



# Social media and student behaviour: an analysis when searching for a job

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# We speculate...

- ▶ INTRODUCTION:

- ▶ It is becoming more and more important to have a proper online reputation when it comes to search for a job
- ▶ Higher education students should understand it, and behave consequently. At the end, they are born and bred in social media environment

- ▶ GOALS OF THE RESEARCH:

- ▶ Are they using social media properly for this aim?
- ▶ If so, which ones are the more concerned in the importance of presenting a well-built, sound, attractive profile?

# LITERATURE REVIEW

Author/s	Year	Main conclusion
Carrillat et al. Henderson and Bowley	2014 2010	Described some mediating effects about the concepts of “degree of elaboration and richness of social interactions”, and “authenticity”
Allen et al.	2004	Recruiters use more and more social media as a screening method
T. Correa et al.	2010	The information online can be also a drawback in a selection process
Cahuc and Fontaine	2009	Online selection much more efficient and useful
Nicolaou	2014	
Galeniano	2014	
Petersen, et al.	2000	Moderating effect of gender, age, educational level and ethnic minority considered in selection processes
Krug et al.	2012	Different outcome regarding low profile jobseekers
Wahba et al.	2005	
Bethoui	2008	Moderating effect on immigrant/homeland applicant
Nicodemo and Garcia	2015	Significant effects onto the wages paid. Dissimilar according the selection process and the social media information
Schmutte	2015	
Igarashi	2016	
Hesvik and Skans	2016	Companies look for not-so-obvious information

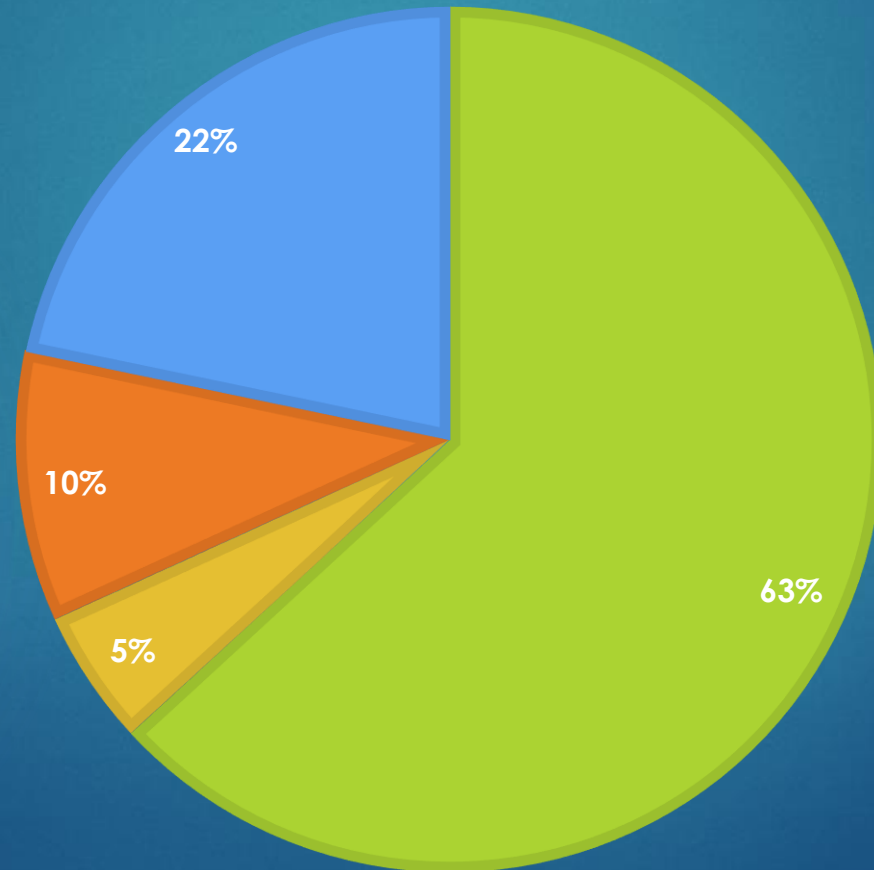
# METHOD

Ref.	Description and subvariables	Scale (Class)	Modes
1	<p>Frequency visiting social media:</p> <p>A. Twitter</p> <p>B. Facebook</p> <p>C. Linkedin</p> <p>D. Instagram</p> <p>E. Infojobs</p> <p>F. Youtube</p> <p>G. Whatsapp</p>	<p>0: I'm not member</p> <p>Likert 7 items:</p> <p>I'm member, but I never log in</p> <p>I'm member, and I log in several times daily</p>	<p>A. Twitter: 1 (141)</p> <p>B. Facebook: 7 (248)</p> <p>C. Linkedin: 0 (326)</p> <p>D. Instagram: 7 (315)</p> <p>E. Infojobs: 0 (247)</p> <p>F. Youtube: 7 (177)</p> <p>G. Whatsapp: 7 (436)</p>
3	<p>How important is social media for:</p> <p>Being in touch with friends and relatives</p> <p>Keeping informed of news</p> <p>Searching for job</p>	<p>Likert 7 items:</p> <p>1. Not important at all</p> <p>7. Maximum importance</p>	<p>7 (202)</p> <p>5, 6 and 7 (113 each)</p> <p>4 (91)</p>
6	<p>Whether searching/found a job in:</p> <p>A. Infojobs</p> <p>B. Linkedin</p> <p>C. Xing</p> <p>D. Job&amp;Talent</p> <p>E. Commercial Cloud</p> <p>F. Turijobs</p> <p>G. JobToday</p> <p>H. Cornerjob</p>	<p>0: Not member</p> <p>1: Actively searching a job</p> <p>2: Found a job before</p> <p>3: values 1 and 2 altogether</p>	<p>A. Infojobs: 0 (255)</p> <p>B. Linkedin: 0 (374)</p> <p>C. Xing: 0 (447)</p> <p>D. Job&amp;Talent: 0 (391)</p> <p>E. Commercial Cloud: 0 (446)</p> <p>F. Turijobs: 0 (396)</p> <p>G. JobToday: 0 (386)</p> <p>H. Cornerjob: 0 (422)</p>
9	<p>Control subvariables:</p> <p>A. Gender</p> <p>B. Average grade so far</p> <p>C. Working experience</p> <p>D. Willing to work abroad</p>	<p>A. Male/female</p> <p>B. Less tan 5/5-6/6-7/7-8/8-9/9-10</p> <p>C. No experience/Less tan a year/more than a year</p> <p>D. Not willing/willing</p>	<p>A. Female (341)</p> <p>B. 6-7 (207)</p> <p>C. No experience (195)</p> <p>D. Willing (364)</p>
Y	<p>Year (year studying)</p>	<p>1st</p> <p>2nd</p> <p>3rd</p> <p>4th</p>	<p>1st (72)</p> <p>2nd (158)</p> <p>3rd (176)</p> <p>4th (51)</p>

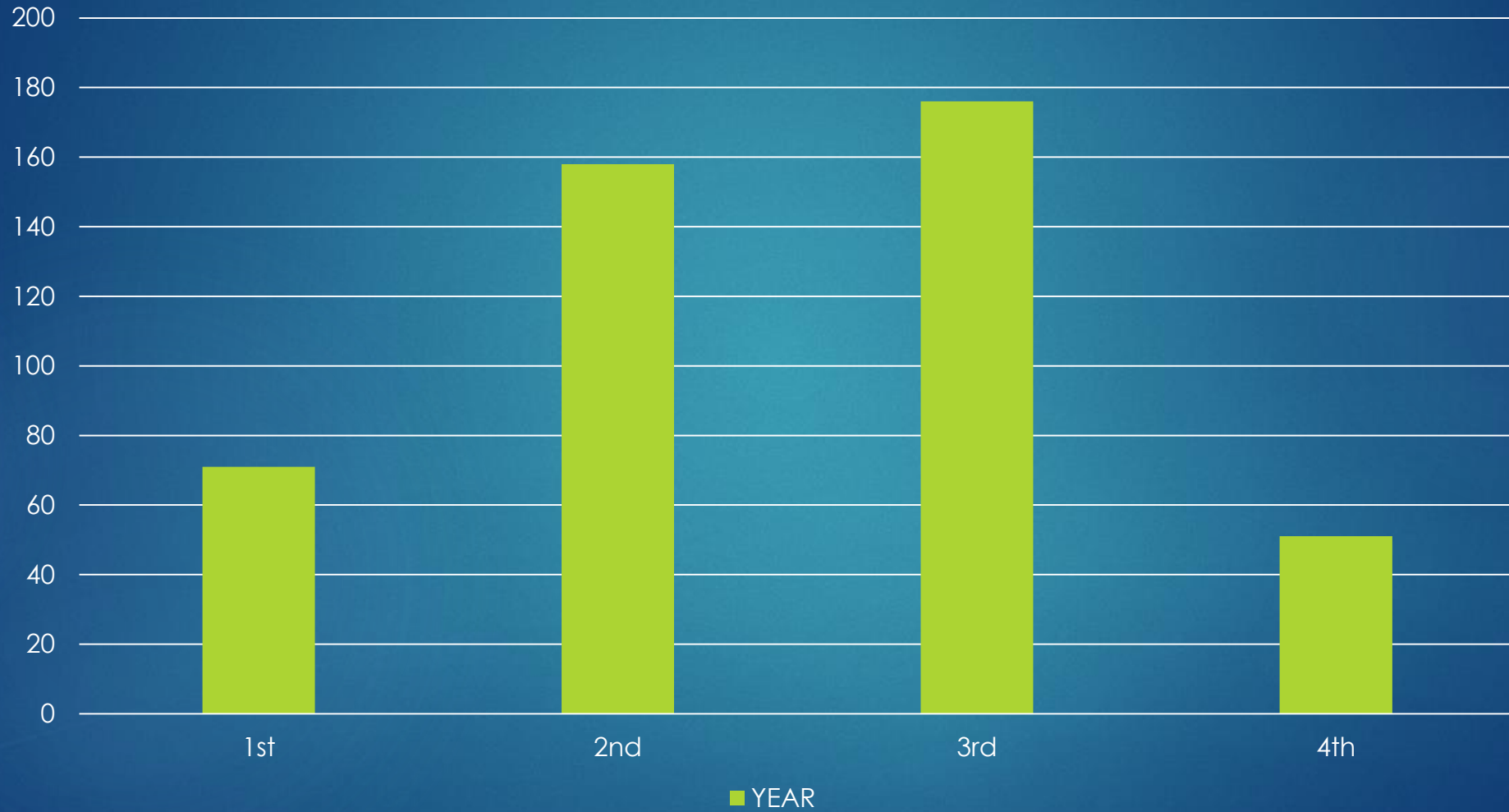
# METHOD

## SAMPLE (N=497)

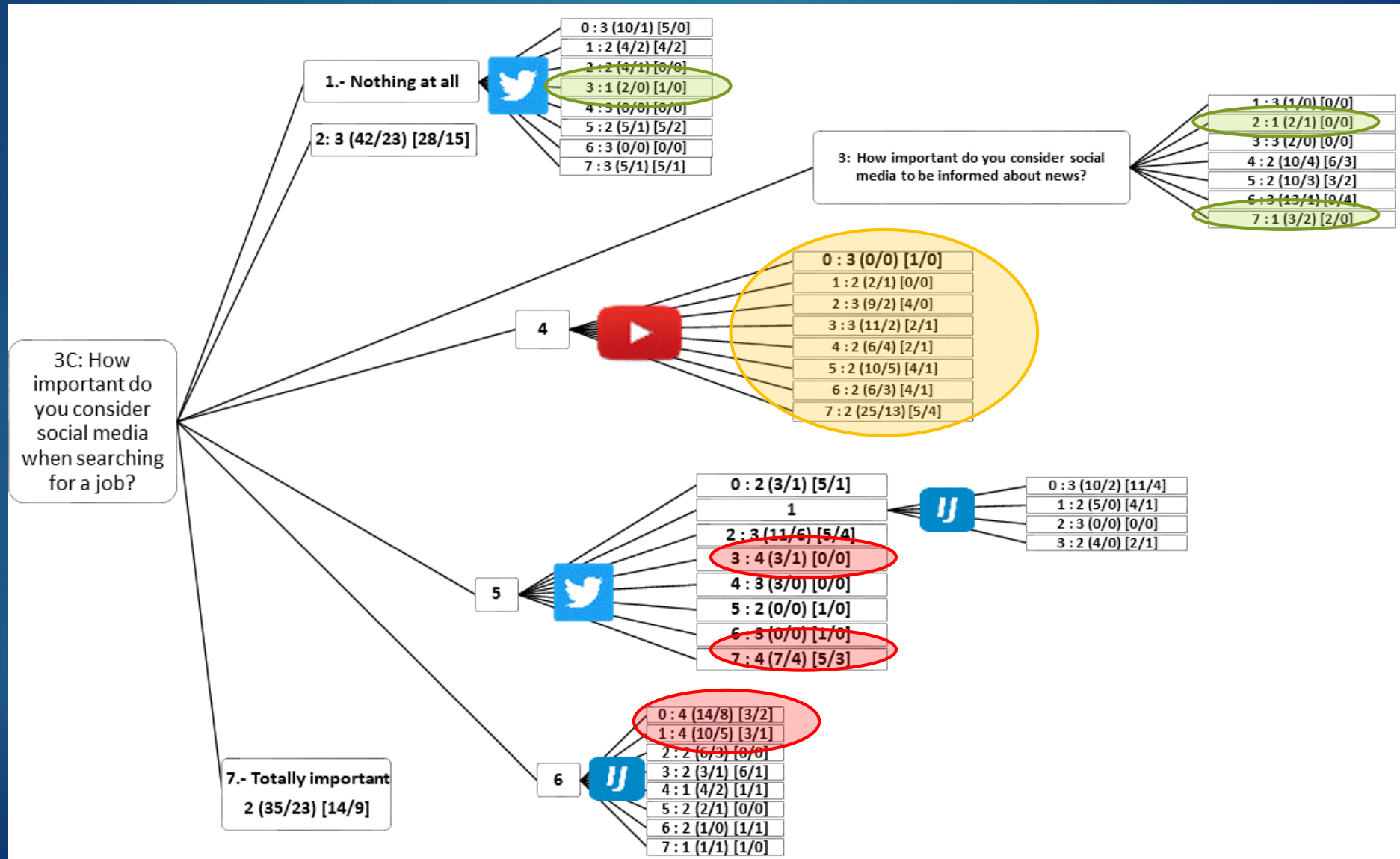
■ Tourism ■ Public Adm. ■ Psychology ■ Education



# METHOD



# RESULTS: REPTRee instead of J48



# MODEL FIT

Confussion Matrix	1	2	3	4
1	7	32	29	4
2	18	<b>71</b>	60	9
3	10	51	<b>101</b>	14
4	3	24	15	<b>9</b>

Class (Year)	TP Rate	FP Rate	Precision	Recall	F-Measure	MCC	ROC Area	PRC Area
1	0,097	0,081	0,184	0,097	0,127	0,022	0,585	0,187
2	0,449	0,358	0,399	0,449	0,423	0,089	0,595	0,430
3	0,574	0,370	0,493	0,574	0,530	0,199	0,664	0,558
4	0,176	0,067	0,250	0,176	0,207	0,129	0,734	0,247
<b>Weighted average</b>	<b>0,411</b>	<b>0,286</b>	<b>0,385</b>	<b>0,411</b>	<b>0,393</b>	<b>0,125</b>	<b>0,636</b>	<b>0,421</b>



# CONCLUSIONS

- ▶ Once the student is aware of the need for managing properly their digital identity, they are expected to use the professional social media for that.
- ▶ However, it seems to be a resistance to exit the leisure social media, where the students seem to be more comfortable, for using a much more professional platform.
- ▶ **APPLICATION 1:** To develop educational interventions in order to emphasise the importance of building a sound online profile in social media, from the beginning of the online existence.
- ▶ **APPLICATION 2:** To encourage them to use professional social media, along with the leisure ones, but understanding that they have to be used in a rather different way.



**THANK YOU!!!**

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