lee, 2013).

Forret and Dougherty (2004) utilized scale measures from their 2001 networking behavior scale as the following items:

- Maintaining contacts by distributing business cards, sending cards, newspaper clippings, faxing, and sending emails;
- Socializing by attending social functions at member organizations, playing golf or tennis with co-workers and clients;
- Engaging in professional activities by receiving speaking engagements and conference attendance;

- Community participation through religious social functions, attending civic meetings, community social groups, and community social groups;
- Increasing internal visibility by accepting highly visible work duties, spending lunch breaks with organizational superiors

Networking behaviors among men and women with undergraduate and graduate degrees from middle class SES were found to be associated with improved promotions and increased salary career outcomes (Forret & Dougherty, 2004).

Educational Setting

HBCUs function as conduits in which Black HBCU professors and Black HBCU alumni transmit social capital to Black HBCU students (Brown & Davis, 2009). HBCUs serve as a social contract between the White majority American population and Black Americans through social capital by distributing and reproducing social networks and resources (Brown & Davis, 2009). Social capital development was realized in the HBCU setting (Palmer & Gasman, 2008).

Early research on PWI educational setting effect on social integration among Black or African American university students varied when racial views factored (Chavous, 2000; Lett & Wright, 2003). Less than half of Black university students complete a 4-year bachelor's program within six years (Museus & Neville, 2012). Cheatham, Slaney, and Coleman (1990) investigated superior facilitation of development in career decision-making among Black university students in HBCU and PWI settings, year in college, and sex. Unlike this study, data on Black university students' SES were not examined, however, Black women university students at a both HBCU and PWI were

further developed in career decision-making than Black men university students (1990). Social capital development differs among non-White men and women entrepreneurs; non-White women entrepreneurs tend to have underdeveloped bridging social capital but further developed bonding social capital than non-White men entrepreneurs (Kim, 2014).

Researchers have found that cultural environment is significant to online networking intensity among Black university students at HBCUs (Lee, 2011). Moreover, trust in people in general and satisfaction with university life are negatively correlated among Black university students at HBCUs (Lee, 2011). Black women university students at PWIs develop social capital in Black Greek sororities (Greyerbiehl & Mitchell, 2014).

Summary and Transition

Major themes in the reviewed literature suggest White professionals from high SES influence the amount and quality of social networks, and communication is significant to social capital development (Coleman, 1990; Palmer & Gasman, 2008). Furthermore, the reviewed literature showed that generational poverty leveraged bonding social capital development, but exacerbated bridging social capital underdevelopment among Black university students (Anderson, 2008 Bush, et al, 2012; Jensen & Jetten, 2015). In addition, the literature showed that poor social capital development among educated Black jobseekers was linked to Black unemployment (DOL, 2011; DOL, 2015b; DOL, 2015c; DOL ODEP, 2015; DOL, 2016; Ruggs et al., 2013; Smith 2003).

What was not found in the literature was the potential impact of university setting on social capital development among Black university students. The literature is evident

of prior research on university students' SNS usage intensity and external social capital development behavior; however, the variables in earlier and recent literature were measured in foreign university settings, nondiverse racially composed university settings, or racially diverse composed university settings. As a condition of the study herein, predictors—such as sex, SES, HBCU, PWI, and online universities—of Black university students' SNS usage and external social capital development remain to be studied. In addition, a potential relationship between Black university students' SNS usage intensity and external social capital development remains to be studied and analyzed in varied university settings. By collecting data for this study at Howard University (HBCU), Arizona State University (PWI), and Walden University (online), this study fills gaps in the literature on SNS usage intensity and external social capital development behavior among graduate Black university students in varied university settings.

In Chapter 3, the participant recruitment and data collection process, research method, research design, rational, methodology, data analysis plan, and validity are discussed. It operationalizes constructs used in this study, which provides a basis for the instrumentation used. It also describes the analysis, threats to external and internal validity, and planned ethical procedures. Chapter 4 presents the sample composition and descriptive breakout of the data, and the statistical analyses to address the primary research questions. Chapter 5 provides a discussion of the results, limitations of the findings, implications for positive social change and suggestions for future research.

Chapter 3: Research Method

Introduction

The purpose of this quantitative study was to conduct comparative analyses between SNS usage intensity and external social capital development behavior among Black university students at PWI, HBCU, and online universities. It has been found that SNS usage is strongly related to networking **(**Pfeil et al., 2009; Wanberg, 2012); therefore, it is critical to examine SNS usage intensity and external social capital development behaviors of Black university students in varied academic settings because Black jobseekers with an undergraduate or graduate degree are traditionally at high risk of unemployment after graduation. Specifically, this study examines Black university students' and graduates' sex, SES, and university educational level as potential factors. Chapter 3 covers the study's research design, rationale, and methodology. In Chapter 3 I also operationalize constructs used in this study, which provides a basis for the instrumentation used. Chapter 3 concludes with a description of the statistical analysis plan, threats to external and internal validity, and ethical procedures regarding access to participants and Institutional Review Board (IRB) approval.

Research Design and Rationale

I conducted a quantitative study by using a survey research design to provide a quantitative description of Black university students' SNS usage intensity and external social capital development behavior. The three research questions presented in this study to address the identified gaps in the literature were as follows:

RQ1: Does educational setting, sex, and SES predict graduate Black university students' SNS usage intensity?

RQ2: Does educational setting, sex, and SES predict graduate Black university students' external social capital development behavior?

RQ3: Is there a relationship between SNS usage intensity and external social capital development behavior among graduate Black university students?

The survey research design presented here is the preferred method to measure participants' responses to questionnaires, minimize economic waste, and achieve rapid responses for data collection at three university settings (Creswell, 2009).

The universities in Table 4 represent each of the educational settings used in this study to measure SNS usage intensity and external social capital development behaviors among Black university students and graduates. Howard University is an example of a HBCU educational setting with an approximately 90% Black student demographic. Arizona State University (ASU) is an example of a PWI educational setting with more than 50% White student demographic. Walden University is an online university educational setting with a racially diverse student demographic. Table 4 represents the sex and race student demographics for Howard University (2016), the HBCU; ASU (2016), the PWI; and Walden University (2015), the online institution.

Table 4

Educational Setting Student Demographics by Sex and Race/Ethnicity

	Men	Women	Asian	Black	Hispanic	Native	White
Howard Univ.	25.4%	74.6%	0.9%	89.7%	0.4%	0%	0.4%
Arizona State Univ.	53.5%	46.5%	6.6%	4.3%	21.7%	0.2%	55.5%
Walden Univ.	23.3%	76.7%	3.2%	37.3%	7.2%	0.4%	39.4%
Total	43.5%	56.5%	6.3%	14.5%	16.5%	0.8%	58.3%

Research Questions and Hypotheses

To address the identified gaps in the literature, the associated hypotheses for each of the three respective research questions for this quantitative study were as follows:

RQ1: Does educational setting (PWI, HBCU, or online), sex, and/or SES predict graduate Black university students' and graduates' SNS usage intensity as assessed by the ISNUMS?

$H_0$1: Educational setting, sex, and/or SES do not predict graduate Black university students' and graduates' SNS usage intensity.

H_a1: Educational setting, sex, and/or SES predict graduate Black university students' and graduates' SNS usage intensity.

RQ2: Do educational setting (PWI, HBCU, or online), sex, and/or SES predict graduate Black university students' and graduates' external social capital development behavior as assessed by the ESCDBS?

$H_0$2: Educational setting, sex, and/or SES do not predict graduate Black university students' and graduates' external social capital development behavior.

H_a2: Educational setting, sex, and/or SES predict Black graduate university students' and graduates' external social capital development behavior.

RQ3: Is there a relationship between SNS usage intensity, as assessed by the ISNUMS, and external social capital development behavior, as assessed by the ESCDBS, among graduate Black university students and graduates?

$H_0$3: There is no relationship between SNS usage intensity and external social capital development behavior among graduate Black university students and graduates.

H_a3: There is a relationship between SNS usage intensity and external social capital development behavior among graduate Black university students and graduates.

Methodology

Population and Sample

I obtained the sample using random stratified sampling for an equal probability of selecting nonequivalent Black graduate university students who are male, female, Black alone, Black in combination, and from different SES backgrounds from the population of PWI, HBCU, and online universities. A subsample was drawn in which participants who identify as Black alone or in combination was used for the study. One demographic questionnaire and two instrument-based questionnaires were administered in a cross-

sectional time period for cost and time efficiency while collecting data at PWI, HBCU, and diverse online universities. The U.S. population of Black alone or in combination with another race is 43 million (14%) of the total U.S. population of 311 million people (U.S. Census Bureau, 2013). At least 21% of the U.S. population of Black alone or in combination has attained an undergraduate degree or graduate degree (U.S. Census Bureau, 2013). Currently, 7% of the Black alone or in combination U.S. population is an undergraduate or graduate university student (U.S. Census Bureau, 2014).

The number of Black or African American students enrolled at PWI setting ASU is 2,889, and another 2,459 students identified as two or more races with one being Black (ASU, 2016). The HBCU setting Howard University has approximately 10,300 students enrolled, predominately Black. The online Walden University setting has a student population comprising 37.8% Black and 2% multiracial, for a combined total of 19,617 students out of 49,290 students enrolled at Walden University (Walden University, 2014).

According to Raosoft (2004), for a confidence level of 95% with a 5% margin of error, the target population size at ASU was 359; the target population size at Howard University was 371; and the target population size at Walden University was 377. I conducted an a priori power analysis calculation for multiple regression (see Soper, 2017) to compute the minimum number of participants with an anticipated effect size of .15, power of .80, and probability level of .05. The computation took into account educational setting, sex, and SES for a total of three predictors. The minimum number of participants needed at each of the three university settings in this study was 76, which is significantly fewer than the original planned sample size at each university setting. Decreasing the

sample size to 76 would increase the error bound and widen the confidence interval. A confidence interval of 95% was proposed for this study rather than 90%.

Due to significant challenges sequentially faced using an array of data collection mechanisms, a final sample of 130 participants meeting the study criteria was compiled over an extended period of nearly 9 months. Consequently, in consultation with a Walden Center for research quality statistical expert at dissertation intensive in conjunction with the dissertation committee chair and methodologist, it was determined the analysis could proceed with the reduced sample by making adjustments to the original planned analyses. It was established that the major focus of this study could still be addressed with this modification.

Instrumentation and Operationalization of Constructs

I used three instruments in this study, including a brief demographic questionnaire, the ISNUMS, and the ESCDBS. All three instruments were administered in a merged format totaling 18 items. The next sections describe each of the three instruments, including validity and reliability data.

Demographic survey. A 9-item demographic questionnaire was developed for this study (see Appendix A). The demographic questionnaire was partly adapted from the National Institutes of Health (2015) racial and ethnic categories and definitions. The basis of adapting racial and ethnic categories and definitions was to collect data from participants who self-identify as Black alone or in combination for the target sample population of undergraduate and graduate Black university students. The basis for

collecting data on participants' education level was to test predictions of intensity SNS usage and external capital development behavior.

Intensity of Social Networking Usage Measure Scale. Park et al. (2012b) developed a psychological test, the ISNUMS, to measure intensity of social networking usage on a random sample of 1,400 undergraduate and graduate students at the University of Florida to examine the effect of SNS usage on social capital. The ISNUMS (Park et al., 2012b) contains seven items on a 5-point Likert-type scale from strongly disagree to strongly agree and has an alpha coefficient of 0.88, indicating strong scale reliability. The response rate was 35.42%, with a final sample of 339 participants after 37 surveys were missing data. Descriptive statistics showed that the final sample presented 51% male respondents, 49% female respondents, 53.1% White respondents, 20.6% Asian/Pacific Islander, 14.4% Black/African American, 11.8% Hispanic, 82.3% domestic students, and 58.7% of students between the ages 20 to 25 (Park, et al, 2012b). Linear regression and multiple logistic regression analyses were performed to test the relationship between intensity of SNS usage and control variables (Park et al., 2012b). A Mokken scale analysis was performed to analyze reliability (Park et al., 2012b) Permission to use the ISNUMS for reproduction and noncommercial educational use was granted without requiring written permission (Park et al., 2012b). Of the seven items from the ISNUMS (Park et al., 2012b), only three were used for this study for the purpose of continuity in bridging social capital rather than bonding social capital based on the literature.

External Social Capital Development Behaviors Scale. Ng and Feldman (2010a) adapted a scale to measure external social capital development behaviors from

Ferris et al.'s (2005) scale of internal social capital development behaviors. For the purpose of this study, the acronym ESCDBS is used in reference to Ng & Feldman's (2010a) adapted External Social Capital Development Behavior Scale. The ESCDBS is a 6-item instrument that covers topics ranging from time spent networking to time spent developing network contacts; it employs a 5-point Likert-type scale that ranges from strongly disagree to strongly agree. A target sample size of 500 participants in managerial occupations was sought through a web-based survey company called Zoomerang (Ng & Feldman, 2010b). A final sample population of 375 managers, including 145 MBA students, participated in the three-wave panel study (Ng & Feldman, 2010b). The participants' average age was 42.5 years, 57% female, 84% had some college, and 100% were in managerial occupations (Ng & Feldman, 2010b). The researchers performed exploratory factor analyses for discriminant validity (Ng & Feldman, 2010b). The ESCDBS has alpha coefficients of .95 to .96 for excellent scale reliability (Ng & Feldman, 2010b). Permission to use the ESCDBS instrument for reproduction, noncommercial and educational uses was granted without requiring written permission (Ng & Feldman, 2010a).

Data Collection

The three instruments (demographic questionnaire, ISNUMS, & ESCDBS) I administered were in a merged electronic format to Walden University students through the Walden participant pool. The study link generated from the Walden Participant pool was posted online in Walden University Groups on LinkedIn and by tweeting to Twitter users. Quota sampling technique was used to reach Black graduate students who were

Black alone or Black in combination with another race who were in master and doctoral degree programs at Arizona State University, Howard University, and Walden University. Social media accounts were created on LinkedIn and Twitter to contact users. LinkedIn and Twitter users who indicated Walden graduate programs in their LinkedIn and Twitter profiles were notified of the title of the study and opportunity to participate. The number of eligible participants needed for this study was 76 from each university setting for a total of 228 eligible participants. Students who did not self-report as Black alone or Black in combination with another race on the demographic portion of the questionnaire were excluded from this study.

As a contingency, I used SurveyMonkey to collect data from Black university students and graduates from PWI, HBCU, and online universities. Black university students and graduates at PWIs, HBCUs, and online universities completed the 18-item survey in this study via SurveyMonkey. The data collection for this study took almost 18 months and yielded a sample of 130 participants, which fell short of the target sample size (n = 228). Data collection began with recruitment at an online university using the institution's online participant pool. Study participants were required to be current graduate students who self-reported being (a) Black or African American or (b) Black or African American in combination with another race/ethnicity; those who did not fit that criteria were screened out. After a few months, a medical emergency interrupted data collection. The data collection resumed four months later, and a change was incorporated to collect data on social media platforms such as LinkedIn, Facebook, and Twitter to increase participation. Given continued low participation, a second change was

implemented to collect data via SurveyMonkey, which necessitated modifying the education requirement to include those who recently obtained a master's or doctoral degree. A discrepancy in data collection from the planned data collection resulted in the inclusion of 30 participants who earned a bachelor's degree but were not enrolled in a master's or doctorate degree program in order to continue data collection with SurveyMonkey's targeted audience. These 30 responses were added to the study for these participants met all other eligibility requirements to participate.

Statistical Analysis

I used the IBM SPSS v. 24 (MAC) software for the statistical analyses. The number of incomplete surveys and surveys without Black alone or in combination demographic were reported. Descriptive statistics were run on all of the study variables as well as Pearson correlations as measures of association among them. Statistical analyses were used to test the hypotheses and address the research questions raised in this study. Tests of the assumptions were conducted to test normality of errors and assumption of independence of errors. Multiple regression analyses were performed to predict SNS usage intensity or external social capital development behavior based on educational setting, sex, and SES. Correlational analyses were conducted to determine a degree of relationship between SNS usage intensity and external social capital development behavior. The results of the statistical analyses were interpreted, and the results were reported for the corresponding hypotheses for each research question.

Validity

The interactions between Black university students' SNS usage intensity at PWI, HBCU, online universities and SES cannot be generalized to all Black university students. Participants will be randomly selected so university students who self-identify as Black alone have the probability of being equally studied with participants that self-identify as Black alone or in combination with another race.

Ethical Procedures

Approval from Walden University IRB (approval no. 12-11-17-0254900) was e-mailed to the PWI university setting to conduct nonmedical research by administering instruments to students. According to ASU's Office of Research Integrity and Assurance and Howard University's Office of Research and Regulatory Compliance, IRB approval from Walden University is the only IRB approval needed to conduct nonmedical research with students at the university campuses. An explanation of the study was provided to selected department chairs and faculty to get permission for the researcher of this study to collect demographic data and administer the ISNUMS and ESCDBS instruments to students.

Summary and Transition

Chapter 3 provided explanations for this study's research design, rationale, methodology, data analysis, and validity. This study herein employed a quantitative survey research design with three predictor variables (educational setting, sex, and SES), two dependent variables (ISNUMS & ESCDBS). The purpose was to conduct comparative analyses between intensity of SNS usage and social capital development

behavior among Black university students at PWI, HBCU, and diverse online universities. The research questions were designed to test predictions of Black university students' SNS usage intensity and external social capital development behavior by educational setting, sex, and SES. Participants completed three instruments including a demographic questionnaire, the ISNUMS, and the ESCDBS in a merged format for a total of 17 items. The number of eligible participants needed for this study was 76 Black university students and graduates at each university setting for a total of 228 participants. The planned analysis required modifications in the data collection stage of this study. SurveyMonkey, LinkedIn, Facebook, and Twitter were used to increase study participation.

Chapter 4 presents the sample composition and descriptive breakout of the data and the statistical analyses to address the primary research questions. Chapter 5 provides a discussion of the results, limitations of the findings, implications for positive social change, and suggestions for future research.

Chapter 4: Results

Introduction

The purpose for this study was to determine if educational setting, sex, and SES can predict social networking usage intensity and social capital development behavior among graduate Black university students attending PWI, HBCU, and diverse online institutions. I constructed three research questions to address the identified gaps in the literature:

RQ1: Do educational setting (PWI, HBCU, or online), sex, and/or SES predict graduate Black university students' SNS usage intensity as assessed by the ISNUMS?

RQ2: Do educational setting (PWI, HBCU, or online), sex, and /or SES predict graduate Black university students' external social capital development behavior as assessed by the ESCDBS?

RQ3: Is there a relationship between SNS usage intensity as assessed by the ISNUMS and external social capital development behavior as assessed by the ESCDBS among Black university students and graduates?

Sample Demographics

As reported earlier, a final sample of 130 participants was compiled over an extended period of time, which fell short of the planned target size. A determination was made by the committee methodologist in conjunction with the statistical subject matter expert at the dissertation intensive that the study could continue with adjustment to the planned analyses to address the major focus of the study. The University Research

Reviewer also confirmed the decision to move forward. The compiled sample encompassed all 130 participants.

Table 5 provides a demographic breakout of the study participants. The demographics for this study showed that of the 130 participants, 94 participants (72%) were predominantly middle-class Black or African American women with an SES between $25,000 to $100,000. The number of participants that self-reported their SES as high class with incomes higher than $100,000 was 22 (17%). The total number of participants that self-reported their SES as low class with incomes lower than $25,000 was also 22 (17%). A total of 25 participants (19%) self-identified as Black or African American with another race, while 105 (81%) self-identified as Black or African American only. The data collected showed no missing values.

Table 5

Participant Sex, Race, and Socioeconomic Status Demographics

Variable	*N*	%
Sex		
Male	36	27.7
Female	94	72.3
Race		
Black or African American	105	80.8
Black or African American with Another Race	25	19.2
SES		
Lower Class <$25,000	22	16.9
Middle Class $25,000 - $100,000	86	66.2
Upper Class $100,000+	22	16.9
Total	130	100.0

Table 6 shows the educational demographics of the study participants. Approximately 38% of all participants were master's degree students and 29% were doctoral students. Over half of all participants (52%) majored in social and behavioral

science, followed by 28% business majors, and 22% science, technology, engineering, and math (STEM) majors. Nearly 60% of all participants reported their university setting as online, 28% reported their university setting as a PWI, and 14% reported an HBCU.

Table 6

Participant Education Related Demographics

Variable	*N*	%
Education level		
Master's in-progress	49	37.7
Doctorate in-progress	38	29.2
Master's within past year	3	2.3
Doctorate within past year	1	.8
Not currently enrolled master's or doctorate	30	23.1
More than a year master's	7	5.4
More than a year doctorate	2	1.5
Academic major		
Social and Behavioral Science	52	40.0
Business	28	21.5
STEM (Science, Technology, Engineering, Math	22	16.9
Medicine	12	9.2
Law	3	2.3
Arts	13	10.0
University setting		
PWI	37	28.5
HBCU	18	13.8
Online	75	57.7
Total	130	100.0

Descriptive Statistics

I used two instruments to respectively assess participant social networking and social capital development. The first one to assess social networking was Park et al.'s (2012b) ISNUMS, which the authors granted permission to use for research or teaching. Three ISNUMS questions were replicated on the survey for this study. The first two items captured ranges of social network followers/friends and minutes spent per day on

social networks, whereas the third item measured feeling part of the SNS community using a standard 5-point Likert-type scale format ranging from 1 = Strongly disagree to 5 = Strongly agree. The ISNUMS items were coded based on their corresponding definitions:

SNSf = social networking site friends/followers

SNSm = social networking site minutes

SNSc = social networking site community

Table 7 provides a breakout of the participant ISNUMS responses. The greatest number of participants had 0 to 200 social networking friends/followers (*n* = 49; 37%), and most had 400 or fewer friends/followers (*n* = 71; 54.6%). The second greatest number of participants had 800 or more friends/ followers (*n* = 28; 21.5%). The greatest number of participants reported 0 to 30 social networking minutes (*n* = 49; 37%), and most had 90 or less minutes (*n* = 81; 62.3%). Finally, the greatest number of participants agreed they felt being part of a SNS community (*n* = 46; 35.4%), but less than half strongly agreed or agreed (*n* = 62; 47.7%) they felt part of a SNS community.

Table 7

Intensity of Social Networking Usage Measure Scale Response Breakout

	N	%
SNSf = social networking site friends/followers		
0 to 200 people	49	37.7
201 to 400 people	22	16.9
401 to 600 people	22	16.9
601 to 800 people	9	6.9
More than 800 people	28	21.5
SNSm = social networking site minutes		
0 to 30 minutes	49	37.7
31 to 60 minutes	32	24.6
61 to 90 minutes	23	17.7
91 to 120 minutes	10	7.7
More than 120 minutes	16	12.3
SNSc = social networking site community		
Strongly disagree	16	12.3
Disagree	18	13.8
Neutral	34	26.2
Agree	46	35.4
Strongly agree	16	12.3
Total	130	100.0

Note. (*n* = 130).

The descriptive statistics for the ISNUMS items overall and broken out by gender are presented in Table 8. Participants reported having 201 to 400 friends/followers on SNSs (*M* = 2.58, *SD* = 1.56). Participants reported spending 31 to 60 minutes per day on average on SNSs (*M* = 2.32, *SD* = 1.37). Participants reported slightly above neutral regarding them being part of a SNS community (*M* = 3.22, *SD* = 1.20). On average, more Black female graduate students attending PWI, HBCU, and diverse online university settings reported having more SNS friends/followers, spending more minutes per day on SNSs, and reported feeling part of the SNS community compared to Black male graduate students in the same settings (see Table 8).

Table 8

Mean and Standard Deviation for Intensity of Social Networking Usage Measure Scale Items Overall and by Gender

	Overall		Male		Female	
INSUMS Items	Mean	SD	Mean	SD	Mean	SD
About how many total social networking site friends/followers do you have?	2.58	1.56	2.39	1.50	2.65	1.59
On average, about how many minutes per day do you spend on social networking sites?	2.32	1.37	2.28	1.54	2.34	1.31
I feel I am part of the social networking site community.	3.22	1.20	3.14	1.29	3.24	1.17

Note. (n = 130). ISNUMS Item 1: 1 = 0 to 200 people; 2 = 201 to 400 people; 3 = 401 to 600 people; 4 = 601 to 800 people; 5 = More than 800 people.
ISNUMS Item 2: 1 = 0 to 30 mins; 2 = 31 to 60mins; 3 = 61 to 90mins; 4 = 91 to 120mins; 5 = More than 120 mins
ISNUMS Item 3: 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

The descriptive statistics for the ISNUMS items broken out by university setting and SES are presented in Table 9. Graduate Black university students attending HBCUs from socioeconomic statuses of $25,000 or less reported fewer SNS friends/followers compared to Graduate Black university students attending PWIs and online university settings from higher SES (see Table 9). Graduate Black university students from high SES of $100K or higher were neutral on feeling part of the SNS community (see Table 9). On average, graduate Black university students at PWIs spent the fewest minutes per day on SNSs at approximately 30 minutes compared to graduate Black university students at online universities who reported spending on average 31 to 90 minutes per day on SNSs see (Table 9).

Table 9

Mean and Standard Deviation for Intensity of Social Networking Usage Measure Scale Items by Setting and Socioeconomic Status

INSUMS Item	Setting						SES					
	PWI		HBCU		Online		<$25K		$25K-$100K		>$100K	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
About how many total social networking site friends/ followers do you have?	2.46	1.50	2.17	1.47	2.73	1.61	2.05	1.68	2.66	1.51	2.77	1.63
On average, about how many minutes per day do you spend on social networking sites?	1.84	1.01	2.28	1.18	2.57	1.51	2.50	1.63	2.15	1.26	2.82	1.44
I feel I am part of the social networking site community.	2.89	1.17	3.33	1.33	3.35	1.17	2.91	1.31	3.27	1.16	3.32	1.25

Note. (n = 130). ISNUMS Item 1: 1 = 0 to 200 people; 2 = 201 to 400 people; 3 = 401 to 600 people; 4 = 601 to 800 people; 5 = More than 800 people.
ISNUMS Item 2: 1 = 0 to 30 mins; 2 = 31 to 60mins; 3 = 61 to 90mins; 4 = 91 to 120mins; 5 = More than 120 mins
ISNUMS Item 3: 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

The second instrument to assess social capital development was Ng and Feldman's (2010a) ESCDBS, which the authors granted permission without a written request to reproduce and use for educational purposes, to include research. Six ESCDBS questions were replicated in their entirety on the survey used in this study (Ng & Feldman, 2010b). All used a standard 5-point Likert-type scale ranging from 1 = Strongly

disagree to 5 = Strongly agree. ESCDBS items were coded based on their corresponding definitions:

- *Networking* = I spend a lot of time and effort networking with others in my occupation.
- *Relationship* = I am good at building relationships with influential people in my occupation.
- *Well-connected* = In my occupation, I know a lot of important people and am well-connected.
- *Develop* = I spend a lot of time developing connections with others in my occupation.
- *Network Connections* = I am good at using my connections and network in this occupation to make things happen for my career.
- *Network Support* = I have developed a large network of colleagues and associates in my occupation who I can call on for support when I really need to get things done.

Table 10 provides a breakout for the ESCDBS responses. Approximately a third of the participants indicated they spent a lot of time and effort networking with others in their field (n = 46; 35.4%); whereas a majority did not (n = 84; 64.6%). A majority of participants expressed being good at building relationships with influential people in their occupation (n = 69; 53.1%), but a large number did not (n = 62; 46.9%). A majority of participants reported not being well connected to build relationships with influential people in their occupation (n = 71; 54.6%), but a large number did (n = 59; 45.4%). A majority of participants reported they did not spend much time developing connections with others in their field (n = 74; 56.9%), but a large number did (n = 56; 43.1%). A majority of participants noted they did not use their occupational connections and network for career promotion (n = 75; 57.7%), but a large number did (n = 55; 42.3%). Finally, at least half of participants reported having a large network in their occupation

they can call on for support (*n* = 66; 50.7%), 39 participants did not (*n* = 39; 30%), and 25 participants were neutral (*n* = 25; 19.2%).

Table 10

External Social Capital Development Behavior Scale Response Breakout

	N	%
Networking = I spend a lot of time and effort networking with others in my occupation		
Strongly Disagree	15	11.5
Disagree	37	28.5
Neutral	32	24.6
Agree	31	23.8
Strongly Agree	15	11.5
Relationship = I am good at building relationships with influential people in my occupation		
Strongly Disagree	15	11.5
Disagree	23	17.7
Neutral	23	17.7
Agree	49	37.7
Strongly Agree	20	15.4
Well-connected = In my occupation, I know a lot of important people and am well connected		
Strongly Disagree	12	9.2
Disagree	27	20.8
Neutral	32	24.6
Agree	40	30.8
Strongly Agree	19	14.6
Develop = I spend a lot of time developing connections with others in my occupation		
Strongly Disagree	13	10.0
Disagree	31	23.8
Neutral	30	23.1
Agree	41	31.5
Strongly Agree	15	11.5
Network connections = I am good at using my connections and network in this occupation to make things happened for my career		
Strongly Disagree	13	10.0
Disagree	30	23.1
Neutral	32	24.6
Agree	38	29.2
Strongly Agree	17	13.1
Network Support = I have developed a large network of colleagues and associates in my occupation who I can call on for support when I really need to get things done		
Strongly Disagree	14	10.8
Disagree	25	19.2
Neutral	25	19.2
Agree	44	33.8
Strongly Agree	22	16.9
Total	130	100.0

Note. (*N* = 130).

Descriptive statistics for the ESCDBS items overall and broken out by gender are presented in Table 11. As mentioned earlier, the ESCDBS uses a 5-point Likert-type scale with a score range between 1 for strongly agree through 5 for strongly disagree, with 3 being neutral. On average, participants reported feeling neutral or disagreed with all of the items on the ESCDBS, indicated underdeveloped social capital development behaviors. For example, on average participants reported feeling neutral or disagreed with the ESCDBS item "I am good at building relationships with influential people in my occupation" (M = 3.28, SD = 1.25). Overall, Black male graduate students attending PWI, HBCU, and diverse online university settings reported further developed external social capital development behaviors than Black female graduate students in the same settings. Further, Black male graduate students attending PWI, HBCU, and diverse online university settings reported stronger agreeableness on all ESCDBS items than Black female graduate students in the same settings.

Table 11

Mean and Standard Deviation for External Social Capital Development Behavior Scale Items Overall and by Gender

ESCDBS Item	Overall		Gender			
	Mean	SD	Males		Female	
			Mean	SD	Mean	SD
I spend a lot of time and effort networking with others in my occupation.	2.95	1.21	3.03	1.40	2.97	1.13
I am good at building relationships with influential people in my occupation.	3.28	1.25	3.33	1.41	3.26	1.19
In my occupation, I know a lot of important people and am well connected.	3.21	1.20	3.25	1.27	3.19	1.18
I spend a lot of time developing connections with others in my occupation.	3.11	1.19	3.22	1.31	3.06	1.14
I am good at using my connections and network in this occupation to make things happen for my career.	3.12	1.20	3.17	1.32	3.11	1.16
I have developed a large network of colleagues and associates in my occupation who I can call on for support when I really need to get things done.	3.27	1.26	3.31	1.39	3.26	1.21

Note. (N = 130).

The descriptive statistics for the ESCDBS items broken out by university setting and SES are presented in Table 12. Among the ESCDBS items with intersectionalities between university setting and socioeconomic status, graduate Black university students attending PWI, HBCU, and diverse online university settings reported stronger agreeableness with being good at building relationships with influential people in own occupation that any other item from the ESCDBS instrument. Graduate Black university students attending PWI, HBCU, and diverse online university settings from SES of $25,000 or less were least likely to spend a lot of time and effort networking with others in their own occupations compared to graduate Black university students attending PWI, HBCU, and diverse online university settings from higher SES.

On average, graduate Black university students attending diverse online university settings knew a lot of important people and were well-connected in their own occupations more so than graduate Black university students attending PWI and HBCU university settings (see Table 12). Furthermore, graduate Black university students attending diverse online university settings particularly from middle class SES between $25K and $100K were better at building relationships with influential people in their own occupations than graduate Black university students attending PWI and HBCU university settings from other lower and higher SES (see Table 12). Results also showed that graduate Black university students attending PWI university settings from low SES of $25K or less were least likely to attain external social capital development behaviors--specifically being good at building relationships with influential in their own occupations--than graduate Black university students attending HBCU and diverse online university settings from higher social economic statuses (see Table 12). Graduate Black university students attending diverse online university settings from SES of $100K or higher were more likely to develop a large network of colleagues and associates in their own occupations to call on for support to get things done.

Table 12

Mean and Standard Deviation for External Social Capital Development Behavior Scale Items by Setting and Socioeconomic Status
Note. ($N = 130$).

ESCDBS Item	Setting						SES					
	PWI		HBCU		Online		<$25K		$25K-$100K		>$100K	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD.	Mean	SD	Mean	SD
I spend a lot of time and effort networking with others in my occupation.	2.76	1.04	3.00	1.41	3.09	1.23	2.45	1.44	3.07	1.12	3.18	1.22
I am good at building relationships with influential people in my occupation.	3.22	1.29	3.06	1.16	3.36	1.26	1.411	2.91	3.40	1.21	3.18	1.22
In my occupation, I know a lot of important people and am well connected.	2.84	1.12	3.17	1.20	3.40	1.21	2.77	1.27	3.31	1.18	3.23	1.15
I spend a lot of time developing connections with others in my occupation.	2.73	1.17	3.06	1.16	3.31	1.17	2.68	1.25	3.16	1.18	3.32	1.13
I am good at using my connections and network in this occupation to make things happen for my career.	2.81	1.15	3.06	1.16	3.29	1.24	2.95	1.43	3.13	1.17	3.27	1.12
I have developed a large network of colleagues and associates in my occupation who I can call on for support when I really need to get things done.	3.03	1.26	3.17	1.25	3.41	1.25	2.86	1.36	3.34	1.25	3.41	1.14

Correlation Analysis

Table 13 presents the Pearson correlations between the INSUMS and ESCDBS items. A Pearson correlation was conducted to determine a relationship between the ISNUMS and the ESCDBS. The strongest positive correlation was between "I feel I am part of the social networking site community" and "I spend a lot of time and effort networking with others in my own occupation," which was statistically significant (r = .430, n = 130, p = 0.01). The second strongest positive correlation was between "I feel I am part of the social networking site community" and "In my own occupation, I know a lot of important people and am well connected" with statistical significance (r = .378, n = 130, p = 0.01). The third strongest positive correlation was between "I feel I am part of the social networking site community" and "I am good at using my connections and network in this occupation to make things happen for my career," which was statistically significant (r = .363, n = 130, p = 0.01).

The weakest correlation was between "About how many total social networking site friends/followers do you have?" and "I am good at using my connections and network in this occupation to make things happen for my career," which was not statistically significant. Overall, graduate Black students attending PWI, HBCU, and diverse online university settings attained the most advanced external social capita development behaviors when graduate Black students attending PWI, HBCU, and diverse online university settings felt part of the SNS community (see Table 13).

Table 13

Pearson Correlations Between Intensity of Social Networking Usage Measure Scale and External Social Capital Development Behavior Scale Items

	ISNUMS Items		
ESCDBS Items	About how many total social networking site friends/followers do you have?	On average, about how many minutes per day do you spend on social networking sites?	I feel I am part of the social networking site community.
I spend a lot of time and effort networking with others in my occupation.	.210*	.256**	.430**
I am good at building relationships with influential people in my occupation.	.151	.119	.337**
In my occupation, I know a lot of important people and am well connected.	.204*	.119	.378**
I spend a lot of time developing connections with others in my occupation.	.210*	.256**	.430**
I am good at using my connections and network in this occupation to make things happen for my career.	.102	.145	.363**
I have developed a large network of colleagues and associates in my occupation who I can call on for support when I really need to get things done.	.153	.129	.372**

**. Correlation is significant at the .01 level (2-tailed).

*. Correlation is significant at the .05 level (2-tailed).

Note. (N = 130).

Test of the Assumptions

Test of assumptions for the primary research question, "Does educational setting, sex, and SES predict intensity of SNS usage among Black university students and graduates?" were conducted. Included was a test for normality and one for independence. The first test for normality used visual inspection of scatterplots. Scatterplots for predictors of intensity of SNS usage in Figures 1, 2, and 3 visually showed that the assumption of normality of errors was met.

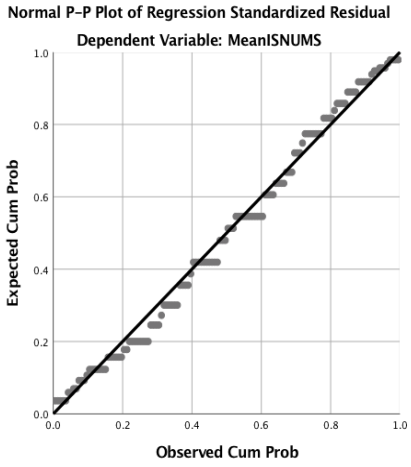

Figure 1. P-P plot for setting.

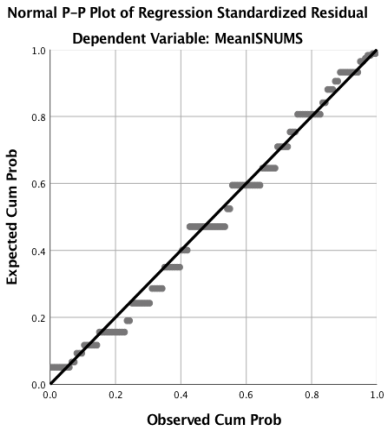

Figure 2. P-P plot for sex.

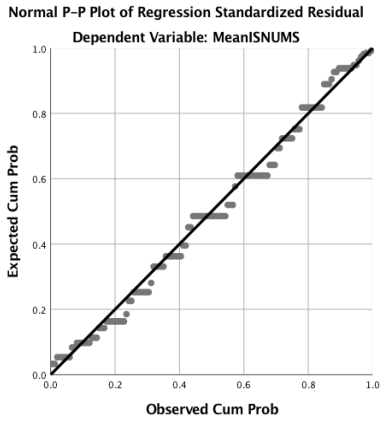

Figure 3. P-P plot for socioeconomic status.

The second test was for the independence of errors. The Durbin-Watson statistic test was applied to the ISNUMS and ESCDBS instruments as dependent variables using the predictor variables educational setting, sex, and socioeconomic status. The results showed for the ISNUMS as the dependent variable that the assumption of independent errors was met, the Durbin-Watson statistic was 1.94. The results for the ESCDBS also showed that the assumption of independent errors was met, the Durbin-Watson statistic was 1.97.

Multiple Linear Regression

Research Question 1

RQ1: Does educational setting, sex, and/or SES predict graduate Black university students' and graduates' SNS intensity?

To approach the first research question in this study, multiple linear regression was conducted using the total ISNUMS coded as Total_ISNUMS as the dependent variable with educational setting, sex, and socioeconomic status (SES) as predictor variables. Educational setting was dummy coded as educational_setting_1 = predominantly White institution (PWI), educational_setting_2 = Historically Black Colleges and Universities (HBCU), and educational_setting_3 = online university. SES was dummy coded as SES_1 = <$25,000, SES_2 = $25,000 - $100,000, and SES_3 = $100,000+. A split file process was computed in SPSS to separate an analysis by sex. SPSS Version 25 software was used to run the multiple linear regression analyses.

Among male participants, there were several variables that statistically significantly predicted intensity social networking usage, $F(4,31) = .240$, $p < .05$, $R^2 =$

.167. Black male university students and graduates at PWI and online university educational settings from middle SES with incomes between $25,000 and $100,000 added statistically significantly to the prediction of intensity of social networking usage (see Table 15). Among female participants, there were several variables that statistically significantly predicted intensity of social networking usage, $F(4,89) = 4.165$, $p < .05$, $R^2 = .082$ (see Table 15). Black female university students and graduates from online and PWI educational settings from lower class and middle class SES with incomes below $25,000 and between $25,000 and $100,000 added statistically significantly to the prediction of intensity of social networking usage (see Table 15).

Table 14

Multiple Regression Model: Setting, Sex, and Socioeconomic Status Predictors for Intensity of Social Networking Usage Measure Scale

	Variable	*B*	SE B	*β*	*t*	sig.
Male *N* = 36	Constant	8.596	.882		9.741	.01
	PWI	-.2840	1.322	-.375	-2.148	.04
	HBCU	-1.809	1.445	-.218	-1.252	.68
	<$25,000	.831	1.266	.113	.656	.10
	$100,000+	.364	1.780	.035	.204	.84
Female *N* = 94	Constant	8.787	.480		18.293	.01
	PWI	-1.225	.727	-.179	-1.686	.10
	HBCU	-.405	1.021	-.042	-.396	.69
	<$25,000	-2.118	.987	-.226	-2.145	.04
	$100,000+	.676	.826	.085	.819	.42

Research Question 2

RQ2: Does educational setting, sex, and/or SES predict graduate Black university students' and graduates' external social capital development behavior?

To approach the second research question in this study, a multiple linear regression was computed using total external social capital development behavior score (ESCDBS) coded as Total_ESCDBS as the dependent variable with educational setting and SES as predictor variables. Educational setting was dummy coded as educational_setting_1 = predominantly White institution (PWI), educational_setting_2 = Historically Black Colleges and Universities (HBCU), and educational_setting 3 = online university. SES was dummy coded as SES_1 = <$25,000, SES_2 = $25,000 - $100,000, and SES_3 = $100,000+. A split file process was computed in SPSS to separate an analysis by sex. SPSS Version 25 software was used to run the multiple linear regression analyses.

Among male participants, two variables statistically significantly predicted external social capital development behaviors, $F(4,31) = .240$, $p < .01$ $R^2 = .030$. Black male university students and graduates at online university educational setting from middle class socioeconomic statuses (SES) with incomes between $25,000 and $100,000 added statistically significantly to the prediction of external social capital development behaviors (see Table 16). Among female participants, several variables statistically significantly predicted external social capital development behaviors, $F(4,89) = 4.165$, $p < .01$ $R^2 = .172$ (see Table 16). Black female university students and graduates from online and predominantly White institution educational settings from middle class SES with incomes between $25,000 and $100,000 added statistically significantly to the prediction of external social capital development behaviors (see Table 16).

Table 15

Multiple Regression Model: Setting, Sex, and Socioeconomic Status Predictors for External Social Capital Development Behavior Scale

	Variable	*B*	SE B	*β*	*t*	sig.
Male *N* = 36	Constant	19.914	1.977		10.072	.01
	PWI	.773	2.962	.049	.261	.80
	HBCU	-2.381	3.238	-.138	-.735	.47
	<$25,000	-.577	2.835	-.038	-.204	.84
	$100,000+	-1.608	3.988	-.074	-.403	.69
Female *N* = 94	Constant	20.838	.854		24.402	.01
	PWI	-4.304	1.292	-.336	-3.332	.01
	HBCU	-.655	1.815	-.036	-.361	.72
	<$25,000	-5.453	1.755	-.311	-3.107	.01
	$100,000+	.300	1.468	.020	.205	.84

Note. a. Dependent Variable: Total_ESCDBS

Research Question 3

RQ3: Is there a relationship between SNS usage intensity and external social capital development behavior among graduate Black university students and graduates?

To approach the third research question in this study, the Pearson product moment correlation was computed to determine the relationship between social network site usage intensity and external social capital development behaviors. There was a strong, positive correlation between SNS usage intensity and external social capital development behaviors that was statistically significant (r = .354, n = 130, p = .005). The strongest positive relationship showed statistical significance that the more graduate Black university students developed large network of colleague and associates in own occupation to call on for support when things need to get done, the better graduate Black university students were at using own connections and network in occupation to make

things happen for own career r (130) = .810, p < .01. Additionally, there was another strong positive relationship with statistical significance that showed that the more time graduate Black university students spent developing connections with others in own occupation, the better graduate Black university students were at using own connections and network in occupation to make things happen for own career r (130) = .740, p < .01. The more time graduate Black university students spent developing connections with others in own occupation was strongly positively correlated with graduate Black university students who knew a lot of important people and being well-connected in own occupation r (130) = .713, p < .01.

Summary and Transition

Chapter 4 presented the participant recruitment and data collection process used, the sample composition and descriptive breakout of the data, means and standards deviation, Pearson correlation, test of assumptions, and multiple linear regression to address the research questions. The demographics in this study were 72% Black female university students and graduates with Black male university students and graduates representing 28% of this study's population. The participants were predominantly Black or African American with the exception of 19% of the participants that self-reported Black or African American in combination with another race. The study findings showed university setting, sex, and SES significantly predicted Black university students and graduates' intensity of SNS usage intensity and external social capital development behaviors. The null hypothesis that educational setting, sex, and SES has no impact on Black university students and graduates' SNS usage intensity was rejected. The

hypothesis that educational setting, sex, and SES has an impact on SNS usage intensity among Black university students and graduates was accepted and supported by the data. The null hypothesis that educational setting, sex, and SES has no impact on Black university students and graduates' external social capital development behaviors was rejected. The hypothesis that educational setting, sex, and/or SES predicts external social capital development behaviors among Black university students and graduates is accepted and supported by the data. Overall, external social capital development behaviors were most advanced among Black university students and graduates from diverse online university settings. Black university students and graduates' external social capital development behaviors was lower at PWI settings.

Furthermore, the study findings showed a strong positive correlation between intensity of SNS usage intensity and external social capital development behaviors. Increases in SNS usage intensity was correlated with increases in external social capital development behaviors. The null hypotheses that there was no relationship between SNS usage intensity and external social capital development behaviors was rejected. The hypotheses that there is a relationship between SNS usage intensity and external social capital development behaviors is accepted and supported by the data.

Chapter 5 provides a discussion of the results that university setting, sex, and SES significantly predicted that Black university students and graduates' intensity of SNS usage intensity and external social capital development behaviors, limitations of the findings, implications for positive social change for Black students and graduates in varied university settings, and suggestions for future research on Black university

students at PWI, HBCU, and online university settings with regard to disproportionate Black unemployment and job promotion.

Chapter 5: Discussion, Recommendations, and Conclusions

Introduction

At the time this study began, the U.S. Black unemployment rate was 9.8% (DOL, 2016). However, the Black unemployment rate in May 2020 was 16.8% (DOL, 2020a) in the midst of the COVID-19 pandemic. Although months prior to the COVID-19 pandemic, the U.S. Black unemployment was 5.4% (DOL, 2019b), there has never been a time in U.S. history when the U.S. Black unemployment rate was proportionate to White unemployment (DOL, 2011). In addition to disproportionate U.S. Black unemployment rate, the current U.S. Black median weekly salary at $806 is still disproportionately lower than the current White median weekly salary at $1,018 (DOL, 2020a). In fact, months before the COVID-19, while the U.S. Black unemployment was 5.4% (DOL, 2019b), the U.S. Black median weekly salary was disproportionately low at $724 compared to U.S. White median weekly salary at $933 (DOL, 2019a). Research has shown that Black job seekers are expected to negotiate lower salaries than White job seekers particularly when the hiring authority is racially biased (Hernandez, Avery, Volpone, & Kaiser (2019).

My intent with this study was to conclude whether SNS usage intensity and external social capital development behavior among Black university students and graduates attending PWIs, HBCUs, and online universities were predicted by educational setting, sex, and SES. Quantitatively, my aim was to identify behaviors that raised bridging social capital among Black university students and graduates to enhance their employment opportunities upon entering the U.S. labor force.

This study's multiple regression analyses results showed that university setting, sex, and SES significantly predicted Black university students and graduates' intensity of SNS usage intensity and external social capital development behaviors. A key finding in this study was that PWI and online universities were the only two educational settings that predicted SNS usage intensity among Black university students and graduates. Online university setting was the only predictor of external social capital development behaviors among Black male university students and graduates. External social capital development behaviors were predicted for PWI and online university settings among Black female university students and graduates. Conclusively, as SNS usage intensity increased, external social capital development behaviors also increased.

Discussion of the Findings

This study extends knowledge of SCT (Coleman, 1990) by researching SNS usage intensity and external social capital development behaviors among Black university students and graduates attending PWI, HBCU, and online universities from a psychological approach. Coleman (1990) primarily focused on the trajectory of social capital as a catalyst for individuals to transition through levels of social structures, whereas this study focused principally on Black university students and graduates attending PWI, HBCU, and online universities, and external social capital development behaviors were predicted by university setting, sex, and SES. Coleman found that affluence was significant to the development and destruction of social capital. This study found that university setting predicted external social capital development behaviors among Black male university students and graduates from both lower and middle SES.

This study also found that online university setting was a predictor of external social capital development behaviors among Black male university students and graduates from middle SES.

Bourdieu (1986) researched perceived social network privilege and access among financial and cultural White upper-class individuals. McCallum and O'Connell (2009) linked SCT to leadership skills such as relationship building, communication skills, influence, and managing diverse settings. The results in this study showed that relationship building, well-connectedness, developing connections, network usage, and network support among Black university students and graduates attending PWI, HBCU, and online universities was predicted by university setting, sex, and SES.

Williams and Williams (2006) found that HBCUs contributed to Black males' social capital. This study showed that PWI and online universities predicted external social capital development behaviors among Black university students and graduates, and HBCU was not found to be a predictor. Harper (2008) found that high GPA, student engagement in campus clubs, financial support, Black student leadership, and PWI university setting were key factors in social capital development among Black male university students. This study found that university settings PWI and online universities predicted external social capital development behaviors among Black university students and graduates.

Watson and Papamarcos (2002) researched social capital and organizational commitment. This study examined external social capital development behaviors among Black university students and graduates attending varied university settings with the

racial demographic as a key component. Pfeil et al.'s (2009) research on social capital focused on an online social capital divide among younger and older SNS users. This study focused on SNS usage intensity among Black university students and graduates attending PWI, HBCU, online universities, with educational setting, sex, and SES as predictors of external social capital development behaviors.

Limitations of the Study

The first limitation in this study is the unknown racial composition of participants' high school settings and undergraduate school settings and whether the racial composition of participants' high school settings and undergraduate school settings effects Black university students' and graduates' social capital development behaviors at PWI, HBCU, and online university settings. Black or African Americans are the poorest racial group in the United States, which is germane to the socioeconomic status of Black or African American high school students in predominantly Black or African American low income zoning school districts (Rothstein, 2013).

Secondly, this study's population was principally Black university students and graduates attending PWI, HBCU, and online universities. However, 19% of this study's participants self-reported their racial classification as Black or African American in combination with another race. There was no comparative analysis between participants who self-reported their racial classification as Black or African American alone and Black or African American in combination with another race who attended PWI, HBCU, and online universities. Furthermore, there were no data collected for Black or African American origin. For example, the number of Black or African American participants

who descended from U.S. slavery is unknown. The number of Black or African American participants who immigrated to the United States is unknown. Therefore, the potential for cultural influence on SNS usage intensity and external social capital development behaviors among Black university students and graduates attending PWI, HBCU, and online universities may have been a factor

Recommendations

The conclusions of this current study suggest further research into SNS usage intensity and external social capital behaviors among Black university students and graduates with a comparative analysis between participants who self-report as Black or African American in combination with another race, Black or African American of U.S. origin, and Black or African American immigrant. Cogitating the researcher's educational and professional background in organizational diversity and ethnic and race relations, perceived race, racial attitudes, and culture may influence total networking site friends/followers, feeling part of the SNS community, building relationships with influential people in own occupation, and developing connections. Earlier research showed racial parity in social network quality (Coleman, 1990; Palmer & Gasman, 2008). Further research is also suggested to explore the potential influence of Black professionals from high SES on social networks. Additionally, further research is recommended to examine high school racial composition's potential effect on Black university students' and graduates' intensity of SNS usage and external social capital development behaviors.

Implications

This study has potential impact for positive social change at the societal level by its dissemination of predictors that foster external social capital development behaviors among Black university students and graduates attending varied university settings to enhance job opportunities upon entering the U.S. labor force. In accordance with the findings in this study, online university setting was the best predictor of Black university students' and graduates' external social capital development behaviors. At the societal level, this study may help increase bridging networking strategies at varied university settings for job opportunities and promotions for Black students and graduates. At the organizational level, this study could lead to policy change for employers to bolster paid internships and job placements for Black students and graduates attending online universities. At the policy level, this study could be used by the U.S. Department of Education (2020) to require colleges and universities to provide--undergraduate and graduate students who are Black or African American alone or in combination with another race--social capital development training and opportunities to intensify SNS usage for bridging social capital for employment, job promotions, and career outlook.

Conclusions

Disproportionate Black unemployment was worsened by the coronavirus pandemic. The current Black unemployment rate is an alarming 16.8% (DOL, 2020b). Black students and graduates are more at risk now for unemployment than during the time the data were collected for this study. Black students and graduates from Black educational attainment without developed bridging social capital exacerbates Black

unemployment (DOL, 2015c; Ruggs et al., 2013; Smith, 2003). University setting, sex, and SES predict external social capital development behaviors among Black university students and graduates attending PWI, HBCU, and online universities. Without the knowledge, skills, and abilities for external social capital development behaviors, Black university students and graduates will continue to be divested of employment opportunities through networking attained by 60% of jobseekers (DOL ODEP, 2015).

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Appendix A: Demographic Questionnaire

Directions. DO NOT put your name on this form. Fill in the circle next to your answers All answers will remain confidential and anonymous.

1. Sex
   - o Male
   - o Female
2. Current education level
   - o Master's degree in-progress
   - o Doctorate degree in-progress
3. Academic Major
   - o Social and Behavioral Science
   - o Business
   - o STEM
   - o Medicine
   - o Law
   - o Arts
4. Ethnicity:
   - o Hispanic
   - o Non-Hispanic
5. Race (Check all that apply):
   - o American Indian or Alaskan Native
   - o Asian
   - o Black or African American
   - o Native Hawaiian or Other Pacific Islander
   - o White
6. Place of birth
   - o United States
   - o Country of Birth _____
7. Mother's place of birth
   - o United States
   - o Country of Birth _____
8. Father's place of birth
   - o United States
   - o Country of Birth _____
9. Socioeconomic Status (Household income)
   - o Lower Class: <$25,000
   - o Middle Class: $25,000-$100,000
   - o Upper Class: $100,000+