
Theses and Dissertations

2022

Impacting Black Youths' Unemployment Through Online Social Networking and Online Social Capital

Adolphus Emmanuel Archie Jr.

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>



Part of the [Education Commons](#), and the [Social and Behavioral Sciences Commons](#)

Pepperdine University
Graduate School of Education and Psychology

IMPACTING BLACK YOUTHS' UNEMPLOYMENT THROUGH
ONLINE SOCIAL NETWORKING AND ONLINE SOCIAL CAPITAL

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Adolphus Emmanuel Archie Jr.

July, 2022

Stephen Kirnon, Ed.D. – Dissertation Chairperson

This dissertation written by

Adolphus Emmanuel Archie Jr.

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Stephen Kirnon, Ed.D., Chairperson

Gregory McNair, J.D.

Lonnie McNamee, Ed.D.

© Copyright by Adolphus Emmanuel Archie Jr. (2022)

All Rights Reserved

TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
LIST OF FIGURES	ix
DEDICATION	xi
ACKNOWLEDGEMENTS	xiii
VITA	xiv
ABSTRACT	xv
Chapter 1: Introduction	1
Background	1
Factors Influencing Black Youth Unemployment	1
Problem Statement	7
Purpose of the Study	8
Research Questions and Hypotheses	8
Significance of the Study	9
Delimitation of the Study	10
Limitations of the Study	10
Assumptions	11
Definitions	12
Theoretical Framework	13
Organization of the Study	15
Chapter 2: Literature Review	17
Introduction	17
Social Networks and Social Capital	17
Theoretical Framework Theories	19
Strength of Weak Ties	19
Bridging Social Capital	21
Distinguishing Social Networks from Online Social Networks and Social/Bridging Capital from Online Social Capital	22
Latent Tie Theory	24
Online Social Networks and Online Social Capital	25
Youths and Online Social Networks, Online Social Capital	29
Black Youth, Social Networks and Social Capital	32
Black Youths Online Social Networks and Online Social Capital	34
Black Youth Unemployment, Bridging and Online Social Capital	37
Summary of Literature Review	40
Conclusion	46

	Page
Chapter 3: Methodology	48
Purpose of the Study	48
Re-Statement of Research Questions and Hypotheses	48
Quantitative Design Approach.....	49
Research Design and Rationale	49
Site Selection	50
Sources of Data	51
Sample Population	52
Research Questions and Hypotheses	52
Quantitative Research Validity and Reliability	53
Human Subject Research Protection.....	55
Procedures	55
Instrumentation	58
Data Collection and Analysis.....	60
Data Management	60
Positionality	61
Summary	62
Chapter 4: Results	64
Introduction.....	64
Survey Participants	65
Data Analysis	65
Selection of Questions for Analysis.....	66
Descriptive Analysis	66
Chi-Square Test of Independence and Fisher Exact Test Data Analysis.....	69
Spearman Correlation Analysis	81
Summary of Key Findings	94
Chapter 5: Conclusions, Implications, Recommendations, and Final Thoughts	95
Introduction.....	95
Summary of Theoretical Framework	95
Summary of Methodology	96
Discussion of Key Findings	96
Limitations of the Study.....	100
Study Conclusions	100
Implications.....	103
Recommendations	107
Final Thoughts	110
REFERENCES	113
APPENDIX A: Internet Social Capital Scales.....	128

	Page
APPENDIX B: Permission to Use Internet Social Capital Scales.....	130
APPENDIX C: Black Youth Perception of Online Social Capital in an Online Social Network Survey	131
APPENDIX D: CITI Human Subject Participatory Research Certificate	136
APPENDIX E: Pepperdine Exempt Categories Guidelines	137
APPENDIX F: Pepperdine IRB Approval Letter	138
APPENDIX G: Public Information Request.....	140
APPENDIX I: Participant Recruitment Letter.....	142
APPENDIX J: Participant Informed Consent Letter	144
APPENDIX K: Pepperdine Informed Consent Template.....	146
APPENDIX L: Invitation to Validate Modified Survey Instrument	148
APPENDIX M: Research Combinations and Questions	149

LIST OF TABLES

	Page
Table 1: Studies on Social Network.....	41
Table 2: Population	50
Table 3: City Demographics	51
Table 4: Business Demographics.....	51
Table 5: Student Demographics.....	52
Table 6: Black Youth Perception of Online Social Capital in an Online Social Network Survey	66
Table 7: Observed and Expected Frequencies	70
Table 8: Observed and Expected Frequencies	72
Table 9: Observed and Expected Frequencies	73
Table 10: Observed and Expected Frequencies	74
Table 11: Observed and Expected Frequencies	75
Table 12: Observed and Expected Frequencies	76
Table 13: Observed and Expected Frequencies	77
Table 14: Observed and Expected Frequencies	78
Table 15: Observed and Expected Frequencies	79
Table 16: Observed and Expected Frequencies	81
Table 17: Spearman Correlation Results Between Q15 and Q16.....	83
Table 18: Spearman Correlation Results Between Q11 and Q16.....	84
Table 19: Spearman Correlation Results Between Q13 and Q14.....	85
Table 20: Spearman Correlation Results Between Q11 and Q12.....	86
Table 21: Spearman Correlation Results Between Q12 and Q14.....	88

Table 22: Spearman Correlation Results Between Q10 and Q11	89
Table 23: Spearman Correlation Results Between Q10 and Q12	90
Table 24: Spearman Correlation Results Between Q10 and Q16.....	91
Table 25: Spearman Correlation Results Between Q11 and Q14.....	92
Table 26: Spearman Correlation Results Between Q12 and Q15.....	93
Table 27: Summary of Key Findings.....	94

LIST OF FIGURES

	Page
Figure 1: Theoretical Framework	15
Figure 2: Network Nodes.....	20
Figure 3: Social Network Connections	44
Figure 4: Diverse Social Network Connections.....	45
Figure 5: Analysis of Question 15 and Question 16	70
Figure 6: Analysis of Question 13 and Question 14.....	71
Figure 7: Analysis of Question 12 and Question 14.....	72
Figure 8: Analysis of Question 11 and Question 12.....	73
Figure 9: Analysis of Question 11 and Question 14.....	74
Figure 10: Analysis of Question 10 and Question 11	75
Figure 11: Analysis of Question 11 and Question 16.....	76
Figure 12: Analysis of Question 10 and Question 16.....	78
Figure 13: Analysis of Question 10 and Question 12.....	79
Figure 14: Analysis of Question 12 and Question 15	80
Figures 15 and 16: Spearman Analysis of Question 15 and Question 16.....	82
Figures 17 and 18: Spearman Analysis of Question 11 and Question 16.....	83
Figure 19: Spearman Analysis of Question 13 and Question 14.....	84
Figure 20: Spearman Analysis of Question 13 and Question 14.....	85
Figures 21 and 22: Spearman Analysis of Question 11 and Question 12.....	86
Figures 23 and 24: Spearman Analysis of Question 12 and Question 14.....	87
Figures 25 and 26: Spearman Analysis of Question 10 and Question 11.....	88

	Page
Figures 27 and 28: Spearman Analysis of Question 10 and Question 12.....	89
Figure 29: Spearman Analysis of Question 10 and Question 16.....	90
Figure 30: Spearman Analysis of Question 10 and Question 16.....	91
Figure 31: Spearman Analysis of Question 11 and Question 14.....	91
Figure 32: Spearman Analysis of Question 11 and Question 14.....	92
Figures 33 and 34: Spearman Analysis of Question 12 and Question 15.....	93

DEDICATION

First, I would like to express my thanks, appreciation, and love to my wife Lenora. She inspired, supported, and encouraged me to go back to college after 30 years to complete my undergraduate, Master of Arts, and now my Doctor of Education degrees. Without her sacrifices this goal would not have been possible. Lenora, you have helped me fulfill what my mother the late Rose M. Archie, who was an educator extraordinaire, predicted 30 years ago. My mother was an educator for nearly 40 years and one of the first Black principals of an integrated school in the State of Texas. Also, I must speak of my father, the late Adolphus Archie Sr. who only completed the eleventh grade. He not only encouraged me to reach heights unimaginable in the 1960s, being the first and only Black boy in so many extra-curricular activities, but also was a father to many of my friends who had no father around.

Also, this is dedicated to my grandparents, the late William “Papoo” Johnson and Lorena “Mamoo” Johnson. My grandfather was the first Black walking foreman as a longshoreman and the treasurer for two locals in Galveston, Texas. He gave me my first example of servant leadership. And to my grandmother Mamoo, while I was running and tearing the clean clothes hanging off the clothesline one summer day, said, “That boy is going to be somebody.”

I want to thank all of my uncles, but especially Kenneth and J. P. who also gave me my “You’re a man now” speech. Also, this dissertation is dedicated to all the Black men who I called the “Big Boys” when I was growing up who let me hang out with them but prevented me from getting into trouble because they saw something in “Lil Archie.”

Additionally, this dissertation is dedicated to so many young Black men in my life that died too soon. Ellis Richardson (El) 31, Michael Wiley 35, Kenneth Singleton 20, Les Richardson 24, George “Tootie” Haynes Jr. 32, Julian Randle 38, and Dr. Melvin C. Johnson II

38. These are just a few that left too soon. Finally, I must give honor, praise, and glory to my Lord and Savior Jesus Christ. Without Christ, none of this would have been possible!

ACKNOWLEDGEMENTS

First, I would like to give thanks and special acknowledgements to my chair Dr. Stephen Kirnon. Thank you Dr. Kirnon for your insight, guidance, and encouragement in helping me navigate through the COVID-19 pandemic and other challenges as well. Next, I would like to thank my other committee members Dr. Gregory McNair and Dr. Lonnie McNamee. Gentleman, you gave me so much encouragement and for that I am grateful. To my dissertation committee, I am thankful that through you as Black men, we have accomplished something magnificent at Pepperdine University.

I would like to give thanks to Dr. Sueng Lee for all your help and guidance. Also, in memory of the late Dr. Melvin C. Johnson II, I would like to acknowledge him for the short time we spent together while going through the challenges of completing this program. Special thanks to my cohort member Janae Oliver for encouraging me when I needed it.

Finally, I would like to give thanks to all my professors in the Graduate School of Education and Psychology at Pepperdine University. Thank you for guidance, encouragement, and words of wisdom.

VITA

EDUCATION

- 2022 Ed.D., Organizational Leadership
Pepperdine University, Malibu, California
- 2018 Masters of Arts, Social Entrepreneurship and Change
Pepperdine University, Malibu, California
- 2015 Bachelors of Arts, Behavioral Science
California State University at Dominguez Hills

PROFESSIONAL CERTIFICATION

- 2016 CBEST California Substitute Teaching Credential
- 2008 Six Sigma Greenbelt Certification

PROFESSIONAL HISTORY

- 2017 – Present President and Founder of Gigs4students LLC
- 2017 – Present Senior Pastor and Founder of the Community of Grace Church of Carson
- 2016 – Present Substitute Teacher Los Angeles Unified School District
- 1992 – 2010 Process Specialist/Maintenance Coordinator, Lyondellbasell Industries
- 1990 – 1992 Technical Training Manager, Fidelity Investments
- 1985 – 1989 Shift Supervisor, Houston Lighting and Power Company
- 1981 – 1985 Senior Operator/Operations Analyst, Computer Science Corporation
Mission Control NASA/Johnson Space Center

ABSTRACT

Blacks have the highest unemployment rate when compared to other subsets of the United States population. Black youths have the highest unemployment rates when compared to other racial subsets in the United States. These facts have been constant since the Bureau of Labor Statistics (BLS) began reporting this statistic in the early 1970s. In order to close the gap between the rate of unemployment of Black youths when compared to other racial groups, many types of civic programs have been implemented from all levels of governments. None of these programs or efforts have reduced Black youths' unemployment nor closed the gap in the unemployment rate between Black youths and other youths of other races. This dissertation explored an alternative that could reduce the unemployment levels of Black youths in the United States. This dissertation was conducted using a non-experimental design within quantitative research. The goal of this dissertation was to determine if Black youths can develop racially diverse online social networks with online social capital which in turn helps them find employment. The first outcome was that Black youths are capable of developing racially diverse online social networks and with the perception of online social capital. However, the second research question was not answered. While Black youth indicated they would ask someone of a different race online to help them find a job the majority did not use social media to find employment nor did they ask a friend in their online social network to help them find employment. More studies need to be conducted to explore the capacity of online social networks and online social capital in helping Black youths find jobs. Lastly, more resources need to be allocated to educate and empower Black youths' ability to use online social networks and online social capital.

Chapter 1: Introduction

Background

According to the United States Bureau of Labor Statistics (BLS, 2020a), from 1972 to 2020, unemployment for Blacks in United States reached an all-time low. Unfortunately, Blacks are still the highest unemployed segment of the U.S. population. Equally important is that Black youths are the highest unemployed subset of the U.S. population for nearly the same time (BLS, 2019). Measures such as (a) access to education, (b) equal opportunity legislation, (c) government programs, (d) county and city training programs, and (e) Career Technical Education (CTE) have not made a dent in closing the unemployment gap between Black and White students. Based on the latest data from the BLS (2020b), Black youths still lag in comparison to other ethnicities in their ability to find employment in the United States (Amour, 2020).

Factors Influencing Black Youth Unemployment

There are several factors influencing Black youth unemployment. The first factor is the failure to complete their secondary education. This factor increases the gap between Black youth and other ethnicities' ability to find a job, according to a study conducted by Edelman and Holzer (2013). Other factors are (a) an increase in the number of women entering the workforce, (b) the latent effects of minimum wage, (c) contact with the justice system, and (d) stereotypical views of Black male youths by employers. These are some of the systemic issues contributing to Black youths' unemployment (Bullard & Feagin, 1991; Freeman & Holzer, 2008; Wilson, 2016).

Reasons Black Youths Drop Out of High School

Black youths drop out of high school for several reasons. One reason is that Black males are disciplined disproportionately when compared to White males. Many Black students believe that teachers and administrators overreact to things they do from their perspective that are no

different from students of other ethnicities. Additionally, Black students feel that they are treated differently by teachers and administrators because of their skin color and cultural differences (Douglas et al., 2008). The sentiments of Black students are corroborated based on their disproportional suspensions from school when compared to other races (Bryan, 2017). Also, many are often placed in special education programs because of these behavior problems and do not receive sufficient counseling. As a result, many drop out of high school (Spaulding et al., 2015). Over 30% of Black males have quit high school since 1970 (Lieberman & Fontaine, 2015).

Lack of Support from Staff. Another factor influencing Black youths to drop out of high school is because of insufficient support from teachers and administrators. When Black students have a positive relationship with teachers and administrators, they are less likely to drop out of high school (Knight, 2105). The teachers and administrators that show interest in the academic attainment, and overall well-being of their Black students provide support that they may not be getting from family members at home. Positive relationships and support from teachers and school site administrators increases the self-efficacy of many Black youths and influences their ability to complete their secondary education.

Negative Affiliations. Another reason Black students drop out is affiliations with students who create negative influences and environments (Colbert, 2017). Many Black youths in low-income areas have friendships, acquaintances, or some association with those who have dropped out of high school. These individuals influence Black youths that are still in school to follow their path. Others who have dropped out entice and lure Black youths in high school to drop out with the promise of making large sums of money by easily hustling on the streets. In a study conducted by Hatt (2011), Black youths reported making \$2000 - \$2500 per day at ages

less than 15 years old from selling drugs. Participants stated that given the money they were making per day, there was no value in completing their secondary education.

Devaluing Secondary Education. An additional reason for Black students dropping out of high school is that the curriculum and environment in which they learned were dissimilar and incongruous with their lives away from school. Some Black youths will drop out because, from their perspective, what they are learning in their secondary education has no value or capacity to help them navigate their current conditions of existence, especially when they live in poverty-stricken areas. Some Black youths indicated no one in the family at home valued education, so they saw no reason to as well (Anderson, 2019).

Dropping out of high school affects Black youths from getting jobs. Students that do not complete their secondary education underperform on employer tests and do not have enough skills required by the employer. Employers are more likely not to hire Black students because they do not have the skills and have poor test scores. This increases the level of Black youths' unemployment (Baldrige et al., 2011). Nevertheless, dropping out of high school is a factor that negatively affects the chances of Black youths finding a job. Several other factors contribute to Black youths' unemployment.

Women in the Workforce

The second factor thought to prevent Black youths from finding jobs is the increase in women entering the workforce. Since the 1960s, the number of women, without respect to race, entering the U.S. labor force has increased. The increase of women in the workforce has several benefits. First, as the U.S. economy grows, the offset in the decrease of men in the labor market is made up of women in the workforce, and salaries increase overall (Toossi & Morisi, 2017; Weinstein, 2018). One of the reasons for the increase of women in the workforce has been the

need for more laborers. There are several other reasons for the increase of women entering the workforce. Increases in divorce rates, new technology that makes specific jobs easier to perform, and decreases in the salary of husbands are some of the reasons for the increase in women workers (Juhn & Potter, 2006). These reasons why women entered the workforce may adversely affect overall Black youths' employment.

The BLS started recording youth unemployment in the early 1970s. Since then, Black youths have had the highest unemployment rate in the United States (Fernandez-Alcantara, 2018). A study conducted by Toossi (2002) showed a correlation between women entering the workforce since 1950 and a perpetual gap between youths in the workforce. It is within reason to assume that this statistic would hurt Black youths' ability to find jobs because it has a negative effect on the ability of all youths, regardless of ethnicity, to find jobs. Within these groups, Black youths are affected by unemployment the most. While more women have entered the workforce, according to a report by the BLS (2019), more women than men are paid minimum wages.

Latent Effects of the Minimum Wage

Minimum wage legislation is a factor believed to contribute to Black youths' unemployment. Before the minimum wage was put into place, Blacks could get jobs because they were willing to work for a much lower hourly wage. Additionally, before the minimum wage law, Black youths' employment rate was about the same as White youths. After the minimum wage law was put into place, Black youths' unemployment doubled White youths' unemployment (Rustici, 1985). This would be considered a latent effect or unintended consequence of public policy (Kraft & Furlong, 2021). A more recent study on minimum wage indicates that the disadvantages are (a) delayed entry into the workforce by youth, (b) more workers enter the workforce, thus reducing the number of job opportunities for youth, and (c) in

a competitive market for younger unskilled workers, youth unemployment increases (Kalenkoski, 2016). It stands to reason that if minimum wages reduce employment opportunities for youth in general, then Black youths would be even more adversely affected. Also, the minimum wage is thought to be a means of oppression by many Black youths, preventing them from rising out of a lower socioeconomic status.

Some Black youths believe that jobs paying minimum wage is a form of structural violence. Spaight and Dixon (1986), as well as Bullard and Feagin (1991) indicate this is one reason Black youths reject employment opportunities that pay minimum wage. Some low-income Black youths will resort to selling drugs because the minimum wage is low, and they can earn a much higher income (Levitt & Venkatesh, 2000). Unfortunately, selling drugs to evade the stigma of working for minimum wage has brought many Black youths in contact with the criminal justice system.

Black Youths and the Criminal Justice System

Black youths and particularly Black males are represented disproportionately in the criminal justice system. Approximately 49% of Black males have been arrested before the age of 23, and 30% of Black males have been arrested before the age of 18 (Brame et al., 2014). Studies by Liberman and Fontaine (2015) and Spaulding et al. (2015) indicate that dealings with the criminal justice system hurt the chances of Black youths finding employment. However, one study found that incarceration was not a factor that prevented Black males ages 16-24 from finding jobs (Holzer et al., 2005). The research conducted by Harwin (2012) contradicts Holzer et al. (2005) because an arrest record was shown to discourage employers from hiring Black males. The findings in Harwin's (2012) study are corroborated by information in reports from the Council of State Governments (2014) and Pager et al. (2009). Interestingly, legislation in

states where the box on an employment application requires an applicant to check to disclose a criminal record in the past has been removed, employers are less likely to hire Blacks. The primary reason is because of stereotypical views of Blacks by White employers (Agan, 2017). Not hiring Blacks because of stereotypical and preconceived views by White employers is a form of implicit and explicit bias.

Bias and Stereotypical Views of Employers Towards Black Youths

Implicit and explicit bias is an additional factor preventing employers from hiring Black youths. Implicit and explicit bias is known to adversely affect Black youths in the justice and education systems (Gale, 2020; Liberman & Fontaine, 2015). Additionally, implicit bias and negative perceptions of Blacks have been shown to have a negative effect on the employability of Black men (Godsil & McGill-Johnson, 2013). Implicit bias occurs when an individual demonstrates racist, prejudice, and discriminatory behavior toward someone of a different ethnicity unconsciously (Kirwan Institute for the Study of Race and Ethnicity, 2015). However, explicit bias in the form of stereotypical views of Blacks prevents them from finding employment. An indicator on an application that informs the employer that the applicant is Black is their name. For example, in a study conducted by Bertrand and Mullainathan (2004), White employers were less likely to hire Black youths as opposed to White youths based on their names. Applicants with Black sounding names are less likely to get a call back from employers. Additionally, a study conducted by Bendick and Nunes (2012) indicated that explicit bias and stereotypical views influence employers not to hire Blacks. Some of the stereotypical views of Black men, even in professional capacities, were that they are ruffians, thugs, trifling, pimps, womanizers, and angry (Cornileus, 2013). Other stereotypical views were that Blacks were dangerous, susceptible to criminal behavior, can cause dissonance in society at large, and they

are unintelligent (Smith & Holmes, 2003). Unfortunately, these stereotypical views of Blacks have existed throughout the history of the U.S. They not only harm Black families and Black communities (Taylor et al., 2019), they also harm the chances of Black youths finding jobs.

There have been many discussions and studies on the causes of Black youth unemployment. There have been many programs implemented to mitigate the problem of Black youths' inability to find jobs. There are social programs, urban programs, and funding for CTE programs from local, state, and federal departments, yet since 1972 this statistic is unchanged. With all that is in place to help Black youths to find jobs, nothing has worked to close the gap between Black and White youths' ability to find jobs (Spievack, 2019).

Problem Statement

Black youths have difficulties finding employment through prescribed avenues and methods in the United States. Education is one avenue that should help Black youths find jobs. According to Spring (2008), one of the purposes of secondary education was to prepare students to enter the workforce. Nevertheless, some Black males feel that attending high school is more of a problem than dropping out and finding employment (Baldrige et al., 2011). Another path that should help Black students find jobs is CTE programs in secondary education schools and community college. Students involved in CTE programs or who take at least one CTE course are less likely to drop out (Gottfried & Plasman, 2018). However, Black students have a poor perception of CTE programs, according to research conducted by Smith (2015), so they may not enroll. Additionally, there is little to no research available to determine the effectiveness of CTE in connecting Black students with employers. A third way Black students should be able to find employment is through social networking and social capital (SC). However, studies indicate that Black workers and Black youths may not find jobs using SC and social networks because they do

not know enough people capable of helping them find jobs (Mouw, 2002). Additionally, in a study conducted by Fernandez and Fernandez-Mateo (2006), Blacks who were employed did not refer other Blacks for job opportunities. Based on this information and information previously discussed on Black youths' barriers to finding jobs, mitigating Black youth unemployment have not happened through traditional measures. What is unknown is other prescribed ways that may help Black youths find jobs. Therefore, there is an opportunity to explore another approach combining online social networking with online social capital that may help Black youths find jobs, lower their unemployment rate, and examine the perspectives of Black youths in using online social networking (OSN) and online social capital (OSC).

Purpose of the Study

The purpose of this quantitative non-experimental design research study was to determine whether an approach outside of traditional measures can help Black youths find jobs. This dissertation explored whether online social networks combined with OSC can help Black youths enrolled in a community college in a suburban city of Houston, Texas, find jobs and lower their unemployment rate.

Research Questions and Hypotheses

- RQ1: Can the social experiences of Black youths offline and online who are enrolled in a community college lead to the development of a racially diverse online social network and online social capital?

H₀₁: The social experiences of Black youths offline and online enrolled in a community college do not develop into a racially diverse online social network and online social capital.

H_{a1}: The social experiences of Black youths offline and online enrolled in a community college develops into a racially diverse online social networks and online social capital.

- RQ2: Is there a relationship between online social capital and Black youths' ability to find jobs?

H₀₂: There is no relationship between, online social capital, and Black youths' ability to find jobs.

H_{a2}: There is a relationship between online social capital, and Black youths' ability to find jobs.

Significance of the Study

The significance of the study was first to determine if a nexus between OSN and OSC can help Black youths find jobs. An unintended aspect of the study would uncover whether Black youths will use social networking sites to find employment. The study by Granovetter (1973) on the strength of weak ties (SWT) shows that individuals can find opportunities beyond their social network through a connection to another social group. Unfortunately, there are no studies that show that Granovetter's (1973) SWT has been utilized by Black youths.

Additionally, the study will provide valuable information on Black youths' ability to develop online social networks that are inclusive of students of different ethnicities through OSN and OSC. The study will prove valuable to Black youths, college and career readiness counselors, career services at the colleges and universities, CTE programs at the federal level to community colleges, state, county, and city officials that head and implement programs designed to mitigate Black youths' unemployment by helping them find jobs.

It was essential to conduct this study because, according to Adler (2016), 85% of jobs are filled through networking. Currently, there are little to no data on the ability of Black youths to

find jobs by using OSN and OSC (Bateman, 2020). Additionally, many large corporations have put initiatives in place to hire Blacks (Brooks, 2020), but if the traditional avenues which have failed in the past remain in place, then a new alternative to help Black youths find jobs must be explored.

Delimitation of the Study

This study focused on Black youths ages 18-24 enrolled in a community college. Students who are not enrolled in the community college were not be able to participate in the study. Also, students who have never been employed were not allowed to participate in the study. Next, participants were selected from a community college in a suburban city of Houston, located in the Harris County, Texas, metropolitan area. Another crucial factor is the time needed to conduct the study. The study was conducted during the Spring semester of the school year for high school and community college students. Finally, this dissertation was conducted using a quantitative non-experimental design approach.

Limitations of the Study

The geographic and demographic characteristics of the study areas were not typical of urban inner-city conditions of any major metropolitan city. The students participating in the study might be atypical of students in urban inner-city areas. Next, there might be more job opportunities in suburban cities than urban inner-cities due to companies relocating to suburban areas. As a result of *spatial mismatch*, Black youths living in urban inner-cities might not be able to find jobs (Mouw, 2002). This possibly limits the findings from being applied to Black youths living in urban inner-cities and rural areas. Additionally, another limitation of the study was the effect of the COVID-19 pandemic on the U.S. economy and employment.

The next limitation was the lack of information, data, or studies on Black youths ages 18-24 regarding OSN and OSC. An extensive search on Google Scholar, EBSCO, JSTOR, Academic Search Complete, Proquest, and Sage (not limited to those) for more than three months yielded one result. Therefore, there was a limitation in the ability to compare the instrument used for the study. Additionally, there was little information specifically centered on Black youths' usage of OSN and OSC in the literature review.

Next, only Black youths in Academic Bridges College's (ABC) southwest community colleges in the area selected were asked to participate in the study. However, there might not be enough Black youths enrolled the community college in the areas selected who are willing to participate in the study. Additionally, many of the Black youths might decline to participate in the study because they are already employed or they come from affluent households.

Assumptions

There were several underlying assumptions. First, do Black youths want to find jobs while they are attending community college? The assumption was that Black youths want to find jobs but face significant barriers in obtaining employment opportunities. Next, would students that participate in the study be honest in their responses to survey questions? The ages of the participants were 18-24. At this age, the cognitive development in the brain is still underdeveloped. Due to the underdevelopment of the adolescent's cognitive ability (Kuhn, 2006), the participants might not fully understand the importance of answering questions honestly and truthfully. However, the assumption was that participants would answer the questions honestly and truthfully. Another assumption was that Black students would be willing to participate in a study of this nature and magnitude given the opportunity. A vital aspect of the study related to online social media and how to use it advantageously. The assumption was that

Black students were willing to participate in a study inquiring about their usage of social media and the internet in finding jobs. The final assumption that was critical to this dissertation was the continuation of Black youth unemployment and difficulties in finding jobs. In response to the death of George Floyd in May 2020, which resulted in protests around the world, several employers have made commitments to hire more Blacks (Brooks, 2020). The assumption was that although this initiative may influence other employers to follow suit and provide more employment for Blacks, the problem will still exist.

Definitions

Black Youth: A person between the ages of 18-24 originating from Black racial groups in Africa.

Bonding Capital (BoC): SC that is shared and limited to individuals in a close or tightly knit social network.

Bridging Capital (BrC): SC that is obtained through diversity and weak links to others outside of an individual's social network.

Computer-Mediated-Communication: A way for people to communicate expressly through computers synchronously or asynchronously (December, 1997).

Online Social Capital (OSC): Information and resources that are shared over the internet or online between people of different online social networks (Cheng et al., 2019; Williams, 2006)

Online Social Networks (OSN): An online social network is a social network that functions through the use of computer-mediated communications (Garton et al., 1997).

Racially Diverse: The composition of an online social network where one or more of the individuals racially self-identify differently.

Social Capital (SC): Membership in a group with actual or potential resources, information, and trust that can be used to benefit someone who is a member of the group or social network (Bourdieu, 1986; Putnam, 1993)

Social Networks: Individuals in a group in any particular society that in their relationship with each other have the propensity to influence the other (Mitchell, 1974).

Social Network Site: Web-based services that allow people to build a profile that may be viewed by the public at large or those who they chose, allow these individuals to create a list of others that they connect with, and communicate or view the profiles of others through a shared connection within that platform (Boyd & Ellison, 2007).

Spatial Mismatch: The moving of businesses and employers from the center of an urban area to suburban areas is a contributing factor to minority (Black) unemployment rates (Mouw, 2002).

Theoretical Framework

This research stems from several theories and studies. The theoretical framework is based at the intersection of Granovetter's SWT, Putnam's BrC, and Haythornthwaite's latent tie theory (LTT). Granovetter's SWT plays a role in Putnam's development of BrC. Additionally, the SWT has a small role in Haythornthwaite's development of the LTT.

In the SWT (Granovetter, 1973) proposes that individuals are a part of a cluster or group of people that form a network or social network. Those that are a part of this social network are very close to each other. Everyone in the cluster has a connection to someone outside of this social network who may not have a close relationship with those in the group. As a result, a link from one social network to a different social network is formed. This is known as a bridge or weak tie. However, finding employment in one (singular) social network may be complex

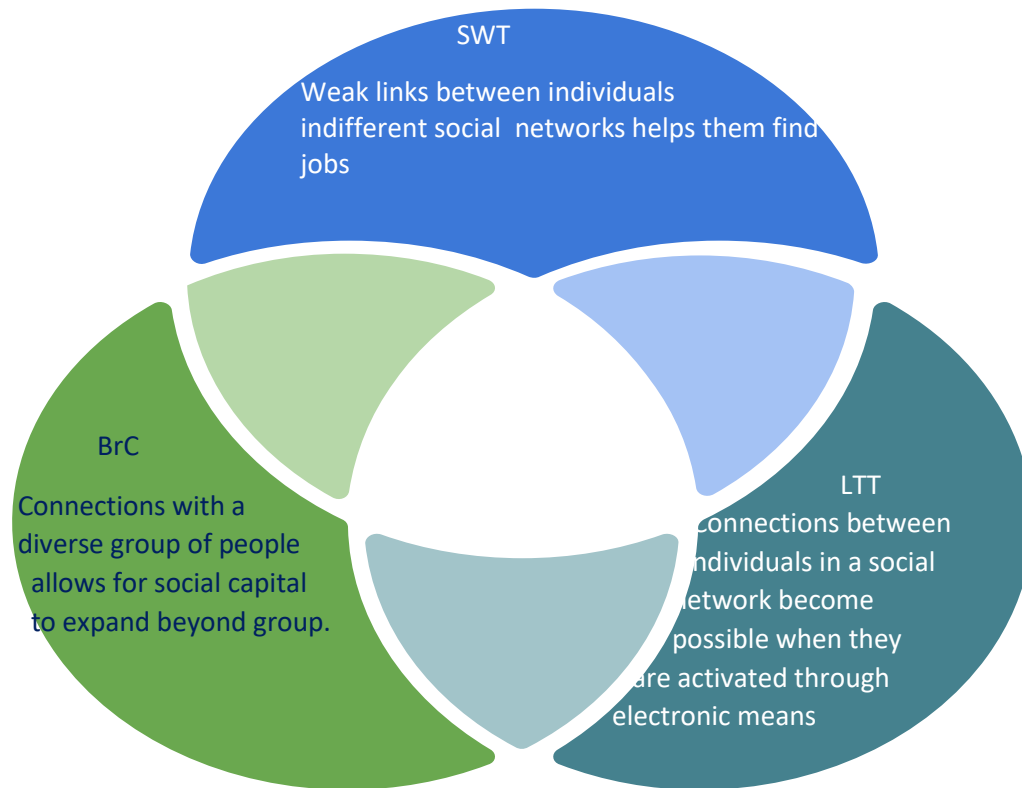
amongst those in that social network because of the strong ties that everyone has to each other. Because of the link to other social networks by an individual, others in one social network have a weak tie or link to those in different social networks. Through this weak tie or link, individuals of both social networks may be able to reach beyond those in their network to others in a different network. This weak tie shows its strength by allowing individuals of a social network to move beyond the strong ties to those in their group and connect to others in a different social network to find employment opportunities (Granovetter, 1973; Greenberg & Fernandez, 2016; Montgomery, 1992). This allows for individuals in different social networks to access information and resources from a different social network. This research's theoretical framework combines the SWT and Putnam's (2001) theory on BrC. However, this dissertation explored the SWT and BrC in an online context for Black youths. Because this dissertation examined the SWT and BrC online, Haythornthwaite's (2005) latent tie theory (LTT) has a role in the theoretical framework.

Individuals in a social network tend to communicate through electronic media when face-to-face meetings unavailable. Individuals in the group will continue to communicate through emails, text messages, Internet Relay Chat (IRC), computers, group meetings, and online discussions. When the social network begins to communicate through computer-mediated-communication, an online social network develops. Members of this online social network began to share information. Interestingly, there are those in the online social network who have never had personal communication with some group members. However, there is a link or tie to others inside and others who are a part of a different online social network. Because this link or tie between members has not been activated, it is considered dormant or latent (Haythornthwaite,

2005). The latent tie theory is the third component of the theoretical framework for this dissertation. Figure 1 shows the theoretical framework for this dissertation.

Figure 1

Theoretical Framework



Organization of the Study

The unemployment level of Black youths in the United States is the highest among any segment of the population (BLS, 2019, 2022). However, studies show that individuals are more capable of finding employment opportunities through weak social network ties. This research is not about the causes of Black youths' unemployment but rather discovering if a nexus between Black youths, OSN, and OSC can help them find jobs and reduce their unemployment rate.

This dissertation is organized into five chapters. The first chapter introduces the study's background, problem statement, purpose of the study, research question, significance of the study, delimitation, limitations, and assumptions. Chapter 1 also includes definitions and the theoretical framework of the study. The second chapter will be a literature review of the purpose of education, Blacks and education in America, social experiences of Black youths in high schools and community colleges, social networks, SC, OSN, and OSC. Chapter 3 discusses the methodology for collecting data, data analysis, and research design. Chapter 4 discussed the findings of the research. Finally, chapter 5 discussed conclusions and recommendations.

Chapter 2: Literature Review

Introduction

In order to understand OSN and OSC and their possibilities in the lived experiences of Black youth we must start with an examination of their advent. This literature review opens with an overview of social networking (SN) and SC. From there the review will examine several theories that are critical to this dissertation. The first two theories will be discussed then there needs to be a discussion distinguishing the commonly used understanding of SNs from online social networks (OSN), and SC from OSC. Distinguishing SN from OSN and SC/BrC from OSC facilitates a transition in the literature review from using these terms in an offline context to an online context. According to de Zúñiga et al. (2017) there is a distinct difference between offline SC and OSC. Following this the last theory will be discussed. The next section examines literature and theories related to OSN and OSC. Following this, it is important to discuss OSN and OSC and their application amongst youth. After this section, SN, SC/BrC, OSN, and OSC needs to be examined in the lived experiences of Black youths. Next the literature review will discuss OSNs, OSC and the challenges Black youths face in finding employment. Finally, this literature review will conclude with a synthesis of the literature.

Social Networks and Social Capital

In the 1930s, sociograms were developed to prove that in society, people formed clusters or groups (Forsyth & Katz, 1946; Moreno, 1950). Later studies indicated that within these groups or clusters, people were able to influence each other. These groups or clusters were called social networks. The definition of a social network therefore is a group or cluster of individuals that have ties to one another and the ability to influence one another due to their relationship(s) (Barnes, 1954; Mitchell, 1974; Wasserman & Faust, 1994). It is important to note that the

definition of a social network at this point in the literature review refers to individuals who have formed a group within a society or community without consideration of electronic devices, communication through electronic devices, or computer-mediated-communication.

A social network is comprised of individuals, actors, or nodes that are linked to each other in different ways. The individuals in a social network may be linked to one another through extended family relations, friendships, transactions, roles and positions in work or any other environment. These links may exist horizontally or vertically. Interestingly, an individual's position in the group may be determined by the degree of closeness and the number of connections they have to others in the group (Freeman, 1979; Hinshelwood, 1982; Liu et al., 2017). A person who has connections or links to many people in the group enjoys a much better position in the social network. As the ties in the group become stronger between members, some individuals may leave the group thus forming a tight knit group of individuals in which information is shared (Borgatti & Halgin, 2011).

Information within a group is one aspect of SC. According to Bourdieu (1986) and Putnam (1993), SC is defined as information, resources, and knowledge that is shared, transferred, and used between members of a group to improve their socioeconomic status. The theory of SC is more than just the sharing of resources, information, and knowledge. The gravity, strength, or weight of the SC gets its credence from the credibility of the members of the group and vice versa. Ostensibly it would seem that the exchange of SC happens organically within the group.

The exchange, sharing, and transference of SC within a group depend on several factors. The first factor is to what extent is the information, resources, and knowledge shared within the group. The extent of the transference of the SC may be limited because the central agent may not

have the desire to share the full potential of the resources with everyone they are connected to in the group (Putnam, 2001). Next, even if the SC is disseminated throughout the group, some of the members may not be motivated to take advantage of the information, resources, or knowledge (Rogers, 1962). Lastly there must be an acknowledgment and or agreement within the members of the group that the resources, information, or knowledge is actually beneficial for it to be shared within the group (Poder, 2011). Nevertheless, SC exists within a SN and has the possibility of being extended to others in a different social network. This occurs through a bridge or link between two different social networks. This concept lays the foundation for the theoretical and conceptual framework for this dissertation.

Theoretical Framework Theories

In examining SN and SC, one may conclude that the development of a social network provides inclusion of certain individuals at the exclusion of others. Hence the transmission and dissemination of SC is limited to that one specific group. However, research has shown quite the contrary. There are several theories that must be discussed that are important to the theoretical and conceptual framework of this dissertation that show the transmission of SC between individuals in different social networks. Again, it is important to examine these concepts in absentia communication through electronic means (such as smartphones) or computer-mediated communication (CMC).

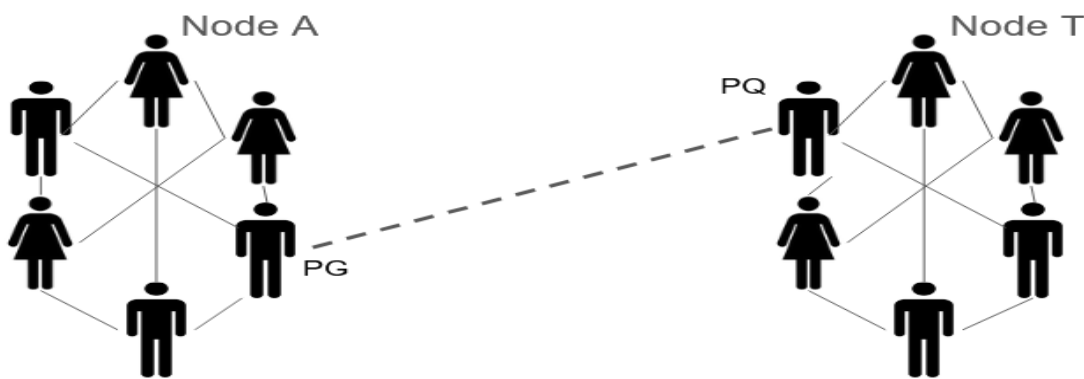
Strength of Weak Ties

As previously discussed, individuals in any given society or community form clusters, nodes, or groups. This leads to the development of a SN. Once the SN is formed there are those who leave the network for unknown reasons, and those who remain were a part of the network in its establishment and its continued existence. However, being a member of the group or network

does not preclude them from having relationships with others excluded from the social network. The individuals in the social network have ties, tethers, or strings to those who are outside of their network. For example, person “G” (PG) who is a part of node “A” (NA) has a relationship with person “Q” (PQ). PQ is a part of a different node or social network we will call node “T” (NT). Because of relationship between PG in NA and PQ in NT a weak tie, link, bridge, cord, or tether is created between NA and NT (see Figure 2). This observation was critical in Granovetter’s (1973) development his theory, the SWT. Nonetheless Granovetter’s SWT was slightly influenced by another theory.

Figure 2

Network Nodes



Granovetter (1973) in his treatise on SWT speaks of diffusion. Diffusion or what is now known as diffusion of innovation is thought to be the theoretical brainchild of Gabriel Tarde in the early 1900s. It was used in a study by B. Ryan and Gross (1943), and the current theory was formulated by Rogers (1962) and Kaminski (2011). Diffusion or the innovation of diffusion is the spread or transmission of important social information, technological information or ideas that are thought to be beneficial from one group to another in specific community or beyond. Granovetter (1973) indicated that diffusion plays a slightly different role in that information that

is communicated from a mass media standpoint has more credence when it is transmitted than on a more personal level. This creates a “*long chain*.” Through this long chain SC is transmitted from one SN to another (Granovetter, 1973).

Granovetter (1973) discovered the transmission of SC from one SN to another SN in the development of his SWT. The bonds or ties between members of one SN are strong. The strength of these bonds was not helpful when members of the same SN sought help finding jobs. What Granovetter (1973) discovered is that members of one SN were able to find helpful information about employment opportunities from members of a different SN through a weak tie linking them. The SWT provides the foundation for the theoretical and conceptual framework of this dissertation. The SWT leads us to the next theory that must be examined.

Bridging Social Capital

Putnam (2001) extended the theory on SC by expanding it to the theory of bonding capital (BoC) and BrC. BoC refers to the retention of SC to one SN due to the strong bonds within the group. BrC is SC that is shared with others in a different SN through a weak link, bridge, or tie. Putnam’s (2001) BrC stems from Granovetter’s (1973) SWT. While BoC is important in the discussion of SC, this dissertation is mostly concerned with the transference or transmission of SC between individuals in different SN in an online context. Therefore, the focus is mostly on BrC in an online context.

As previously noted, SN exist within any given society or community. Additionally, within a SN exists SC. Interestingly, the SC within one SN has the propensity to be shared with a different SN through a *bridge*. This is important to note because BrC connects groups that may be divided due to religion, race, or socioeconomic status (SES; Claridge, 2018; Hawkins & Maurer, 2010). Individuals in one SN may be friends with someone of a different SN even

though they may differ in age, race, religious beliefs, and SES. This allows for BrC to be shared between people of different SN who do not know one another regardless of their differences. The significance of BrC is that information, resources, knowledge, and opportunities that were unknown to others due to societal divisions is now made available (Edwards, 2004; Kyne & Aldrich, 2020). This allows for individuals of different SN and differences due to societal divisions to make gains (Putnam, 2001). Additionally, when BrC goes across various divisions in society, differences between individuals become tolerable or the level of tolerance increases except in the area of religious differences (Gelderblom, 2018; Paxton, 2002; Wise & Driskell, 2017).

Bridging social capital happens because individuals in one SN socialize with individuals of a different SN (Paxton, 2002). Occasionally, BrC occurs between individuals who are complete strangers that become acquaintances through a chance meeting. However, if the new connection or even a connection that already exists between individuals is never utilized then there would be no transference of information, knowledge, and resources unless the link is activated (Haythornthwaite, 2002, 2005). Again, it is important to remember that BrC as well as SN are discussed as they relate to human interactions that happen offline (Kent et al., 2019). Therefore, it is important at this juncture to distinguish SN from online social networks OSN and BrC from OSC before moving to the third theory of this dissertation's theoretical and conceptual framework.

Distinguishing Social Networks from Online Social Networks and Social/Bridging Capital from Online Social Capital

Before examining OSN and OSC there needs to be a line of demarcation separating these terms from SC and SC/BrC. The purpose of making a distinction is because social networking

can still occur offline without the use of computer-mediated communication (CMC) or the internet. A SN can exist through human contact independent of the internet where as an OSN exists through the internet or computer-mediated-communication (Haythornthwaite, 2005).

When examining the research of Barnes (1954), Granovetter (1973), and Mitchell (1974), neither the internet, electronic communication, nor CMC are a part of their theories. The concept or theory about SN prior to the advent of the internet or CMC focused on the evolution of groups of individuals that are formed within a community or society due to commonalties or similar interest between them. The ties, bonds, or links between the individuals in the group that connected them existed independently of computer-mediated-communication or electronic means of communication. Additionally, these studies did not include information whether the ties or bonds between individuals in a social network were strengthened by frequent communication through electronic means such as the telephone. Interestingly, even with advent of social media, social networking sites (SNS), and online social networks, individuals who are a part of these still maintain and are a part of a social network that occurs offline. According to studies conducted by Garton et al. (1997) to studies conducted nearly 20 years later by Gliër and Lohaus (2016), Kwak and Kim (2017), just to list a few, indicated that individuals value being a part of an social network that is offline as much as one that is online. The issue at hand is when, how, and the interchangeability of the term social network became the common place description or definition of social networks or social networking that exists primarily through the Internet, online, or through computer-mediated-communication. Again, for the purpose of this dissertation the importance of distinguishing the terms social networks from online social networks are critical and will be discussed later. Just as a distinction between social networks and online social network is necessary so is the difference between BrC and OSC.

The concept of SC was introduced by Bourdieu (1986). Coleman (1988) states that SC enables actors in a structure, with ties to each other, to reach goals that they could not have done otherwise. Putnam (1993) expanded on Bourdieu's theory by introducing the concepts of BoC and BrC. However, the research that introduced these theories was developed without any reference to using CMC in the transmission or transference of SC or BrC. Therefore, for the purposes of this dissertation distinguishing between SC/BrC and OSC is necessary. SC and BrC can occur offline in a SN, whereas OSC occurs online and through an OSN (Faucher, 2018). Interestingly, Putnam (2001) stated that there would be a decline in the transmission of SC through CMC or OSN because of the absence of important non-verbal communication that can only happen when individuals meet face-to-face. Nevertheless, the rise of BrC increased online through individuals with ties to others online.

Latent Tie Theory

Haythornthwaite (2002, 2005) examined BrC through weak ties online. She concedes just as the prior discussions on SN, SC, and BrC in this literature review that most of the research with respect to the SWT comes from examining SNs offline. The issue at hand was at the time, late 1990s and early 2000s, several studies purported that there would be a decline in face-to-face interactions adversely affecting SC/BrC because of an increase in CMC. A key assumption Haythornthwaite (2002, 2005) made was that the attributes of the bonds between individuals in offline social networks would be similar to those online. Studies by Dunbar et al. (2015) and Kumar et al. (2010) corroborate Haythornthwaite's (2002, 2005) assumption. This is important because as we will see later in some instances, the ties between actors in offline SNs have a direct bearing on establishing ties in an OSN and this has an effect on OSC. The impact and influence of the ties between an individual's offline SN and OSN will be discussed in-depth

later. While examining these relationships along with the increase of CMC, Haythornthwaite developed what is known as the latent tie theory (LTT).

According to the LTT individuals have ties with others in SNs and OSNs but the ties may not be activated (Haythornthwaite, 2002, 2005; Rademacher & Wang, 2014; Thorne, 2013). Within and between these SN and OSN information and resources are shared. Even further between SN, BrC is shared. Additionally, between online social networks, OSC is shared. Haythornthwaite's (2002) study examined dormant or latent ties between SNs and OSNs. In the 2005 study, she extended her research and focuses on how OSC occurs through active ties using CMC. In this study, Haythornthwaite (2005) found that there are individuals who have ties within an OSN and between different OSN. Additionally, there are latent ties between individuals with the same or similar interest that may be connected through the internet (Genoni et al., 2005). The ties or bonds between the individuals in a particular OSN and the link or bridge between them and a different OSN exist though CMC. Even though there is a connection established through CMC, the link, bridge, cord, or tie is dormant or latent because an individual(s) has not activated them. The link or tie and the capacity to transfer or share OSC across it becomes available the moment it is activated.

The latent tie theory is the third theory that plays an important role in this dissertation. The LTT helps transition the SWT and BrC from offline social networks to online social networks. The intersection of the SWT, BrC, and LTT forms the theoretical and conceptual framework for this dissertation.

Online Social Networks and Online Social Capital

Earlier a distinction between SN and online OSN, BrC and OSC was made. The purpose for making the distinction is because studies on the behavior of people in groups defined as SNs

are blurred, co-mingled, and used interchangeably when examining them in an offline context as opposed to an online context. The studies on people in SNs go back nearly 100 years and continues present day (Mitchell, 1974; Moreno, 1950; Simmel, 1922; Wang et al., 2018). Next, with the advent of computers and their use in various capacities, studies evolved examining communication between individuals and groups using them (CMC) (Savicki & Kelly, 2004; Siegel et al., 1986; E. Williams, 1977). Additionally, as communication between people became common place; by using computers on the internet, people formed groups online. This brought about studies examining the behavior of groups in an online context (OSN; Garton et al., 1997; Haythornthwaite, 2002, 2005; Merchant, 2012).

Wellman (1997) stated that when people are connected by computers or a computer network it is a SN. The term online social network in all probability was first used in a study by Garton et al. (1997). An OSN is defined as a group of people who are connected online through the use of computers and the internet. The first issue in determining if a SN can exist online was to determine if the online bonds, connections, or ties are real. Haythornthwaite's studies (2002, 2005) found that the characteristics of the ties that connected individuals offline were similar as those that connected individuals online. To an extent this opens the door for all that comprises a social network to happen online; thus, developing an online social network. The support that a person may receive in a SN was found to be stronger in an OSN. Interestingly, individuals in and OSN shared personal information with those in the group and those who were not a part of their OSN but were connected by weak ties. The difference between a SN and an OSN is that the OSN is primarily facilitated through CMC and the internet allowing for an individual to have relationships in a SN without there being any connection to their OSN if so desired. Additionally, according to a study by Brandtzaeg et al. (2010) a person's OSN was not pertinent

to or the means by which they sustained their SN. Nevertheless, OSN exist and are just as real and important as social networks because they allow people to stay connected to others.

Individuals in OSNs and SNs have developed and increased the size of both by using both. The development of a person's initial OSN most likely started because of their SN (Kwak & Kim, 2017; T. Ryan et al., 2017). As internet access, ownership of personal computers, smartphones, and more social media sites became available, the size of individual's OSN increased. Amazingly, an individual could be a part of an OSN without ever having met others in person. As communication increases through CMC online the ties between individuals who may have never met eventually grow stronger in some instances. This paves the path for a face-to-face meeting, as a result, the SN of both increases. This is important to note because the development and strengthening of the tie online is paramount in the growth of the individuals OSN as well as their SN. Another aspect of these online ties is the enhanced ability to share SC in and between OSN.

Key to the development of an OSN is the ability to replicate to an extent the aspects of an offline social network. One important aspect of a SN is SC. Equally important is the capacity of SC to be shared across a bridge or tie to another SN. The studies by Granovetter (1973) and Putnam (1993, 2001) indicate that SC can be shared through a weak link or tie between two different SNs. This is known bridging social capital (BrC). However, according to some there would be a decline in the transmission of SC and BrC due to the materializing of OSNs (Nie, 2001; Putnam, 2001). Also, SC/BrC is most efficient when it occurs through face-to-face meetings between individuals in a SN or a tie between SN. Next, because OSNs reduced the need for face-to-face interaction, SC and BrC would be negatively impacted. Nevertheless, since 2001 several studies have concluded that BrC exists in OSNs (Heidari et al., 2020; Kazienko &

Musiał, 2006; Naseri, 2017; Steinfield et al., 2008; D. Williams, 2006), with positive effects. This is known as OSC.

Resources, information, and data, that are shared over the Internet using computer-mediated-communication online or electronic means such as a smartphone within an OSN and between different OSN is defined as OSC (Cheng et al., 2019; D. Williams, 2006). According to Kazienko and Musiał (2006), OSC is divided into two categories: static and dynamic components. Static components consist of information about where a person lives, where they work, age, gender, religious beliefs and marital status. Dynamic components are number of friends, invitations, responses, and the number of comments made. Both components are readily available to everyone that is a part of the individual's online social network. The information in both the dynamic and static components as a form of OSC is beneficial to individuals within the OSN and those who may be linked or tied to someone of a different OSN.

OSC has benefited individuals within an online social network and others in a different online social network because of the connection through weak ties. One of the first benefits is that individuals who feel isolated and lonely offline get a sense of belonging to a community and a part of something bigger than themselves. The capacity to connect with someone in an OSN is easily accessible and available 24 hours each day. The person who feels isolated in an offline community can easily find someone online for a chat or some sort of support at any given time of the day. Also, information that may be beneficial to them that they would not find offline is made available through OSC. This gives the person a sense of belonging (T. Ryan et al., 2017; Steinfield et al., 2008).

In an OSN, OSC exists and is shared with persons in and between OSN. The extent of how much OSC is shared depends on several factors. First, just because a person becomes a part

of a SN or an OSN does not guarantee interaction with others. As previously shown by the latent tie theory, a person may be connected to others an OSN but may never activate the tie or a tie between them and certain members. If there is little interaction by the individual in question with other members of the OSN, then the transference of OSC is less likely to happen. The second factor that determines the extent of OSC that is shared is whether a person is an introvert or extrovert (Cheng et al., 2019). People who are more social and who are *pro-social* in an online social network tend to accrue more OSC (Bosancianu et al., 2013). Conversely, individuals who are introverts in an OSN do not get as much OSC. An additional key observation is that the strength of the weak tie allowed for the transmission of OSC without strengthening the relationship between the individuals in some instances in and between online social networks. The relationship between the individuals sharing OSC in or between OSNs may not have become stronger or even continued once the tie activating OSC was shared. Interestingly, the quality of the information shared between individuals who did not know one another was higher than the quantity (Chang & Chuang, 2011). Some individuals may choose to sever relationships and leave an online social network because there is not enough SC or there may be more SC in another OSN (Lőrincz et al., 2019). The individuals who comprised the Lőrincz et al. (2019) study were mostly adults; there is no information on youths' usage of OSN and OSC. However, Cheng et al. (2019) found that adults and adolescents used OSNs different. How youth use OSN and OSC is pertinent to this dissertation.

Youths and Online Social Networks, Online Social Capital

There are over 1.2 billion youth in the world today (United Nations, 2019). Surprisingly, approximately 830 million youth worldwide are online (International Telecommunications Union, 2017). In the United States, 95% of youth have a smartphone and use them for the

activities in online social networks (Anderson & Jiang, 2018). According to Tankovska (2021), 88% of teens have access to a laptop or computer, and 93-97% have smartphones and use them get online. This information is in concert with Anderson and Jiang's (2018) study. Youths will use several different social networking sites when they are online.

Using several different social networking sites enables youths to maintain relationships with peers. A social networking site (SNS) is defined as online or internet-based application that allows (a) users to create connections with others and list those connections, (b) build a profile that can or cannot be seen by others, and (c) look at the list of connections made by others. Since the development of the first social networking site Six Degrees in 1997, many others have been created (Boyd & Ellison, 2007). Which SNS youths choose to use has change over the years. MySpace experienced high usage amongst American teens by 2005. By 2015, MySpace was not on the list and over 70% of youth preferred Facebook followed by Instagram, Snapchat, and Twitter (Lenhart, 2015). Three years later, in 2018, Facebook fell to fourth place preceded by (1) YouTube, (2) Instagram, and (3) Snapchat, with Twitter in fifth place (Anderson & Jiang, 2018). Additionally, which SNS teens used is divided by levels of household income. Approximately, 70% of teens with household incomes less than \$30,000 per year tend to use Facebook, while 64% of teens with household income above \$75,000 per year do not. Nevertheless, 84-86% of teens regardless of household income use YouTube, followed by Instagram with 71-74% usage. Regardless of which SNS is used, youths use them for different reasons.

There are several reasons why youths use SNS. One of the first is that these sites validate their existence. Teens who would go unnoticed during offline social interaction while at school garner attention when online and being a part of an OSN (Boyd, 2008). Several youths published their activities and photos, and students that might never interact with them offline socially

responded. Next, students who interacted in an OSN felt more confident in sharing things about themselves. When students share information online there is the danger of cyberbullying. In a global study conducted by Hasse et al. (2019) cyberbullying was not only a concern but experienced by many youths. American youth expressed some concern about cyberbullying but overall felt comfortable talking about personal things online (Anderson & Jiang, 2018).

However, a study by Glüer and Lohaus (2016) found that German youths were more comfortable sharing personal information about themselves with their friends in their offline SN than with those in their OSN. Also, how much information, and to whom information was shared with by youths in an online social network depended on the nature of their offline relationships with those individuals as well (Shapiro & Margolin, 2014).

The offline relationship youths have with other youths plays a role in the OSN relationships with other youths. The development of youths' online social network often stems from offline relationships. Youths that have an offline social connection with friends will establish a connection in an OSN with those same friends. Additionally, the more the youths communicate with their friends in their online social network strengthens their offline relationships (S. Lee, 2009; Reich et al., 2012; Shapiro & Margolin, 2014). Additionally, students with great social skills in offline social settings will have more friends online. Also, students that are shy in offline settings develop more friendships in an OSN as they become at ease with sharing information online. This information is important because sharing information online is the underlying premise of OSC.

As previously shown, youths use online social networks for several reasons. One reason is to maintain relationships with their friends. Taking this into consideration it is reasonable to expect that as youths interact in an online social network, OSC is being shared. In examining SC

in the lives of youths, it is shared mostly through face-to-face social interaction. This limits the transmissions to small social networks and SC exists mostly in the form of BoC. However, when youths interact online with their friends, OSC is shared within their online social network, and with others beyond or outside of their online social network (Ahn, 2012; Smylie, 2015). Additionally, youths who interact in their online social network more than those who do not, have more OSC. There is a direct correlation to an increase in OSC as youth's interaction increases on their OSN (Abbas & Mesch 2016; Xie, 2014). However, a study by J. Lee et al. (2016) showed that BoC increased with Australian youth as opposed to BrC. While studies show that OSC is shared in the online social network of youths the studies on social networks and SC, online social networks, and OSC with respect to Black youths are scant.

Black Youth, Social Networks and Social Capital

The studies in the prior sections cover nearly 100 years of research on (a) social networks, (b) SC, (c) computer-mediated-communication, (d) online social networks, and (e) OSC. The overwhelming majority of these studies were written by White males. Additionally, the population used in the majority of these studies was Whites, with the exception of studies conducted in several other countries. Noticeably absent in the findings of the overwhelming majority of these studies is any reference to Blacks. The presumption from these studies is that it may be possible to generalize the findings using any demographic. For instance, the three theories (SWT, BrC, and LTT) that provide the theoretical framework for this dissertation were done using all White population samples. It should be reasonable to assume that these theories can be applied across any demographic. Nevertheless, there are not many studies applying these findings using Blacks or Black youths (Dill & Ozer, 2019; Scales et al., 2020); hence the importance of this section in the literature review.

Social networks and SC in the lived experiences of Black youths differ from White youths in America. First, the number of people, whether adults or youths necessary to make up a SN is limited for Black youth. Next, Blacks may have strong ties with family members, yet SC is lacking (Mouw, 2002). The same holds true for Black youth. Additionally, Blacks are less likely to have a professional network where SC is disseminated, and the SC shared is not as valuable as the SC shared by Whites in their social network (Parks-Yancy, 2006; Smith, 2013). Also, when it comes to sharing information about employment opportunities, Blacks are less likely to share information that would lead to employment because there is the concern that their reputation might be damaged (Fernandez & Fernandez-Mateo, 2006). Even if Blacks referred another Black for a position at a company, they would not get an offer. However, if they are offered a job, it is because they were referred by a White employee, and the decision maker has low bias and or prejudice (Silva, 2018). In addition to this, the capacity of the dominate class to oppress, block, and restrict access to parts of SC such as information prevents Blacks from taking advantage of the benefits of SC (Stewart, 2011). Nevertheless, according to Dill and Ozer (2019) and Ginwright (2007), Black youths were able to take advantage of SC outside of their social network after being connected to others through an intermediary such as a social program in their community. If Black youths cannot take advantage of social programs in their community that help them take advantage of SC outside of their families and friends, they must seek social networks and SC elsewhere. Unfortunately, Black youth do not have or are not a part of social networks outside of school and in school with useful SC (Dufur et al., 2016). It would be within reason to expect that developing SC at the post-secondary education level would be difficult.

SC is important to the success of Black youths in post-secondary education. The assistance of professors, counselors, and other individuals who work at the post-secondary

institutions is one key factor in helping Black students connect with other Black students and develop SC in community college and four-year institutions. These individual help Black youths locate other Black students (Chen & Starobin, 2019; Museus & Neville, 2012). At the graduate level Black students developed social networks and exchanged SC with other Blacks to help them succeed. However, the ability of Black youths to develop online social networks and OSC has its challenges.

Black Youths Online Social Networks and Online Social Capital

A critical component in how youths develop an online social network is their offline relationships with their peers. Youths were more likely to build their OSN with those who they had close ties or a relationship in their SN (Glüer & Lohaus 2016; Shapiro & Margolin, 2014). This becomes problematic for Black youth because of the challenges in developing or becoming a part of a SN with other students in school. When Black high school students are the minority population in high schools, they often feel isolated in their environments and have difficulties making connections with students of other races (Carter, 2016). Additionally, as Black youths begin to self-identify as Black, they make choices to associate and form social networks with other Black students as opposed to those of other races (Duncan, 2005; Tatum, 1997). Also, while in high school, Black students are excluded socially by their peers of other races (Fisher et al., 2000; Leath et al., 2019). In view of this information, Black youths have difficulties in developing social networks in and outside of high school. Their SN is comprised mostly of family members and several friends of the same ethnicity. Additionally, the SC that exists in Black youths' social network is weak and does not provide the same opportunities as SC in White youths' social network. Based on this data it stands to reason that Black youths should have the same difficulties developing an OSN and OSC.

Black youths are capable of developing and or becoming a part of an online social network regardless of their socioeconomic status and a weak social network that has few peers. Putnam (2001) theorized that there would be a decline in the sharing of SC because the ability to maintain relationships through computer-communicated-communication would reduce face-to-face interaction between people. Additionally, he stated that the transmission of SC would be greater between those of higher incomes because they could afford to purchase computers. Conversely lower income individuals could not afford to purchase computers and the gap that exists between them and higher income individuals due to an increase of SC online would widen. Blacks have always been on the lower end socioeconomically in America (Smith, 2013). Nevertheless, Putnam (2001) did not factor in the rise of social networking sites in his study. Contrary to Putnam (2001), Donath and Boyd (2004) proposed that SNS would be a vehicle that would increase the sharing of SC because of the weak ties that are capable of creating links between individuals. Additionally, Putnam (2001) did not factor in the use of mobile phones as a way to gain access to the internet. According to a study conducted by Chan (2015) one of the primary and preferred ways for youth to connect with each other is through mobile phone use. Additionally, there is a mediated relationship between smartphones, social networking sites and an increase of SC. In other words, there is an increase in SC using smartphones in tandem with social networking sites (Park et al., 2013). Youths use their mobile phones to access SNS. When they connect with their friends via mobile phone use to go on a SNS SC is shared. Nevertheless, the development, rise, and access to SNS should provide a way for Black youths as well any other youths the ability to increase their SC.

Social networking sites have been proven as a conduit for increasing SC for Black youths through their OSN (Greenhow & Burton, 2011; Smith, 2013; Scales et al., 2020). However, the

increase in their SC is attributed to BrC or OSC. Black youths were capable of obtaining SC from individuals that were connected by ties to someone in their OSN. SC was shared with them because they were deemed trustworthy due to the mutual connection both people shared. A key element to this increase that must be recognized is that in Black youths' OSN most if not all the individuals are other Black youths. According to Ahn (2012), the OSNs of youths regardless of race were comprised of individuals of the same ethnicity. The means that SC that is shared by Black youths in their SN that is comprised of mostly other Black youths, OSC increases even with the composition of their OSN being mostly other Black youths (Mishra, 2019). Additionally, at the university level the same study by Mishra (2019), indicated that students who are in the minority benefited from OSC shared by other minorities. Information that was important to their success while pursuing their undergraduate degrees was shared by other minorities in their online social network and from ties to minorities in other online social networks. What is not known is whether there is an increase of OSC in the online social network due to a connection between Black youths and youths of other ethnicities online.

The diversity of an individual's social network is an important factor in the development of SC. Diversity in an individual's social network allows them to transcend (a) ethnic divisions, (b) gender divisions, and (c) socioeconomic divisions (Son & Lin, 2012). Additionally, weak ties facilitate BrC by allowing individuals to connect with others of diverse backgrounds. Again, it must be stated that research on the effects of BrC in Blacks' or Black youths' online social networks is scant. As shown in the prior sections of this literature review BrC/OSC, SWT, LTT, and OSNs have a positive effect on SC attainment for Black youths and they should be able to help Black youths find jobs.

Black Youth Unemployment, Bridging and Online Social Capital

The background and problem statement sections of this dissertation provided information on Black youth unemployment. One of the ways that individuals have been able to find jobs is through BrC (Granovetter, 1973; Greenberg & Fernandez, 2016; Montgomery, 1992). However, according to Mouw (2002) the ability to find jobs by through SC does not bode well for Blacks. Additionally, Black youths are not able to find jobs because of poor SC in their social network. Nevertheless, Black youths were able to find jobs through social programs in their communities that connected them with Blacks outside of the social network but in the same community (Dill & Ozer, 2019). Black male youths that live in inner cities also have found SC made available to them from their coaches. Their coaches were capable of providing them with information and opportunities beyond the environments where they lived (Richardson, 2012). Both examples are forms of BrC but not BoC as defined by Putnam (2001).

Another area where SC can help Black youths is secondary institutions. The development of SC for Black youths is important at the high school level to help students of low socioeconomic income prepare to go to college (Farmer-Hinton, 2008). Unfortunately, academic, or educational attainment, a lack of trust, a lack of respect from peers, teachers, and school site administrators inhibits Black youth's ability to develop and take advantage of SC (Wimberly, 2013). Also, SC in secondary institutions for Black youths is less than SC for White youths and is incapable of overcoming the lack of SC for Black youths at home (Dufur et al., 2016).

The challenge Black youths face finding employment opportunities are not alleviated through SC as previously mentioned. Nevertheless, the deficiencies that Black youth face with the lack of SC in their social network are reduced through their participation in an online social network (Smith, 2013). This would infer the development and sharing of OSC in an online social

network for Black youths would be deficient as well. Additionally, because other studies (Scales et al., 2020; Son & Lin, 2012) show that individuals have been able to find employment through OSC it is reasonable to expect the same would hold true for Black youths. The availability of OSC for Black youths does not automatically translate into employment opportunities because of other deterrents.

Part of being in an online social network on a social networking site is developing a profile. The profile provides static and dynamic information about the individual. As previously noted, static and dynamic information tells things about the individual such as their name, city, or place where they live, and responses from others (Kazienko & Musiał, 2006). This information is easily available to potential employers just by searching for the individual online and viewing their social media profile. Static information such as where a person worships, religious beliefs, city of their residence, and even their name creates biases that would prevent an employer from hiring them. For instance, the names of Black youths on their resumes distinguish them from youths of other ethnicities and employers are less likely to hire them because of their name (Bertrand & Mullainathan, 2004). According to a study by Acquisti and Fong (2020) when an employer views a potential candidate's social media profile some information would prevent them from hiring them. The information on Black youths' social media profile exposes them to discriminatory practices of employers. Additionally, in some instances an employer is less likely to hire youths after taking one look at their profile picture (Chu & Snider, 2013). Additionally, nearly 90% of employers include a potential candidate's social media profile in their hiring decision and 79% of the applicants have been turned down because of the content (McKeon, 2020; Root & McKay, 2014). Also, applicants may have an incorrect view of privacy or the lack thereof with respect to their social media profiles and employers who use them in recruiting

(Jeske & Shultz, 2019). Black youths may not be aware of the long reaching negative implications of information and content on their social media profiles.

Youths have demonstrated concern about cyberbullying from individuals in and outside of their online social network (Anderson & Jiang, 2018). Notwithstanding there is no real indication that they are fully aware of the fact that more than just their friends are looking at their social media profile. A study by Duffy and Chan (2019) on college students indicated that some are aware and concerned about “who” views their social media profile. As a result, the participants in the study took proactive measures to moderate the possible negative effects. However, Duffy and Chan’s (2019) study was limited to only 28 college students, and none were Black. Another study conducted by Marwick et al. (2017) of 28 low socioeconomic status youth of varying ethnicities corroborates Duffy and Chan’s (2019) study. The participants in both studies took proactive measures to mitigate negative perceptions from people who viewed their social media profiles. The difference between the two groups is that the participants in the Marwick et al. (2017) study took personal responsibility for what they put on their social media profile and the responses when compared to the participants in the Duffy and Chan (2019) study. Unfortunately, there are no data on whether Black youth or youth in general take into consideration that anyone such as employers and college recruiters can look at their social media profile with damaging effects. Static information on the profile of Black youths has its disadvantages.

Black youths may be unaware of biases that arise when employers look at their social media profile that would prevent employers from hiring them. Additionally, Black youths may not be aware that the content posted on their profile can negatively impact their ability to find a job. While Black youths accrue OSC through their online social network whether it can offset

discriminatory practices of employers that view their online profile on a social networking site is undetermined.

Summary of Literature Review

This literature review examined several different areas pertinent to this dissertation. These areas are (a) an overview of social networks and SC, (b) three theories that provided the theoretical framework for this dissertation, (c) distinguishing the now common understanding of social network from online social networks, (d) distinguishing SC/BrC from OSC, (e) studies on online social networks and OSC, (f) online social networks and OSC amongst youth, (g) social networks, social/BrC, online social networks and OSC amongst Black youth, and (h) challenges of Black youth finding jobs through online social networks and OSC.

In the introductory section of this literature review social networks and SC are examined. The studies related to social networks are Moreno (1950) whose work actually started in the 1930s, Barnes (1954), and Mitchell (1974). These studies provide possible points of origin for research on people who form groups in a society and their interaction within the group. Additionally, there were other studies used in this literature review that discussed social networks (see Table 1).

Interestingly, when one reads and hears the term social network in the current day the context of its usage is easily associated with people who form clusters, nodes, or groups online through the internet. However, the Internet, social networking sites, communicating with others through electronic means or computers were not a part of or even considered in these early foundational studies on social networks. The studies centered around the interaction of individuals as they met face-to-face. During these face-to-face meetings individuals in groups shared information and resources. This is known as SC.

Table 1*Studies on Social Network*

Studies on Social Networks	
Author(s)	Study
Barnes (1954)	Class and committees in a Norwegian Island Community
Borgatti & Halgin (2011)	On Network Theory
Freeman (1979)	Centrality in Social Networks Conceptual Clarification
Liu et al. (2017)	Social Network Theory
Mitchell (1974)	Social Networks
Moreno (1950)	<i>Sociometry, Experimental Method and the Science of Society: An Approach to a New Political Society</i>
Simmel (1922)	The Web of Group Affiliations

The dissemination and sharing of information between individuals in a social network that benefits them and enables them to accomplish objectives that they would not have otherwise is SC (Bourdieu, 1986; Coleman, 1988). One important aspect of SC is that information must be considered valuable to those in a social network as previously stated. The underlying premise in the studies used in this dissertation is the positive outcomes of SC in a social network. However, one should not jump to the conclusion that SC is always positive. The problem with SC is that it may be beneficial to one group to the detriment to the others (Hawes, 2017; Hswen et al., 2020). Whites have used SC to the detriment of Blacks in America. When the perceived threat of the loss of resources in a community is felt because of an increase in the population of Blacks, Whites use their SC to limit the opportunities of Blacks. When this happens, it is within reason to expect the power of SC that exist amongst Blacks in their social network is reduced. The loss and lack of SC in Black social networks may be overcome through weak ties, BrC, and latent ties between different social networks. Weak ties, BrC, and latent ties are critical to the theoretical framework of this dissertation.

Three theories form the theoretical framework for this dissertation. These theories are (a) the SWT which is the seminal work of Granovetter (1973), (b) BrC by Putnam (1993, 2001), and

(c) the latent tie theory of Haythornthwaite (2002, 2005). The importance of these theories is shown in that the research articles used in the literature review prior to the summary only a few do not refer to any of the three theories. Whether the research study examined offline social networks (Greenberg & Fernandez 2016; Greenhow & Burton, 2011; or online social networks (Cheng et al., 2019; Kwak & Kim, 2017) two of the three theories were mentioned. Studies conducted abroad in countries such as Germany (Glüer & Lohaus, 2016), Iran (Heidari et al., 2020), as far away as Australia (Edwards, 2004) or America's neighbor to the north Canada (Chu & Snider, 2013) use two of the three theories critical to the theoretical framework of this dissertation. Interestingly, any and every study that mentioned either of the theories in this dissertation corroborated their findings. Importantly, careful scrutiny was necessary to distinguish the utilization of these theories between offline social networks and online social networks by the researcher of this dissertation.

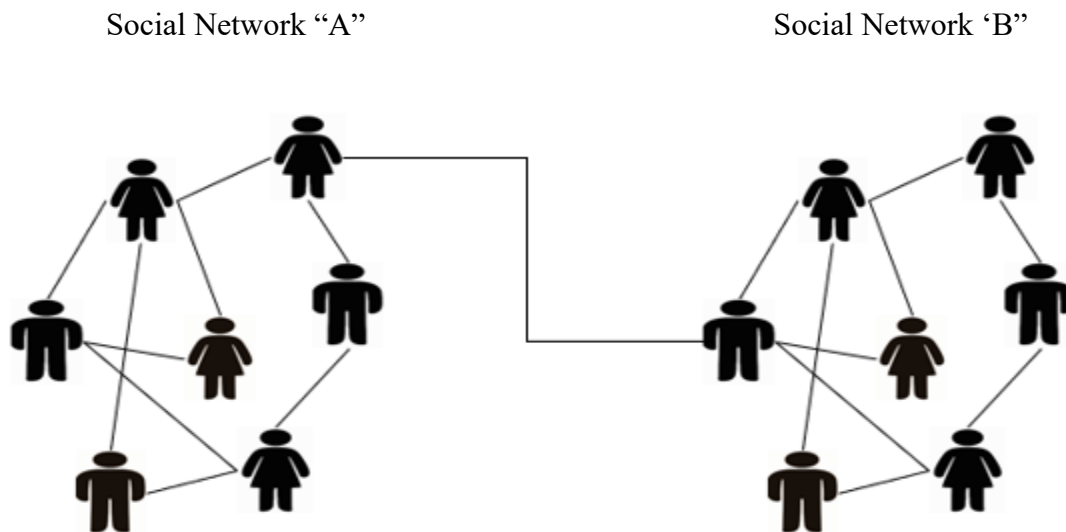
As previously stated, the research studies and articles used in this literature review span nearly 100 years. For most of these years the terms social networks and SC related to group dynamics independent of computers and the internet. Wellman (1997) appears to be the first person to use the term social network in an online context. For the purposes of this dissertation distinguishing the SN from OSN, SC/BrC from OSC is necessary. The reason(s) is because, as studies show, there is a difference between them in that SN, SC and BrC can happen offline while OSN and OSC can only happen through the Internet via some type of electronic device such as smartphones or computers. Additionally, a distinction was necessary to provide clarity, focus, and direction in the research methodology. This is key because there does not seem to be any unifying theory emerging from studies of online social networks and OSC and specifically one involving Blacks or Black youth.

Three sections of this literature review analyze SC in an online context in the lives of youths and specifically Black youths. The first and foremost problem in these studies used in this literature review is that Black youths are not much more than a side note. Next, no clear and concise theory emerges. Nearly all of the studies addressing SC and OSC use various hypotheses to test SC in an online context against the SWT, BrC and LTT. What is said by those who developed instruments to measure SC offline (Scales et al., 2020) and OSC (D. Williams, 2006) is that more research needs to be conducted. While it has been proven that online social networks increase OSC even for Black youth, there is no evidence that it increased their opportunity to find jobs.

Black youth are not capable of finding employment through their social networks according to Mouw (2002) and Dill and Ozer (2019). The SWT (Granovetter, 1973) posited those individuals may not be able to find jobs within their social network. However, they can find jobs via a weak link, or weak tie from someone in their social network to an individual in a completely different social network (see Figure 3.).

Figure 3

Social Network Connections

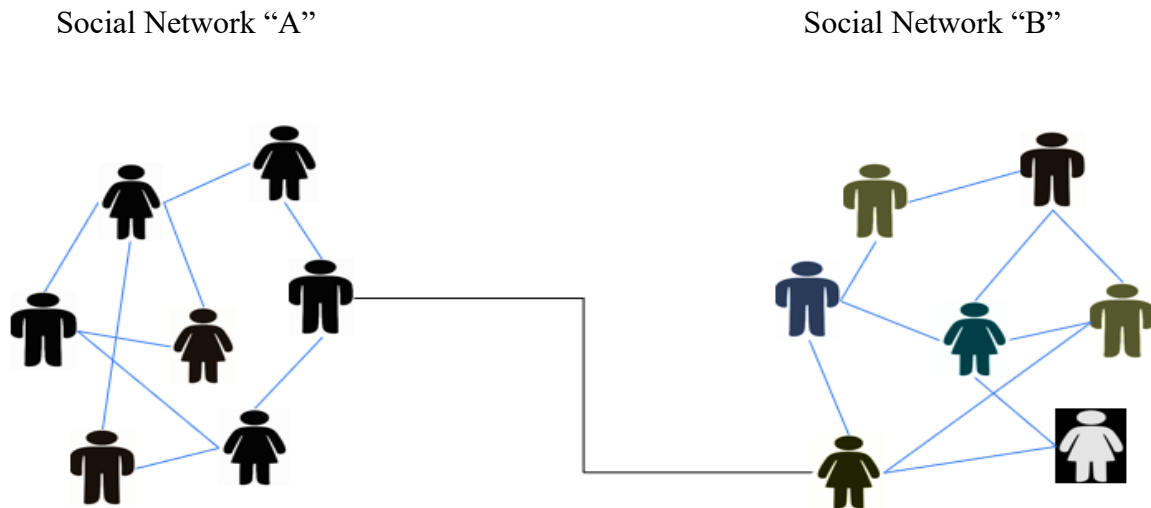


The problem with Granovetter's (1973) theory is that most likely any connection by a Black youth in social network "A" to social network "B" would most likely be through another Black youth. Black youths would make up the majority if not all of the individuals in both social networks. There are two reasons why both social networks would be comprised of mostly if not all other Black youths. First as Black students began to self-identify as being Black their choices of friends are other Black youths (Tatum, 1997). Next, Black youths often are not welcomed or brought into the social networks comprised by youths of other ethnicities (Fisher et al., 2000; Leath et al., 2019). Therefore, it is reasonable to assume that the positive effect of the SWT would be limited because of the lack of SC in both groups; limiting the ability of Black youths to find jobs through the SWT. However, there are factors that may enable Black youths to overcome the inability to find jobs through their social network, BrC, and LTT.

There are two factors that help individuals find jobs outside of their social network. These two factors are BrC and the weak tie or a latent tie that connects to a more diverse social network (see Figure 4.).

Figure 4

Diverse Social Network Connections



As seen in Figure 4, online social network “A” is comprised of all Black youths and social network “B” is comprised of an ethnically diverse group of youths. Son and Lin (2012) stated that the more diverse a social network is, there is more SC. Additionally, Mishra’s (2019) study showed that when Blacks connect with Whites in a different social network, SC increases. The weak link Black students have to a more diverse social network has the capacity increase their SC which in turn increases their chances of finding a job in theory. Whether this is effective at helping Black youth find jobs is unknown. Nevertheless, one issue remains at the forefront. As noted throughout this literature review, research on the positive effects of BrC offline or online in the lived experiences of Black youth are scant to non-existent with respect to helping them find jobs.

Conclusion

This literature review examined research studies related to social networks, SC, BrC, online social networks, and OSC. The research studies and articles used in the literature review revealed that there is little to no research examining online social networks in conjunction with OSC in the lived experiences of Black youths in America (Bateman, 2020). One probable reason why the studies are scant with respect to Black youths, OSC, and online social networks are the misconceptions about the digital divide (Tynes & Mitchell, 2014) in America that would prevent Black youths from developing OSC.

Putnam (2001) believed that SC would decline due to the development of online social networks. People would interact less face-to-face and only people with the income could afford to buy computers to communicate online. Because millions of people would not be able to afford computers to communicate online, there would be an increase and centralization of SC amongst higher income individuals. However, according to a study by Anderson and Jiang (2018), 95% of youths regardless of ethnicity and socioeconomic status in the United States, have smartphones which they use to gain access to social networking sites or information in general through the Internet. Therefore, owning a computer is not necessary to gain access to the Internet, form or become a part of an online social network, and share OSC. This means that Black youths should have the capacity to make gains by accessing OSC through their online social networks. What the data in this literature review show is that Black youths have been able to find jobs through community-based programs that link them with individuals in their surrounding community who have information and resources (Dill & Ozer 2019; Scales et al., 2020). Additionally, the data indicate that the social networks and the SC from offline social networks do not help Black youths find jobs. Finally, there is little to no data or research on whether OSC and online social

networks can help Black youths find jobs. Based on the information in the literature review, this dissertation would add greatly to the body of research or the lack thereof on OSC and online social network's ability to mitigate Black youth's difficulty in finding employment.

Chapter 3: Methodology

As previously stated in the introduction, Black youths fall behind White youths and youths of other ethnicities in finding employment. Additionally, Black youths are the highest unemployed segment in the United States. Also, the unemployment gap between White and Black youths has remained constant for decades (Amour, 2020; BLS, 2020a). From this information it would be within reason to assume that traditional methods of helping and preparing Black youths to find jobs have failed at reducing the employment gap between them and youths of other ethnicities and being the highest unemployed segment of the United States population.

Purpose of the Study

The purpose of this non-experimental dissertation was to determine whether a different approach outside of traditional methods can help Black youths find jobs. This research project explored whether OSC within an online social network can help Black youth enrolled in a community college near a suburban city of Houston, Texas, find jobs.

Re-Statement of Research Questions and Hypotheses

- **RQ1:** Can the social experiences of Black youths offline and online who are enrolled in a community college lead to the development of a racially diverse online social network and online social capital?

H₀1: The social experiences of Black youths offline and online enrolled in a community college do not develop into a racially diverse online social network and online social capital.

H_a1: The social experiences of Black youths offline and online enrolled in a community college develops into a racially diverse online social networks and online social capital.

- RQ2: Is there a relationship between online social capital and Black youths' ability to find jobs?

H₀2: There is no relationship between, online social capital, and Black youths' ability to find jobs.

H_a2: There is a relationship between online social capital, and Black youths' ability to find jobs.

Quantitative Design Approach

The quantitative design approach follows a structured, and or pre-existing, set of procedures to examine variables and their relationship to a phenomenon or their relationship to each other (Creswell & Creswell, 2018; Kumar, 2014). Within quantitative methods, there are experimental designs, non-experimental designs, and longitudinal designs. Experimental designs use methods, procedures, to determine if a specific outcome is the result of a factor(s) being used and or manipulated during the research to test or determine an outcome. If the research focuses on measurements (differences and correlations) and making inferences from the data collected, then experimental designs are more appropriate. Non-experimental designs collect and report data attempting to determine cause and effect or any other phenomenon (Creswell & Creswell, 2018).

Research Design and Rationale

As previously stated, there are three main types of quantitative designs. The quantitative research design of this dissertation was a non-experimental design. In non-experimental designs there is no manipulation of any variables by the researcher. Casual or correlational relationships between the cause and effect may be found, discovered, and or determined in using non-experimental designs (Edmonds & Kennedy, 2017). However, Lobmeier (2012) contradicts

Edmonds and Kennedy (2017) by stating that causal relationships cannot be determined. Lobmeier does say that relationships between preexisting groups can be examined. Additionally, in nonexperimental designs because the group already exists, the participants cannot be randomly assigned to a control or experimental group. The results are shown in Chapter 4 and discussed in Chapter 5. Also, the rationale for using a non-experimental design in this research study was the possibility of making generalizations to the larger population of Black youths in the U.S. without conducting an experiment or study over time. Nevertheless, the capacity to produce meaningful results without a very large population sample was possible using a non-experimental design for this study.

Site Selection

Participants for the study were Black youths ages 18-24 enrolled in a community college located in a Houston metropolitan statistical area suburb. There were several reasons for selecting this Houston suburban city. First the city has a population that is over 100,000 people (see Table 2). Next the population of this city is diverse with the Black population being approximately 8,100 (see Table 3) Also, according to Mouw (2002) many jobs have moved to suburban cities from inner cities causing spatial mismatch. Additionally, the city has thousands of businesses that may be capable of providing employment opportunities for Black youth (see Table 4; U.S. Census Bureau, 2019)

Table 2

Population

City	Population
Houburb	125,000

Note. Adapted from *U.S. Census Bureau QuickFacts: Sugar Land city, Texas*, by U.S. Census Bureau, 2020 (<https://www.census.gov/quickfacts/sugarlandcitytexas>). In the public domain.

Table 3*City Demographics*

City	White	Hispanic	Black	Asian
Houburb	43%	11%	6.5%	36%

Note. Adapted from *U.S. Census Bureau QuickFacts: Sugar Land city, Texas*, by U.S. Census Bureau, 2020 (<https://www.census.gov/quickfacts/sugarlandcitytexas>). In the public domain.

Table 4*Business Demographics*

City	Businesses
Houburb	11,000

Note. Adapted from *U.S. Census Bureau QuickFacts: Sugar Land city, Texas*, by U.S. Census Bureau, 2020 (<https://www.census.gov/quickfacts/sugarlandcitytexas>). In the public domain.

Sources of Data

The community college selected has a diverse student population (see Table 5). Also, 55.1% of the student population is under 24 years of age. The demographic information on the community college is found on its website. However, these figures are the total for the entire community college system which has nearly 20 campuses. The campus selected for this dissertation was near the suburban city selected and has a total student population of 7,533 students. Also, there is no demographic information provided by the community college system regarding their campus located near the suburban city selected for this dissertation. Assuming the demographic breakdown of the entire community college system is *ceteris paribus* for the campus near the suburban city chosen for this study, then the Black student population would be over 2,000 students (see Table 5).

Table 5*Student Demographics*

Student Demographics	White	Black	Hispanic	Asian	Other
ABC Community College System	7,988	14,958	20,641	6,916	3,055
ABC Community College Suburban City	1,122	2,101	2,900	971	429

Sample Population

All Black students enrolled in the community college's Southwest campus were part of the sample population. However, the students must be between the ages of 18-24 to participate in the study. Participants who completed the survey were placed in a raffle to win gift cards of varying monetary values. These gift cards were five \$50 Amazon gift cards, ten Amazon gift cards of \$25, and twenty Starbucks gift cards of \$10. The gift cards were distributed through the e-mail addresses of the participants.

Research Questions and Hypotheses

There were two research questions.

- **RQ1:** Can the social experiences of Black youths offline and online who are enrolled in a community college lead to the development of a racially diverse online social network and online social capital is the first research question.

H₀₁: The social experiences of Black youths offline and online enrolled in a community college do not develop into a racially diverse online social network and online social capital.

H_{a1}: The social experiences of Black youths offline and online enrolled in a community college develops into a racially diverse online social networks and online social capital.

- RQ2: Is there a relationship between online social capital, and Black youths' ability to find jobs?

H₀₂: There is no relationship between, online social capital, and Black youths' ability to find jobs.

H_{a2}: There is a relationship between online social capital, and Black youths' ability to find jobs.

Quantitative Research Validity and Reliability

Quantitative research requires validity and reliability to ensure the instrument measures what it is supposed to measure and whether it produces meaningful or useful information from the results (Creswell & Creswell, 2018; Kumar, 2014). This dissertation used a slightly modified version of the Internet Social Capital Scales (ISCS) developed by D. Williams (2006; see Appendix A). Permission was granted by the developer to use the ISCS (see Appendix B). The validity of the quantitative data will be obtained by using two forms of validity, content and concurrent validity. Content validity is the degree to which the instrument accurately measures the content of what it is supposed to measure. Concurrent validity is the degree to which the results are similar or correlates to a previous study (Creswell & Creswell, 2018). The bonding scale of the ISCS was not used as a part of the instrument (see section on Instrumentation) Although the bridging aspect of the ISCS was used and slightly modified, the validity of the instrument remained constant (see Appendix C). Nevertheless, there are two threats to validity, external and internal.

External validity refers to the ability to generalize the findings of the study. Threats to external validity occur when (a) the traits of the participant group are narrow in scope, (b) the results are constrained or limited by time, and (c) the setting where the research is conducted is not similar to other settings, thus requiring more experiments (Creswell & Creswell, 2018). One of the purposes of conducting this research is the lack of data regarding OSN and OSC in the lived experiences of Black youths. Therefore, the characteristics of the participant group are narrow or narrowed by design. Next the setting where the study is conducted does pose a threat and that is discussed in the sections on limitations below. There are threats to internal validity as well.

Internal validity is where conclusions within reason can be made about the cause and effect of variables and the ability to eliminate or control factors that influence them in the experiment (American Psychological Association, n.d.; Slack & Draugalis, 2001). According to Creswell & Creswell (2018) there are at least 10 threats to internal validity. However, because there is no manipulation of a variable(s), control and experimental groups, threats to internal validity are less likely to happen in non-experimental designs and are different from experimental designs (Lobmeier, 2012). Yet, there is one threat that is of concern to the researcher, self-selection. According to Lobmeier (2012), self-selection is where individuals join the participant group because of similar experiences in life to those who are participants. As word about the study gained traction, there is the possibility that individuals participated in the study who may not have self-identified as Black or African American, but felt they had something in common with the Black participants in the study.

Human Subject Research Protection

This dissertation was conducted under the federal regulations for conducting research with human participants. These regulations for human subject protections are found in the U.S. Code of Federal Regulations, Title 45, Part 46 (45 CFR 46; Legal Law Institute 2021). Additional federal regulations with respect to human participants are found under the U.S. Code of Federal Regulations, Title 45, Part 160 and 164. Also, this dissertation strictly followed Pepperdine University's (2021) Institutional Review Boards (IRB) policies and procedures. The researcher completed the human subject research protection training through CITI and received a certificate of completion (see Appendix D).

The researcher applied for an exempt review to Pepperdine University's IRB. The process was selected because the procedures used to conduct the research eliminates minimal risk that would require an expedited review according to Pepperdine University's IRB common rules guide. This decision is based on category two of the guidelines (see Appendix E). The researcher's IRB was approved by Pepperdine's IRB in December of 2021 (see Appendix F).

Procedures

Community College Participants

The sample population for this dissertation was comprised of community college students ages 18-24. Community college students were selected from ABC community college. The researcher used local recruitment methods to locate participants. All Black students ages 18-24 that are enrolled in ABC community college near the suburban city were asked to participate in the study.

There are approximately 2,101 Black students at the selected community college. According to Privitera (2016) and Raosoft (2004) for a confidence level of 95% and with a 5%

margin of error the population size would need to be approximately 325 students. However, with a confidence level 90% with a 10% margin of error only 66 students would be needed to conduct the research. The desired number of students to conduct the study would be 100, thus lowering the margin of error to 8.03%.

Upon discussion with a respected statistician at Pepperdine University, the desired objective of obtaining 100 students from the community college population was found to be acceptable. The study did not get 100 participants. However, the number of participants was sufficient without comprising the results. Seventy-six students completed the survey. With 76 participants the margin of error was 9.26% and the confidence level was 92.3% (Raosoft, 2004). Five participants responded to the survey using a QR code and 71 responded using a link. The QR code and link provided complete anonymity of the participants. The survey used a Likert scale on all questions except two.

Recruitment of Participants

Participants were recruited through local recruitment methods. Information was disseminated through local churches and various civic and social organizations. Additionally, information about the study was placed on bulletins located in designated areas. Social media campaigns were attempted through two different Facebook accounts belonging to the researcher. The reach of the AD campaigns extended to a 25-mile radius from the suburban city used in the study. Nearly 20,000 people were reached. Additionally, the researcher sent a request for public information to ABC community college's public information officer (see Appendix G).

The researcher visited the largest campus of ABC community college, near the suburban city, for a day and a half. Face-to-face recruitment of participants was hampered due to the COVID-19 pandemic. Although ABC community college had returned to in-person instruction,

many students did not return and opted for stay-at-home class instruction. Next, the researcher met with the campus managers of several campuses in the area designated as ABC community college's Southwest region. Each campus was located within 2 to 3 miles from the campus where the researcher spent time recruiting participants. The campus managers agreed to post flyers on common areas on campus. Several campus managers volunteered to handout the flyers to students and encourage them to participate in the study (see Appendix H).

Research Procedures

After students responded to the flyers, they were sent a formal recruitment letter to participate in the study (see Appendix I). Participants were required to respond in an e-mail expressing their desire to participate in the study along with creating a unique identifier using their mother's initials, and the last four digits of their mobile phone number. The purpose of this identifier was to protect the identity of participants and to ensure confidentiality. Next the participants were sent an informed consent letter providing additional details about the study (see Appendix J). The informed consent letter was created from a modified version of Pepperdine University's IRB template for e-mail responses (see Appendix K). Along with the informed consent, participants were sent the modified version of the ISCS for the study. Participants were notified that completing and returning this survey would indicate their consent and that they should print and or keep a copy of the informed consent letter.

The survey was administered online through Qualtrics. The survey took approximately 5 to 10 minutes, for participants to complete. One feature of using Qualtrics to administer the survey online was the use of a link and or QR code that provided anonymity. This eliminated the need for creating an Excel spreadsheet using the unique identifier created by the participants.

The data were entered into Jamovi and then into the Intellectus Statistics package. The analysis of the data is discussed in Chapter 4 of this dissertation.

Instrumentation

The instrument used for part of this dissertation was a modified version of Internet Social Capital Scale (ISCS) developed by D. Williams (2006). The developer was contacted by the researcher who asked for permission to use the instrument for this dissertation. Permission was granted by the developer to use the instrument. The ISCS instrument is comprised of two parts. The first part measures bonding SC and the second part measures BrC. Because this dissertation is concerned with OSN and OSC a slightly modified version of the bridging aspect of the ISCS was used. Questions 1 through 10 were directly from the ISCS instrument with the exception of the term “offline.” Questions 11-16 were developed and validated by two experts in research design and methodology and one expert in equity and inclusion. The first expert is a statistician at a prestigious university. This expert has experience in helping doctoral students design and administer research questions for their dissertations. The second is an expert in research design methodology at a prestigious private university. The third is an expert in equity and inclusion and works at a large school district in Los Angeles County. Each expert was sent a letter requesting their participation to validate these questions that modified the ISCS (see Appendix L). This is discussed in the second limitation to the ISCS in the next section.

Instrument Limitations

The first limitation to the ISCS instrument is that there is little to no evidence that it has been used on Black youths. The overwhelming majority of the participants in D. Williams’ (2006) research were White males. Since there are little to no results to compare the ISCS with previous studies on Black youths and OSC, predictive validity could not be one of the forms of

validity used to ensure the accuracy of the results and or instrument. Additionally, because there is little to no evidence of the instrument being used in studies regarding Black youths, the issue of reliability comes into question. Stated differently the reliability of the study may be compromised due to the dissimilarity of the sample populations in the D. Williams' (2006) study and this dissertation. Reliability means that the instrument can be used repeatedly in the same sample population or similar populations and produce the same results (Kumar, 2014). However, if dissimilarity compromises the validity of the instrument, the information adds greatly to the body of research with respect to BrC and or OSC.

The second limitation to the ISCS stems from the research of Appel et al. (2014). According to Appel et al. (2014), the ISCS does not measure real or perceived SC and the validity of studies using the ISCS are questionable. However, Appel et al.'s (2014) analysis of the ISCS examines construct validity, convergent validity, and does not take into consideration content and concurrent validity. Additionally, Appel et al. (2014) mention the possible risk when modifying the ISCS. According to Furr (2011), when a scale is altered or modified the psychometric ability of the instrument may be compromised. Finally, Appel et al.'s, (2014) concerns with the failure of the ISCS is the correlation of BoC to BrC. However, in view of the lack of BoC in the social networks of Blacks as discussed in the literature review, the bonding scale of the ISCS was not be used. As Appel et al. (2014) stated, many studies alter the ISCS questions to fit their study. The study of Steinfield et al. (2008) mentioned in the literature review is one of many studies that used a modified version of the ISCS when studying OSC in the lives of university students. The ISCS was modified to ensure content and concurrent validity without comprising the psychometric ability of the instrument. Additionally, as previously

mentioned only the bridging scale of the ISCS will be used. Hence the concerns of Appel et al. of the ISCS' ability to produce valid results is debatable with respect to this in this dissertation.

Data Collection and Analysis

The researcher contacted leaders of several organizations whose membership were only Black students. These organizations were such as the Greek Fraternity Kappa Alpha Psi, and the Black Student Union. The leaders of these organizations disseminated information about the study to Black students in their organizations and to other Black students on campus. Once participants returned the informed consent, they were sent the link and QR code for the study. When students clicked on the link or held their mobile phone up to the QR code, Qualtrics gave them access to the survey. Once completed Qualtrics anonymously recorded the data. The results on Qualtrics could only be accessed by the researcher by using an encrypted password. The data collected from the modified ISCS survey were entered into Jamovi and Intellectus software programs for data analysis. The results of the data analysis are presented in Chapter 4 through descriptive statistics, Chi-square test of independence, Fisher Exact test, and the Spearman correlation test through the Intellectus Statistical software package. The results are reported in Chapter 4.

Data Management

All data from the surveys were collected and stored in the researcher's password secured accounts One-Drive, Google Drive, and Qualtrics. Additionally, all physical copies of data with participant information were stored in a secured file cabinet separately from the data to ensure confidentiality. The researcher is the only individual with keys to access the file cabinet. After five years the hard copies of the data will be shredded and disposed by the researcher. Any data

that remain on the researcher's personal laptop are in password encrypted files known only to the researcher.

Limitations

There is an absence of data, studies, and or research on online social networks and OSC in the lives of Black youths. According to Bateman (2020) there were no studies on Black youths with respect to OSC and OSN in university settings. After extensively searching databases such as EBSCO, Academic Search Complete, JSTOR, Proquest, and Sage on the Pepperdine University's library website and Google Scholar for three months, the researcher was unable locate studies, research, or dissertations on Black youths ages 18-24 with respect to online social networks and OSC. Therefore, one limitation is the ability to compare the ISCS instrument to a similar population.

Another limitation is that due to spatial mismatch (Mouw, 2002) there would be more opportunities to find employment for the students that participate in study than students that live in urban areas. This limits this dissertation from being generalized to urban populations and perhaps rural areas. The study would have to be conducted in urban and rural areas for it to be generalized. Spatial mismatch did not have as severe effect on the study as the COVID-19 pandemic (discussed in limitations in chapter five).

Positionality

The researcher has worked in various capacities with Black youths for over 35 years. The experiences of the researcher with Black youths range from working with gang-members, ex-offenders, high school students, foster-children, and those of other marginalized populations. The socioeconomic status of these Black youths varies from upper class to those living in abject poverty. The geographic location of these Black youths varies from rural areas to major urban

cities in several states. Additionally, the researcher is a social entrepreneur who has developed a program to help minority youths find opportunities beyond their real and perceived boundaries. The acute awareness of the researcher with respect to the problems Black youth face has the potential to create bias. The only potential bias would be the hope of the researcher that both hypotheses are rejected. This result would be to the benefit of hundreds of thousands if not millions of Black youths in the years to come. However, the results of the research would be just as important if both hypotheses are not rejected. If the first hypothesis is not rejected, this would indicate that theories on the SWT, BrC, and the latent tie theory can be applied to individuals of many different ethnicities and nationalities except Black youths. Additionally, if the second hypothesis is not rejected, this would indicate that studies on OSC can be applied to individuals of many different ethnicities, nationalities, and socioeconomic status except Black youths. The rejection of both hypotheses would mandate that more studies concentrating on SC, BrC, and online social networks in offline and online social network in the lived experiences of Black youth be conducted. Because the results of the research would be just as important if both hypotheses are not rejected, this limits any bias that may happen based on the researcher's insight and experiences with Black youths.

Summary

The purpose of this dissertation was to explore the capacity of OSN and OSC to help Black youths find jobs. A quantitative method was chosen based on the literature reviews of prior research conducted on social networking, SC, computer-mediated-communication, social networking sites, OSC, and OSN. Additionally, correspondence with five researchers who are cited in this dissertation with respect to quantitative designs for this type of research confirmed the choice of the author of this dissertation to use quantitative methods. Additionally, it is

expected that this dissertation will add greatly to the body of research on OSN and OSC with respect to Black youths. Participants were carefully selected by procedures aligned with Pepperdine University's IRB and the U.S. Code of Federal Regulations rules on human subject research protection.

The study was conducted in the manner described in this chapter. All data were collected and secured according to the explanation provided in this chapter and Pepperdine University's IRB. The goal of this study is to add to the body research by exploring online social network, and OSC's ability to help Black youths find jobs and lower their unemployment rate.

Chapter 4: Results

Introduction

The purpose of this non-experimental design research study was to see whether an approach outside of traditional measures can help Black youths find jobs. The study explored whether online social networks combined with OSC can help Black youths enrolled in a community college in a suburban city of Houston, Texas, find jobs. There were two research questions with null and alternate hypotheses.

RQ1: Can the social experiences of Black youths offline and online who are enrolled in a community college lead to the development of a racially diverse online social network and online social capital.

H₀1: The social experiences of Black youths offline and online enrolled in a community college do not develop into a racially diverse online social network and online social capital.

H_a1: The social experiences of Black youths offline and online enrolled in a community college develops into a racially diverse online social networks and online social capital.

RQ2: Is there a relationship between online social capital, and Black youths' ability to find jobs?

H₀2: There is no relationship between, online social capital, and Black youths' ability to find jobs.

H_a2: There is a relationship between online social capital, and Black youths' ability to find jobs.

These research questions and hypotheses were addressed through a survey administered through Qualtrics. The survey was a slightly modified version of the ISCS (D. Williams, 2006). The results will be presented later in this chapter.

Following the introduction, the next section will describe the study participants. After this section, how the data were analyzed was reported. The next section covers the discussion of the selected correlations taken from questions in the survey. The findings will be organized in three sections. The first section is a table on the descriptive analysis. The next section covers analysis using the Chi-square test of independence or the Fisher Exact test. The last section covers analysis using the Spearman Correlation test. Finally, the results will be discussed in depth in Chapter 5.

Survey Participants

The participants were Black students ages 18-24 enrolled in ABC community college. In order to obtain a confidence level 90% with a 10% margin of error only 66 students were needed to conduct the research. A total of 76 students completed the survey. With 76 participants the margin of error was 9.26%, and the confidence level was 92.3% (Raosoft, 2004). Five participants responded to the survey using a QR code and 71 responded using a link. The QR code and link provided complete anonymity of the participants. The survey used a Likert Scale on all questions except two.

Data Analysis

The data were analyzed using three types of analysis. The first is a descriptive analysis. Next was the *Chi Square test of independence* or *Fisher Exact test*. On several analyses of questions there were violations that made the Chi Square test of independence invalid. When this occurred, the researcher ran the Fisher test for analysis. The second type of data analysis was

using the *Spearman correlation*. The purpose of this analysis was to see if there was any correlation between variables on several questions. All data were analyzed using the *Intellectus Statistics* (2021) statistical package.

Selection of Questions for Analysis

The first nine questions for ISCS were used to establish a baseline for participants' perceptions of OSC in an online social network. Questions 10-16 were used for correlations. Due to information in the literature review with respect to OSN and OSC, the theoretical framework which was built on three theories (SWT, BrC, and LTT), and after consulting with a statistical expert, the combination of questions 10 and 16 reported below were utilized to answer the research questions. The results are below in a descriptive table, charts, several Chi-square test of independence or Fisher Exact test tables, and several tables using the Spearman Correlation for data analysis.

Descriptive Analysis

The first table in the results provides a simple description of participant's overall responses to the survey. Questions 1-11 and 16 are on a Likert scale, Questions 12 and 15 used numerical values, and Questions 13 and 14 have yes and no categories. The results are shown in the descriptive Table 6.

Table 6

Black Youth Perception of Online Social Capital in an Online Social Network Survey

Variable	<i>n</i>	%
1. Interacting with people online makes me interested in things that happen outside of my town		
Disagree	7	9.21
Agree	54	71.05
Neither agree nor Disagree	15	19.74
Missing	0	0.00

Variable	<i>n</i>	<i>%</i>
2. Interacting with people online makes me want to try new things		
Neither agree nor Disagree	6	7.89
Agree	64	84.21
Disagree	6	7.89
Missing	0	0.00
3. Interacting with people online makes me interested in what people unlike me are thinking		
Agree	43	56.58
Disagree	18	23.68
Neither agree nor Disagree	15	19.74
Missing	0	0.00
4. Talking with people online makes me curious		
Agree	72	94.74
Neither agree nor Disagree	2	2.63
Disagree	2	2.63
Missing	0	0.00
5. Interacting with people online makes me feel like part of a larger community		
Agree	63	82.89
Disagree	8	10.53
Neither agree nor Disagree	5	6.58
Missing	0	0.00
6. Interacting with people online makes me feel connected to the bigger picture		
Agree	58	76.32
Disagree	5	6.58
Neither agree nor Disagree	13	17.11
Missing	0	0.00
7. Interacting with people online reminds me that everyone in the world is connected		
Agree	60	78.95
Neither agree nor Disagree	11	14.47
Disagree	5	6.58
Missing	0	0.00
8. I am willing to spend time to support general online community activities		
Agree	45	59.21
Neither agree nor Disagree	21	27.63
Disagree	10	13.16

Variable	<i>n</i>	<i>%</i>
Missing	0	0.00
9. Interacting with people online gives me new people to talk to		
Agree	68	89.47
Disagree	4	5.26
Neither agree nor Disagree	4	5.26
Missing	0	0.00
10. Online I come in contact with new people all the time		
Agree	63	82.89
Neither agree nor Disagree	6	7.89
Disagree	6	7.89
Missing	1	1.32
11. Interacting with people online can help me find a job		
Neither agree nor Disagree	8	10.53
Agree	66	86.84
Disagree	2	2.63
Missing	0	0.00
12. How many friends do you have on the social media site you use the most?		
201 and above	48	63.16
101-200	8	10.53
0-100	19	25.00
Missing	1	1.32
13. Have you ever used social media to find a job? (e.g. Facebook, Twitter, Snapchat, Instagram, LinkedIn)		
No	48	63.16
Yes	27	35.53
Missing	1	1.32
14. Have you ever had a friend on social media help you find a job?		
No	46	60.53
Yes	29	38.16
Missing	1	1.32
15. How many friends online or on the social media platform you use the most self-identify as another race other than Black?		
26-50	15	19.74
0-25	15	19.74
51-75	9	11.84
76-100	29	38.16
None	7	9.21

Variable	<i>n</i>	<i>%</i>
Missing	1	1.32
16. Would you consider asking someone online on social media of a different race to help you find a job?		
Might or might not	14	18.42
Yes	55	72.37
No	6	7.89
Missing	1	1.32

Chi-Square Test of Independence and Fisher Exact Test Data Analysis

A Chi-square test of independence is used to test independence between two variables in a category. By using this test, the extent to which the variables are related may be determined. If two categorical variables are dependent, they are related or correlated. When two categorical variables are independent, they are not correlated or related (Privitera, 2016). However, when there is a violation of assumptions, the Fisher Exact test is used.

An alternative to the Chi-square test of independence is the Fisher Exact test. This test is an inferential statistical procedure that can be used to compare people and or things that are in different categories (Korosteleva, 2018). When the Chi-square test of independence failed, the researcher used the Fisher Exact test. The questions and results are shown in Figure 5.

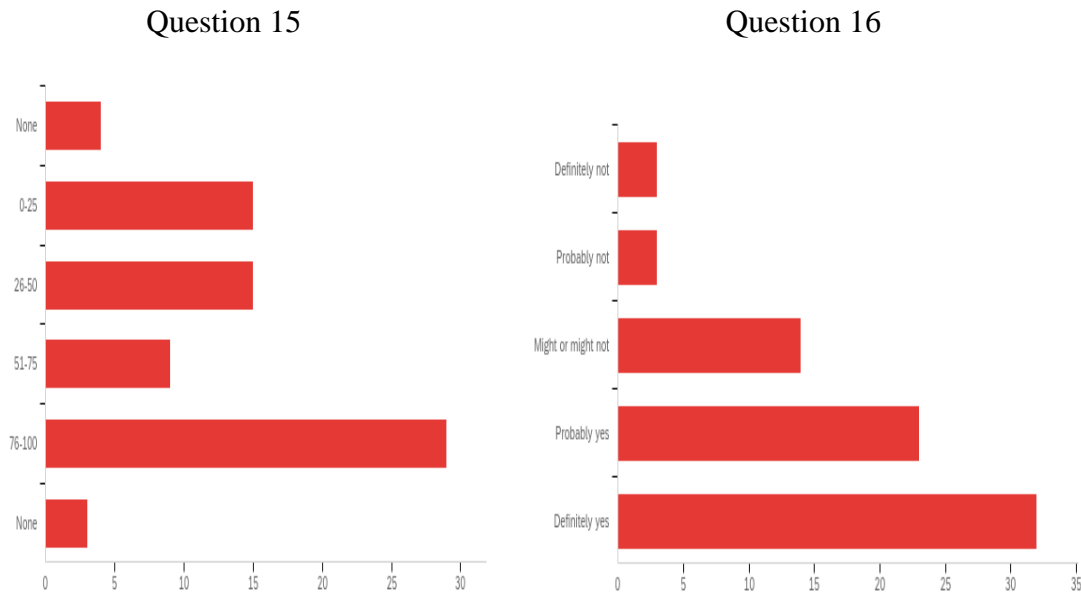
Questions 15 and 16

Questions 15 and 16 were analyzed using a Chi-square test of independence.

- Q15 - How many friends online or on the social media platform you use the most self-identify as another race other than Black?
- Q16 - Would you consider asking someone online on social media of a different race to help you find a job?

Figure 5

Analysis of Question 15 and Question 16



Question 15 had five levels and Question 16 had three levels. Two cells had unacceptable frequencies of zero which created a violation in the assumptions when using a Chi-square test of independence. Therefore, the Fisher Exact test was used. The results of the Fisher Exact test were significant due to an alpha value of .05, $p = .013$. What this suggests is that Questions 15 and 16 are related to one another. Table 7 shows the results.

Table 7

Observed and Expected Frequencies

Q15	Q16			<i>p</i>
	Might or Might Not	Yes	No	
0-25	3[2.76]	9[10.86]	3[1.18]	
26-50	4[2.76]	10[10.86]	1[1.18]	
51-75	1[1.66]	8[6.51]	0[0.71]	
76-100	3[5.34]	26[20.99]	0[2.29]	
None	3[1.29]	2[5.07]	2[0.55]	

Note. Values formatted as Observed [Expected].

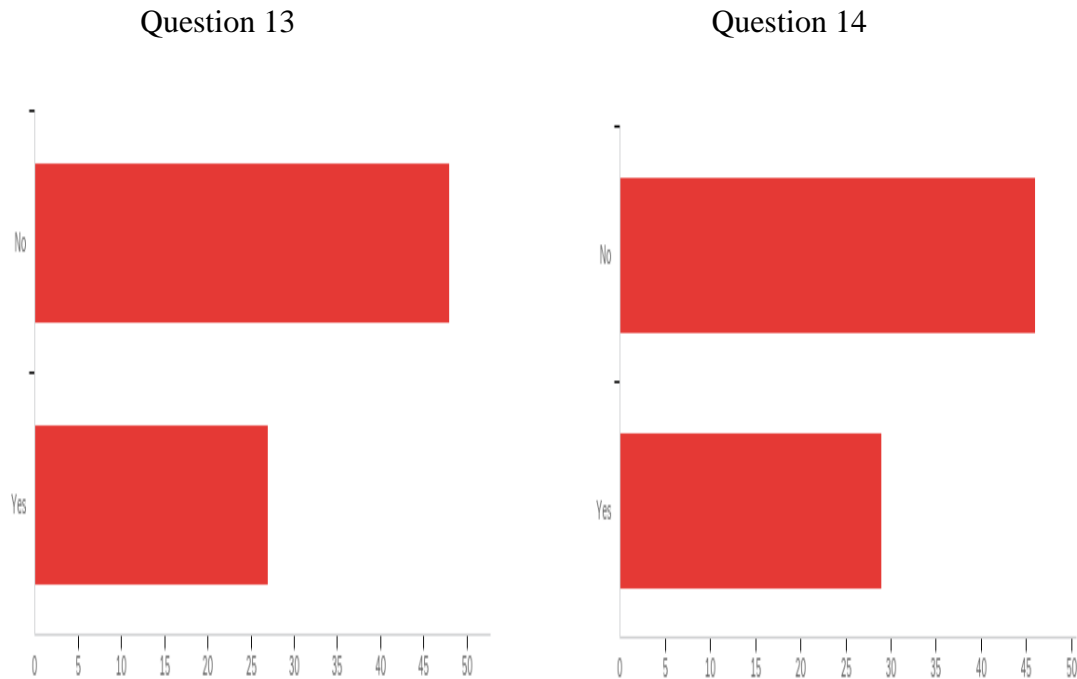
Questions 13 and 14

There were no violations in the analysis of questions 13 and 14; therefore, the Chi-square test of independence was used. The questions and results are shown in Figure 6.

- Q13 - Have you ever used social media to find a job? (e.g. Facebook, Twitter, Snapchat, Instagram, LinkedIn)
- Q14 - Have you ever had a friend on social media help you find a job?

Figure 6

Analysis of Question 13 and Question 14



An alpha value of .05, $\chi^2(1) = 17.88$, $p < .001$, indicates that Q13 and Q14 are related to one another. The following combinations had observed values that were greater than their expected values: Q13 (No): Q14 (No) and Q13 (Yes): Q14 (Yes). Next, the following combinations had observed values that were less than their expected values: Q13 (Yes): Q14 (No) and Q13 (No): Q14 (Yes). Table 8 shows the results.

Table 8*Observed and Expected Frequencies*

Q13	Q14		χ^2	<i>df</i>	<i>p</i>
	No	Yes			
No	38[29.44]	10[18.56]	17.88	1	< .001
Yes	8[16.56]	19[10.44]			

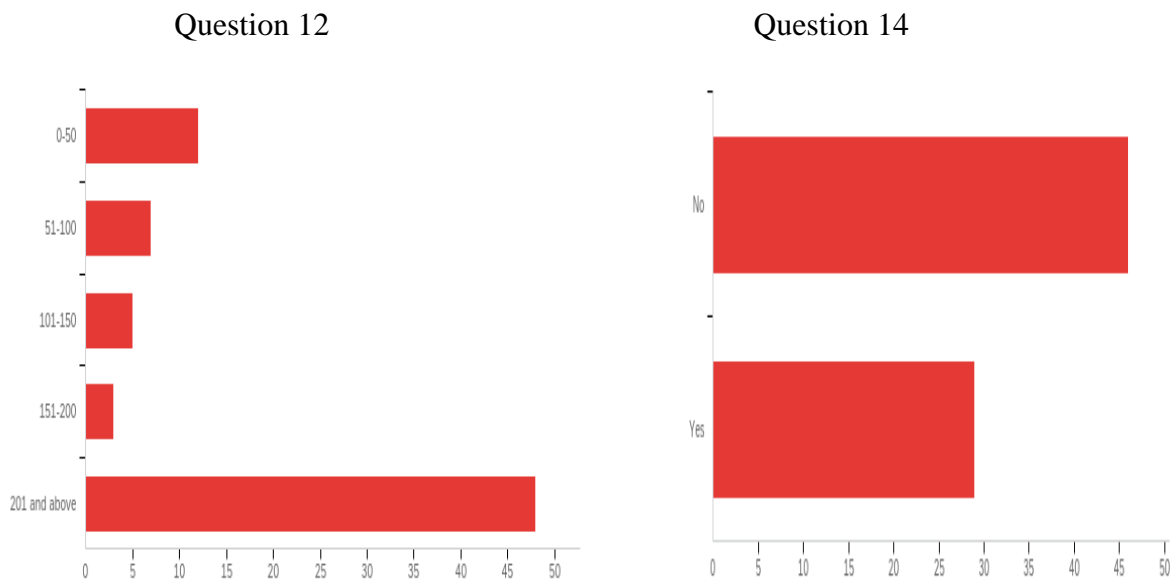
Note. Values formatted as Observed[Expected].

Based on the $p < .001$ there is a relationship between questions 13 and 14.

Questions 12 and 14

A Fisher's Exact test was conducted to examine whether Q12 and Q14 were independent of each other due to a violation that occurred when running the Chi-square test of independence. The questions and results are shown in Figure 7.

- Q12 - How many friends do you have on the social media site you use the most?
- Q14 - Have you ever had a friend on social media help you find a job?

Figure 7*Analysis of Question 12 and Question 14*

The results of the Fisher Exact test were not significant based on an alpha value of .05, $p = .514$, suggesting that Q12 and Q14 could be independent of one another. The results are shown in Table 9.

Table 9

Observed and Expected Frequencies

Q12	Q14		<i>p</i>
	No	Yes	
201 and above	27[29.05]	21[18.32]	.514
101-200	6[4.84]	2[3.05]	
0-100	13[11.50]	6[7.25]	

Note. Values formatted as Observed [Expected].

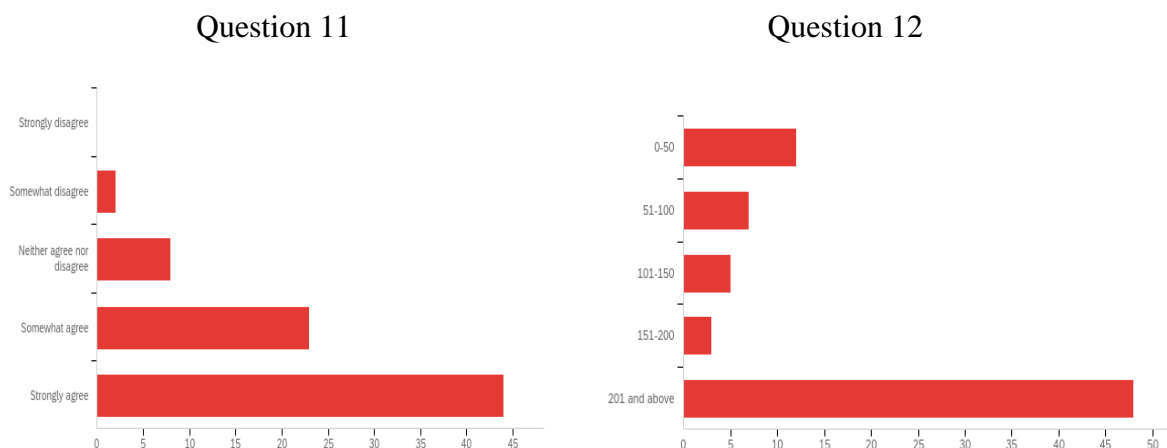
Questions 11 and 12

The Fisher Exact test was used to examine questions 11 and 12 due to a violation of assumptions that happened in the data of both questions. The questions and results are shown in Figure 8.

- Q11 - Interacting with people online can help me find a job
- Q12 - How many friends do you have on the social media site you use the most?

Figure 8

Analysis of Question 11 and Question 12



Because of an alpha value of .05, $p = .467$, questions 11 and 12 are most likely independent of each other. The results are shown in Table 10.

Table 10

Observed and Expected Frequencies

Q12	Q11			<i>p</i>
	Neither agree nor Disagree	Agree	Disagree	
201 and above	5[5.05]	42[41.05]	1[1.26]	.467
101-200	2[0.84]	6[6.84]	0[0.21]	
0-100	1[2.00]	17[16.25]	1[0.50]	

Note. Values formatted as Observed [Expected].

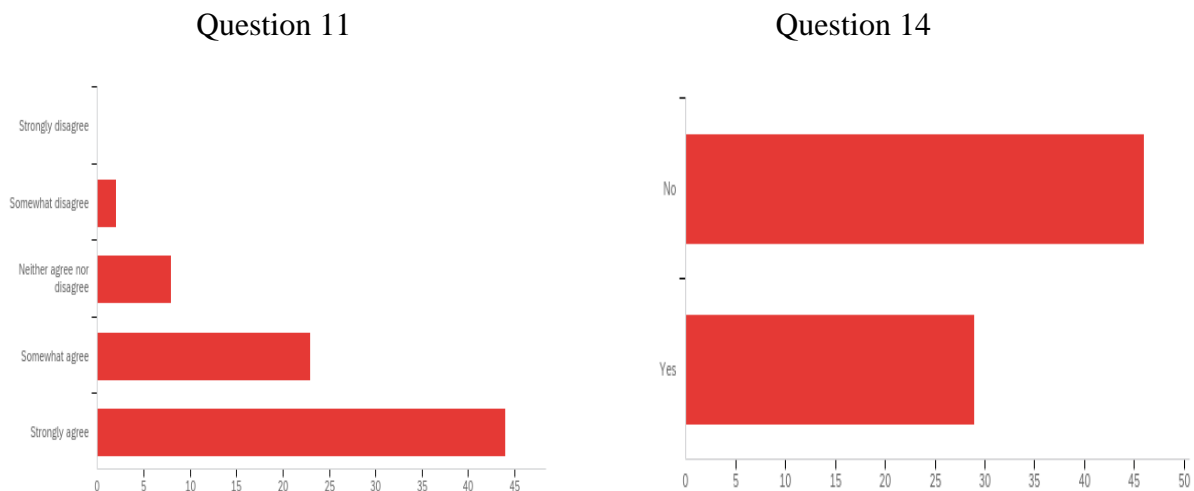
Questions 11 and 14

Questions 11 and 14 were analyzed using the Fisher Exact test. Several violations occurred in responses to both questions thus eliminating possibility of using the Chi-square test of independence. The questions and results are shown in Figure 9.

- Q11 - Interacting with people online can help me find a job
- Q14 - Have you ever had a friend on social media help you find a job?

Figure 9

Analysis of Question 11 and Question 14



The results of the Fisher Exact test were not significant based on an alpha value of .05, $p = .857$, suggesting that Q11 and Q14 most likely are independent of each other. Table 11 has the results.

Table 11

Observed and Expected Frequencies

Q11	Q14		<i>p</i>
	No	Yes	
Neither agree nor Disagree	6[4.84]	2[3.05]	.857
Agree	39[39.34]	26[24.80]	
Disagree	1[1.21]	1[0.76]	

Note. Values formatted as Observed [Expected].

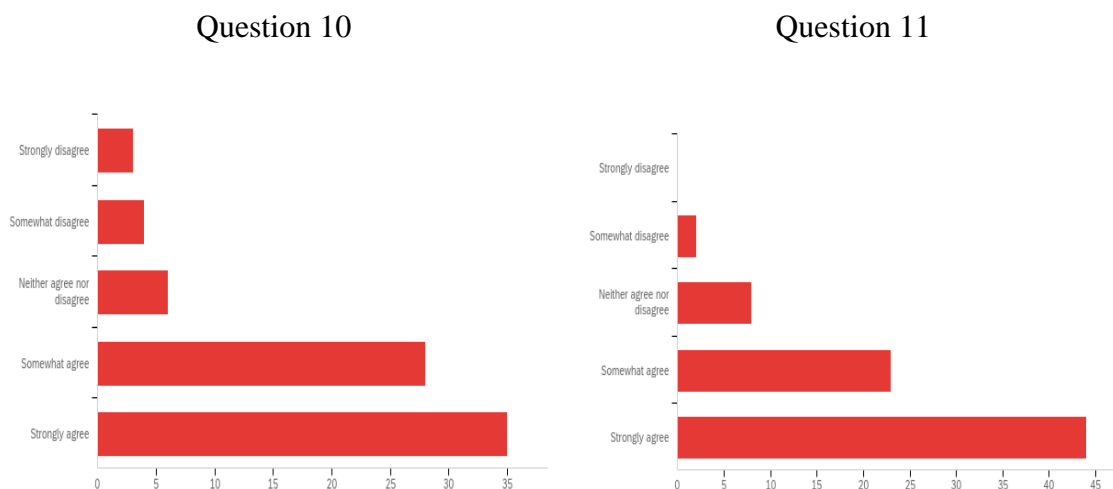
Questions 10 and 11

The Fisher Exact test was used to conduct the test for questions 10 and 11 due to a violation of assumptions that occurred when examining these questions using the Chi-square test of independence. The questions and results are shown in Figure 10.

- Q10 - Online I come in contact with new people all the time
- Q11 - Interacting with people online can help me find a job

Figure 10

Analysis of Question 10 and Question 11



The results of the Fisher exact test were not significant based on an alpha value of .05, $p = .090$, suggesting that Q10 and Q11 could be independent of one another. Table 12 has the results.

Table 12

Observed and Expected Frequencies

Q11	Q10			<i>p</i>
	Agree	Neither agree nor Disagree	Disagree	
Neither agree nor Disagree	6[6.63]	0[0.63]	2[0.63]	.090
Agree	56[53.88]	6[5.13]	3[5.13]	
Disagree	1[1.66]	0[0.16]	1[0.16]	

Note. Values formatted as Observed [Expected].

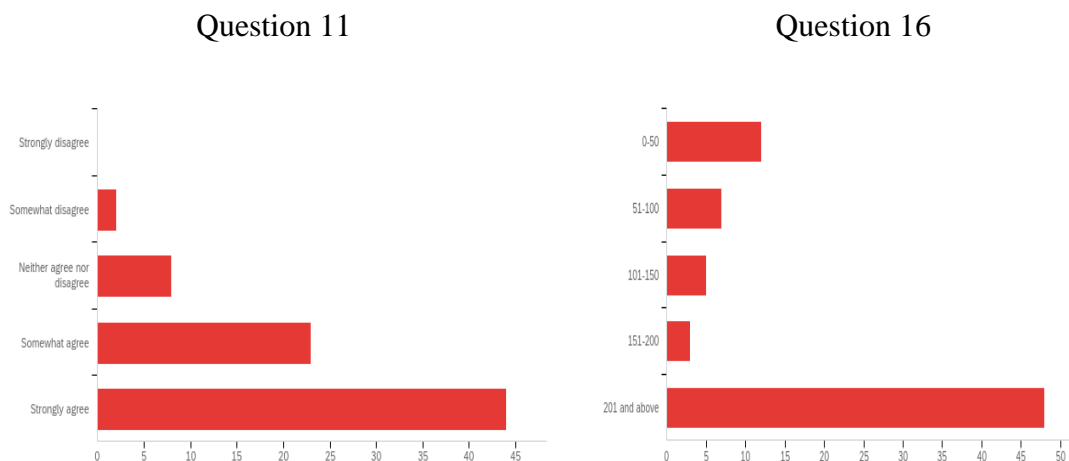
Questions 11 and 16

There were no violations of assumptions when using the Chi-square test of independence when examining questions 11 and 16. The questions and results are shown in Figure 11.

- Q11 - Interacting with people online can help me find a job
- Q16 - Would you consider asking someone online on social media of a different race to help you find a job?

Figure 11

Analysis of Question 11 and Question 16



The results of the Chi-square test were significant based on an alpha value of .05, $\chi^2(4) = 28.86$, $p < .001$, suggesting that Q11 and Q16 are related to one another. The combinations below had observed values that were greater than their expected values: Q11 (Neither agree nor Disagree): Q16 (Might or might not), Q11 (Agree): Q16 (Yes), Q11 (Neither agree nor Disagree): Q16 (No), and Q11 (Disagree): Q16 (No). The combinations below observed values that were less than their expected values: Q11 (Agree): Q16 (Might or might not), Q11 (Disagree): Q16 (Might or might not), Q11 (Neither agree nor Disagree): Q16 (Yes), Q11 (Disagree): Q16 (Yes), and Q11 (Agree): Q16 (No). Table 13 presents the results of the Chi-square test.

Table 13

Observed and Expected Frequencies

Q11	Q16			χ^2	df	p
	Might or might not	Yes	No			
Neither agree nor Disagree	2[1.49]	4[5.87]	2[0.64]	28.86	4	< .001
Agree	12[12.13]	51[47.67]	2[5.20]			
Disagree	0[0.37]	0[1.47]	2[0.16]			

Note. Values formatted as Observed [Expected].

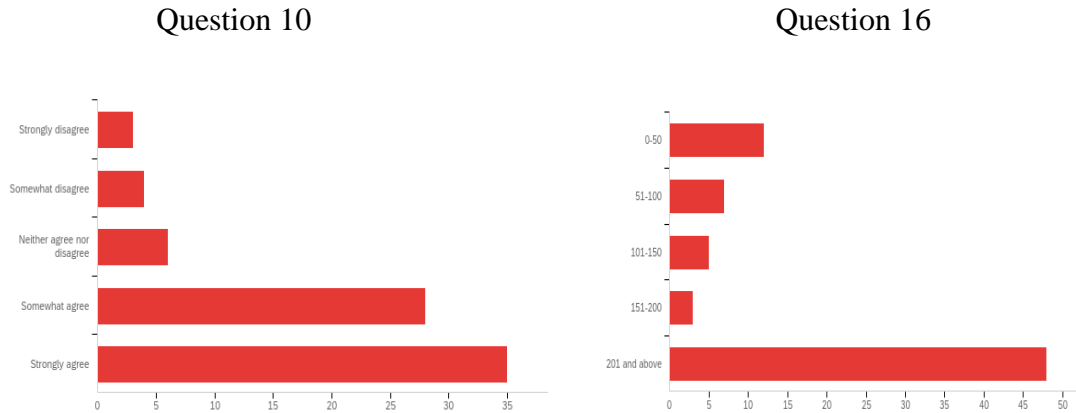
Questions 10 and 16

There were several violations when questions 10 and 16 were analyzed using the Chi-square test of independence. The Fisher Exact test was used. The questions and results are shown in Figure 12.

- Q10 - Online I come in contact with new people all the time
- Q16 - Would you consider asking someone online on social media of a different race to help you find a job?

Figure 12

Analysis of Question 10 and Question 16



The results of the Fisher Exact test were not significant based on an alpha value of .05, $p = .098$, suggesting that Q10 and Q16 could be independent of one another. This implies that the observed frequencies were not significantly different than the expected frequencies. Table 14 presents the results of the Fisher's Exact test.

Table 14

Observed and Expected Frequencies

Q16	Q10			<i>p</i>
	Agree	Neither agree nor Disagree	Disagree	
Might or might not	11[11.42]	1[1.11]	2[1.11]	.098
Yes	47[44.05]	5[4.26]	2[4.26]	
No	4[4.89]	0[0.47]	2[0.47]	

Note. Values formatted as Observed [Expected].

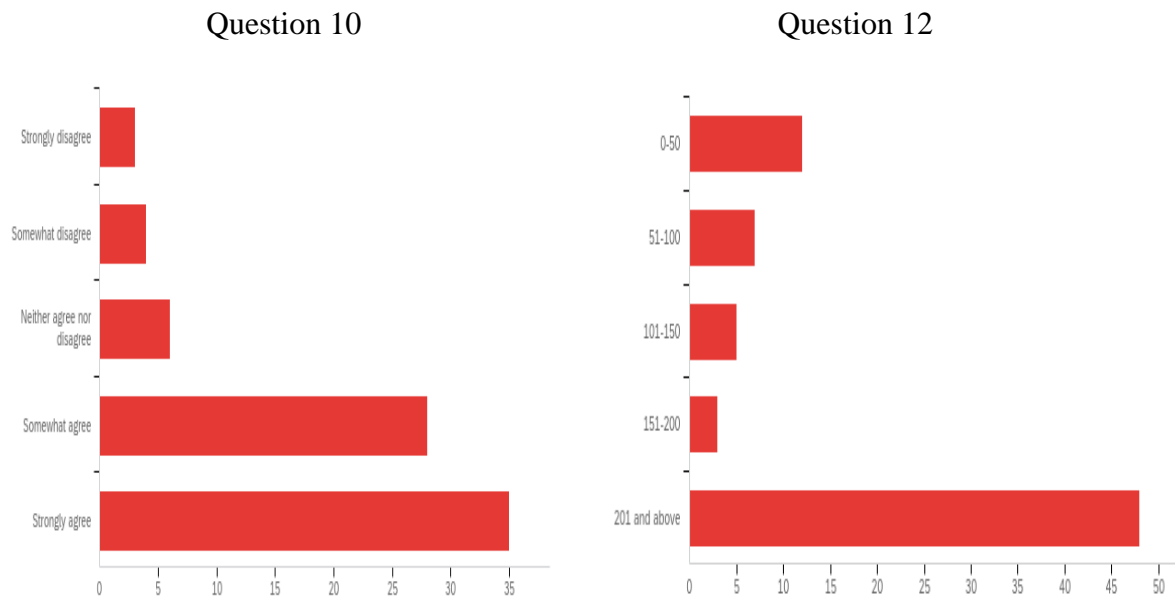
Questions 10 and 12

The Fisher Exact test was used due to several violations that occurred when running the analysis using the Chi-square test of independence. The questions and results are shown in Figure 13.

- Q10 - Online I come in contact with new people all the time
- Q12 - How many friends do you have on the social media site you use the most?

Figure 13

Analysis of Question 10 and Question 12



The results of the Fisher Exact test were not significant based on an alpha value of .05, $p = .071$. What this suggests is that Q10 and Q12 could be independent of one another. Table 15 presents the results of the Fisher Exact test.

Table 15

Observed and Expected Frequencies

Q12	Q10			<i>p</i>
	Agree	Neither agree nor Disagree	Disagree	
201 and above	42[38.34]	4[3.71]	1[3.71]	.071
101-200	6[6.53]	1[0.63]	1[0.63]	
0-100	14[15.50]	1[1.50]	4[1.50]	

Note. Values formatted as Observed [Expected].

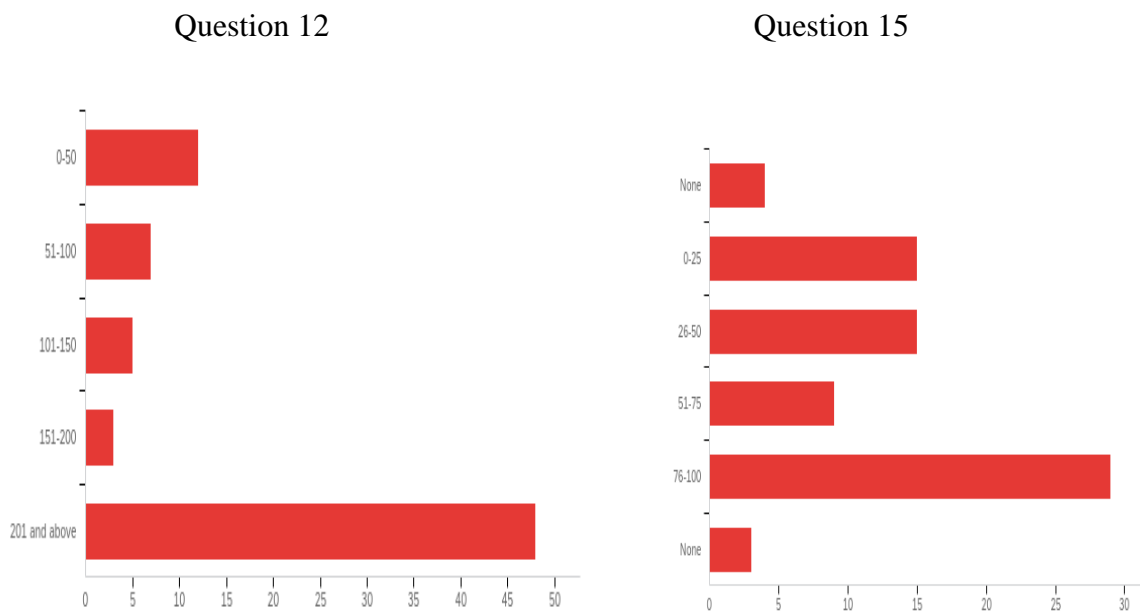
Questions 12 and 15

Questions 12 and 15 were analyzed using the Fisher Exact test due to violations that occurred using Chi-square test of independence. The questions and results are shown in Figure 14.

- Q12 - How many friends do you have on the social media site you use the most?
- Q15 - How many friends online or on the social media platform you use the most self-identify as another race other than Black?

Figure 14

Analysis of Question 12 and Question 15



The results of the Fisher exact test were significant based on an alpha value of .05, $p < .001$, suggesting that Q12 and Q15 are related to one another. Table 16 presents the results of the Fisher Exact test.

Table 16*Observed and Expected Frequencies*

Q15	Q12			<i>p</i>
	201 and above	101-200	0-100	
0-25	5[9.47]	2[1.58]	8[3.75]	
26-50	5[9.47]	2[1.58]	8[3.75]	
51-75	6[5.68]	1[0.95]	2[2.25]	
76-100	28[18.32]	1[3.05]	0[7.25]	
None	4[4.42]	2[0.74]	1[1.75]	

Note. Values formatted as Observed [Expected].

Spearman Correlation Analysis

The Spearman correlation test is a nonparametric test that is used when the researcher expects the data to be abnormally distributed (Knapp, 2018). The researcher decided to use this test for the analyses on the questions after consulting with an expert in statistics. Additionally, the Spearman correlation test requires a monotonic relationship between variables. In a monotonic relationship the variables placed in a specific order and then compared. When there is a shift on a scatterplot with the points from positive to negative or a negative to positive relationship, this assumption is violated (Coleman, 2010; Conover & Iman, 1981). The results of the questions using the Spearman correlation test are shown in Figures 15 and 16 to Figures 33 and 34 and Table 17 to Table 26.

Questions 15 and 16

- Q15 - How many friends online or on the social media platform you use the most self-identify as another race other than Black?
- Q16 - Would you consider asking someone online on social media of a different race to help you find a job?

Figure 15

Spearman Analysis of Question 15 and Question 16

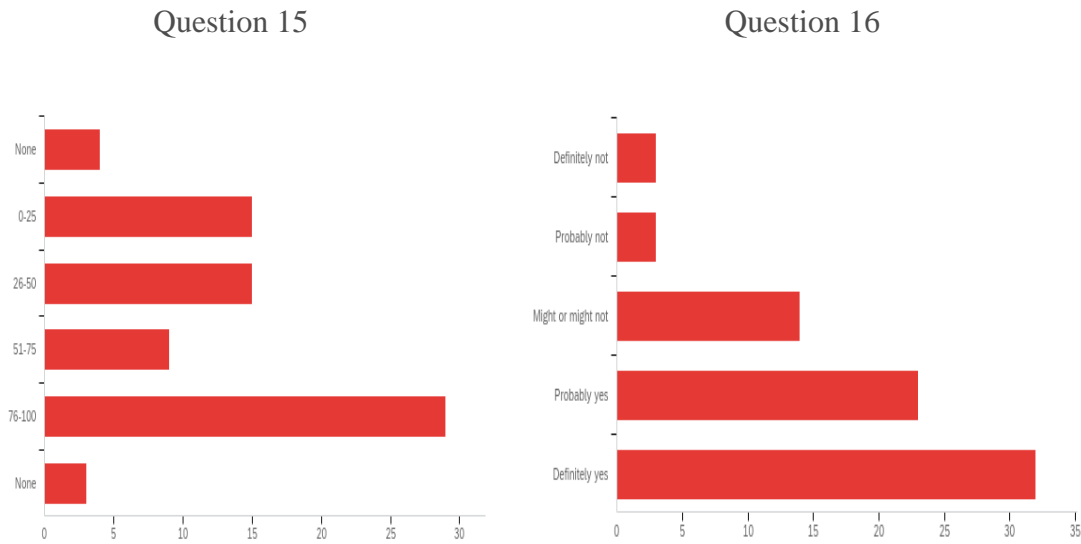
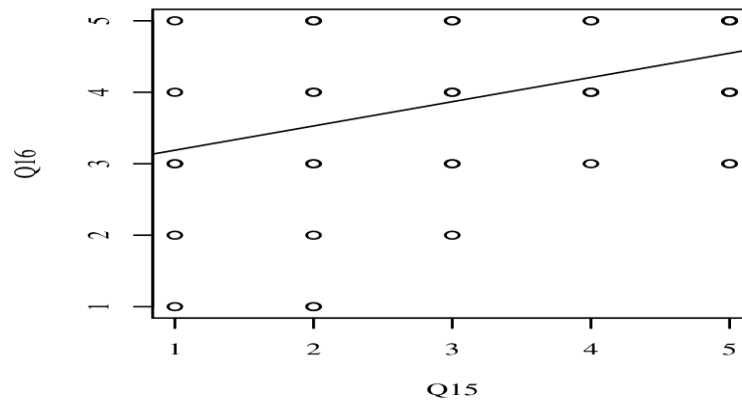


Figure 16



In Table 17 the results are shown. Based on an alpha value of .05, a correlation of .41. The result of the correlation was examined based on an alpha value of .05. A significant positive correlation was observed between Q15 and Q16, with a correlation of .41, ($p < .001$, 95.00% CI = [.21, .59]). This indicates that as Q15 increases, Q16 tends to increase.

Table 17

Spearman Correlation Results Between Q15 and Q16

Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q15-Q16	.41	[.21, .59]	75	< .001

Questions 11 and 16

- Q11 - Interacting with people online can help me find a job
- Q16 - Would you consider asking someone online on social media of a different race to help you find a job?

Figure 17

Spearman Analysis of Question 11 and Question 16

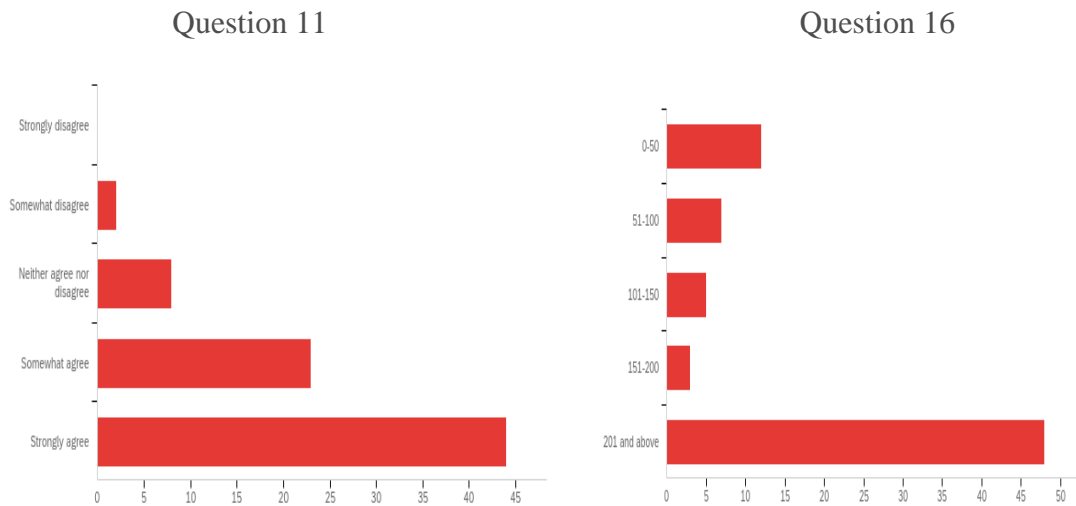
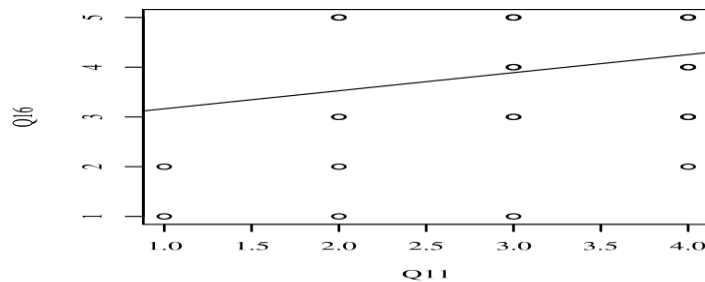


Figure 18



The result of the correlation was examined based on an alpha value of .05. There were no significant correlations between any pairs of variables. Table 18 presents the results of the correlation.

Table 18

Spearman Correlation Results Between Q11 and Q16

Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q11-Q16	.05	[-.18, .27]	75	.666

Question 13 and 14

- Q13 - Have you ever used social media to find a job? (e.g. Facebook, Twitter, Snapchat, Instagram, LinkedIn)
- Q14 - Have you ever had a friend on social media help you find a job?

Figure 19

Spearman Analysis of Question 13 and Question 14

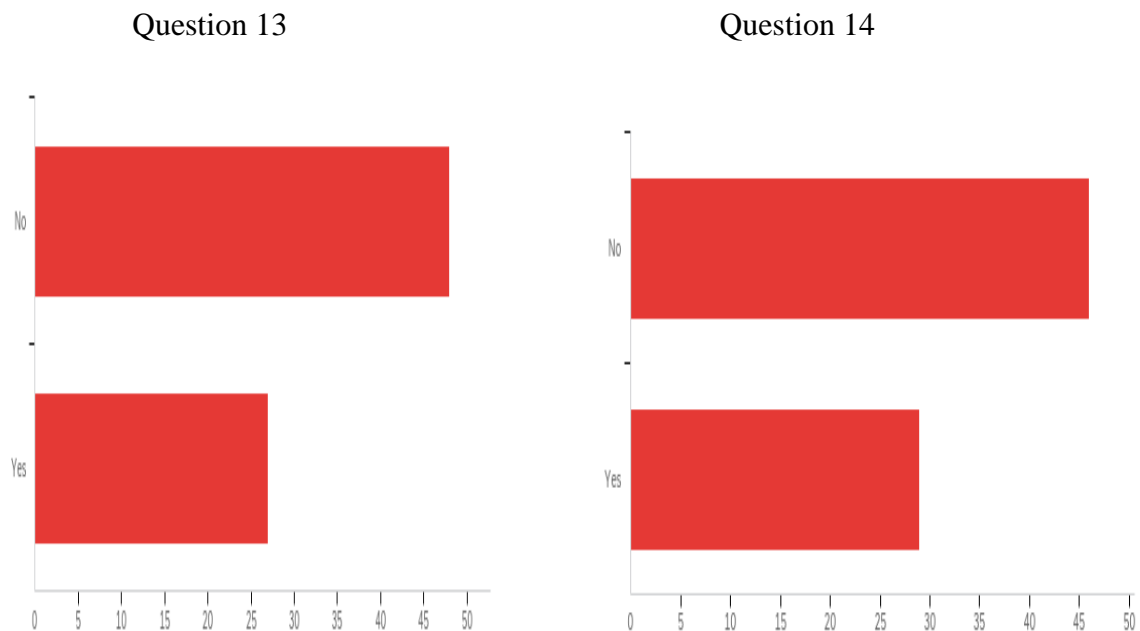
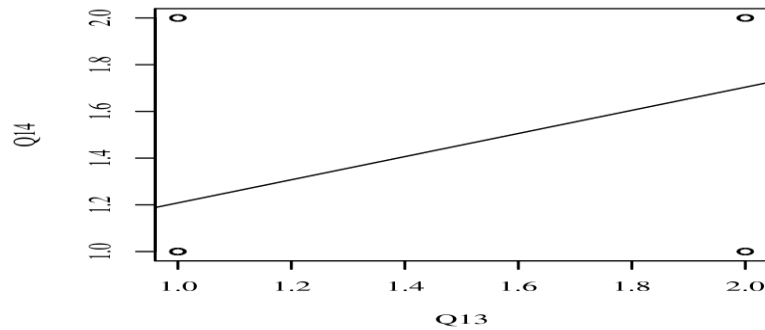


Figure 20



An alpha value of .05 was used in this correlation. The correlation was significantly positive between question 13 and question 14. The correlation was .49, which shows a moderate effect size ($p < .001$, 95.00% CI = [.29, .64]). This implies that as question 13 increases, question 14 increases. The result of this correlation is shown in Table 19.

Table 19

Spearman Correlation Results Between Q13 and Q14

Combination	r	95.00% CI	n	p
Q13-Q14	.49	[.29, .64]	75	< .001

Questions 11 and 12

- Q11 - Interacting with people online can help me find a job
- Q12 - How many friends do you have on the social media site you use the most?

Figure 21

Spearman Analysis of Question 11 and Question 12

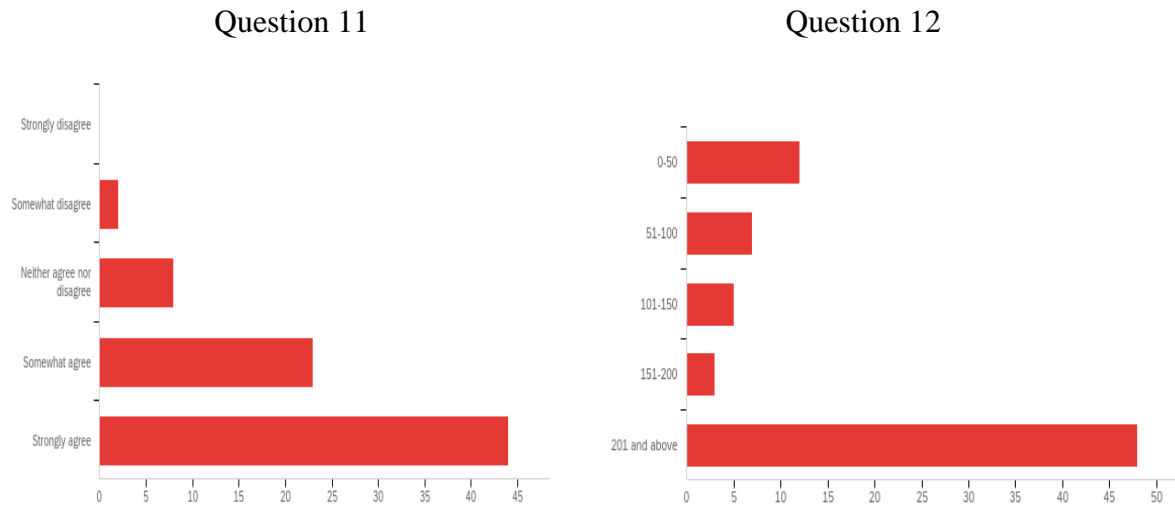
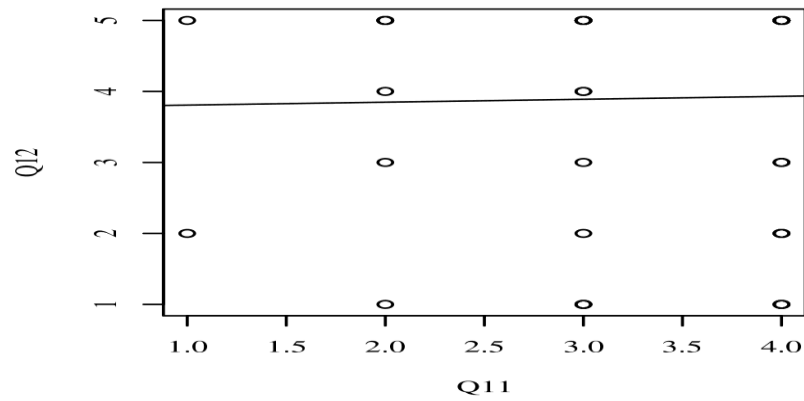


Figure 22



The test between question 11 and question 12 showed no significant correlations between any pairs of variables. Table 20 presents the results of the correlation.

Table 20

Spearman Correlation Results Between Q11 and Q12

Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q11-Q12	.06	[-.17, .28]	75	.632

Questions 12 and 14

- Q12 - How many friends do you have on the social media site you use the most?
- Q14 - Have you ever had a friend on social media help you find a job?

Figure 23

Spearman Analysis of Question 12 and Question 14

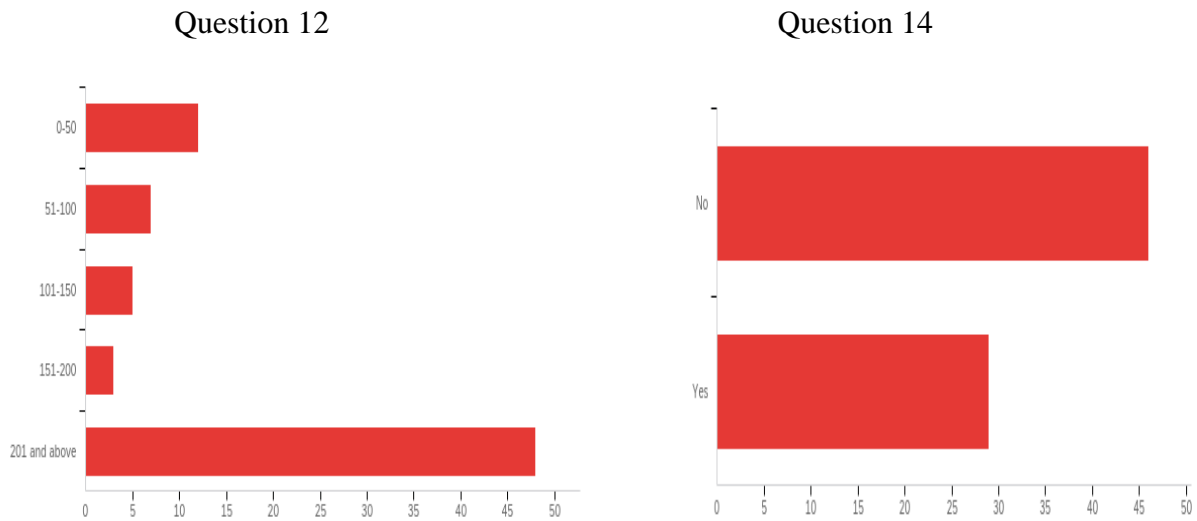
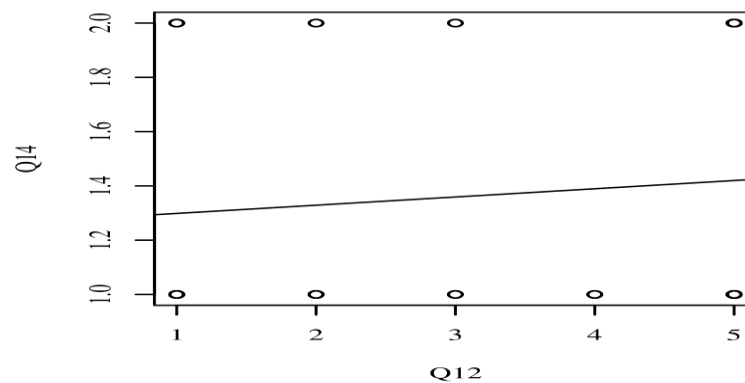


Figure 24



There were no significant correlations between any pairs of variables. Table 21 presents the results of the correlation.

Table 21

Spearman Correlation Results Between Q12 and Q14

Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q12-Q14	.12	[-.11, .34]	75	.303

Questions 10 and 11

- Q10 - Online I come in contact with new people all the time
- Q11 - Interacting with people online can help me find a job

Figure 25

Spearman Analysis of Question 10 and Question 11

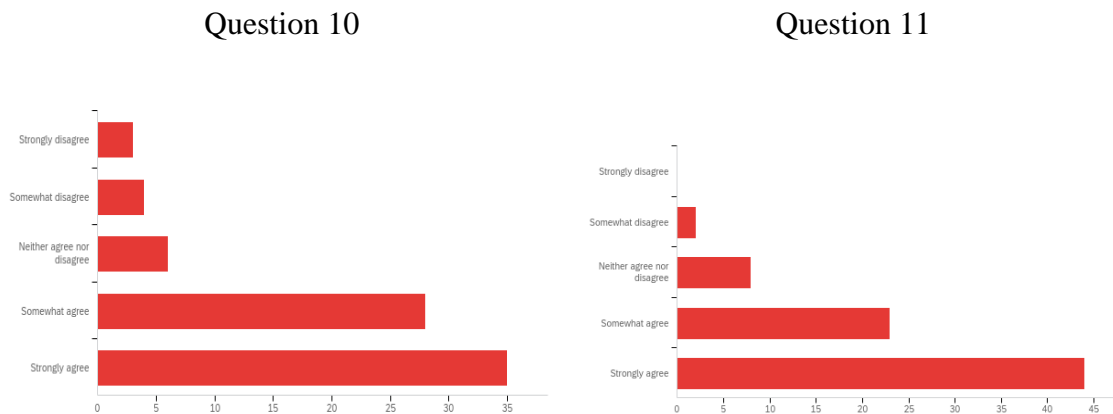
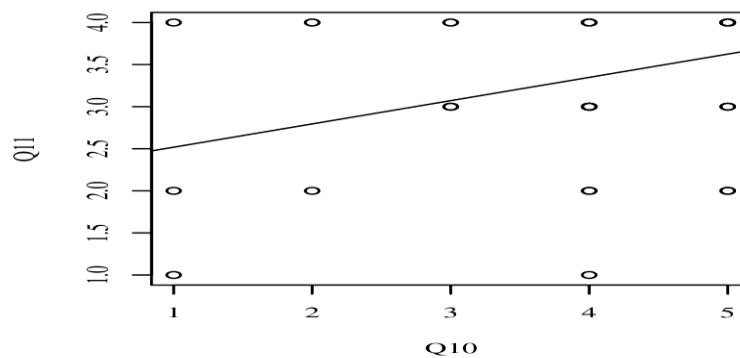


Figure 26



A significant positive correlation was seen between Q10 and Q11, with a correlation of .39, indicating a moderate effect size ($p < .001$, 95.00% CI = [.18, .57]). This suggests that as Q10 increases, Q11 tends to increase. The result of the correlation was based on an alpha value of .05. Table 22 presents the results of the correlation.

Table 22

Spearman Correlation Results Between Q10 and Q11

Combination	r	95.00% CI	n	p
Q10-Q11	.39	[.18, .57]	75	< .001

Questions 10 and 12

- Q10 - Online I come in contact with new people all the time
- Q12 - How many friends do you have on the social media site you use the most?

Figure 27

Spearman Analysis of Question 10 and Question 12

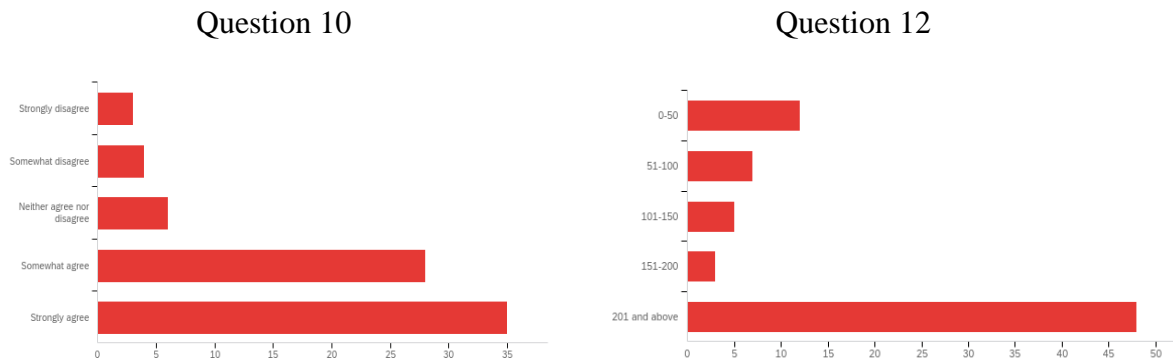
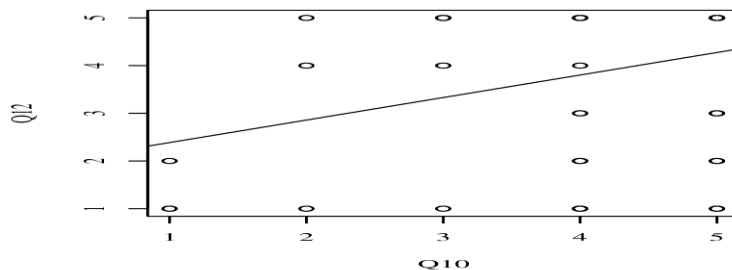


Figure 28



The correlation between question 10 and question 12 was based on an alpha value of .05. There was a significant positive correlation between them with a correlation of .26. This indicates a small effect size ($p = .024$, 95.00% CI = [.04, .46]). Therefore, as question 10 increases, question 12 increases. Table 23 presents the results of the correlation.

Table 23

Spearman Correlation Results Between Q10 and Q12

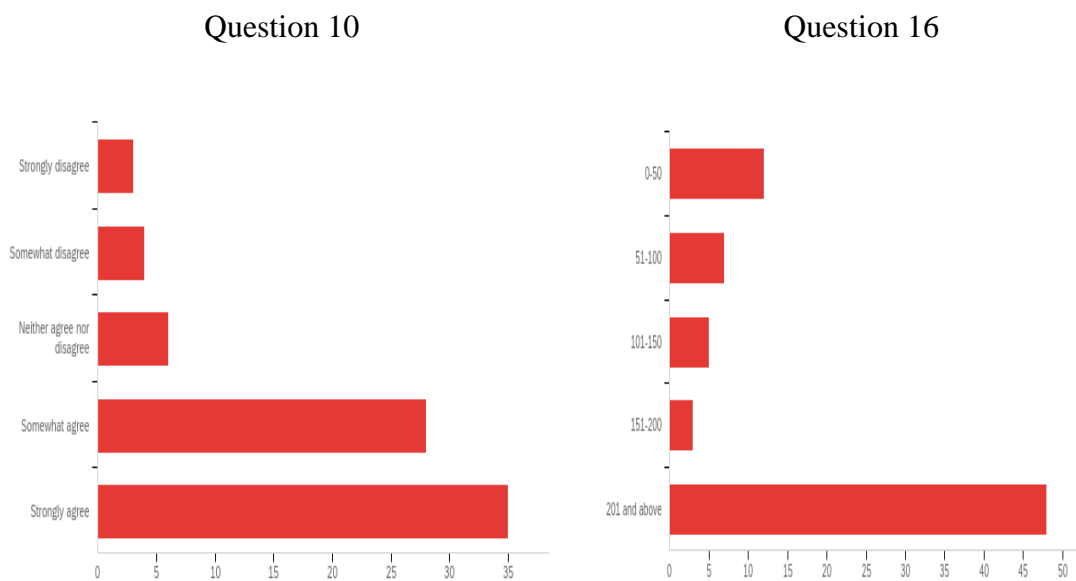
Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q10-Q12	.26	[.04, .46]	74	.024

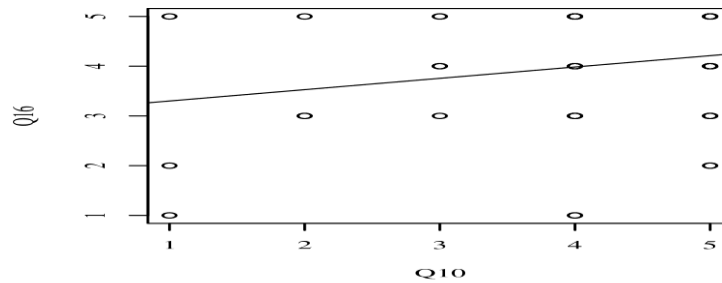
Questions 10 and 16

- Q10 - Online I come in contact with new people all the time
- Q16 - Would you consider asking someone online on social media of a different race to help you find a job?

Figure 29

Spearman Analysis of Question 10 and Question 16





Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q10-Q16	.10	[-.13, .32]	74	.411

- Q11 - Interacting with people online can help me find a job
- Q14 - Have you ever had a friend on social media help you find a job?

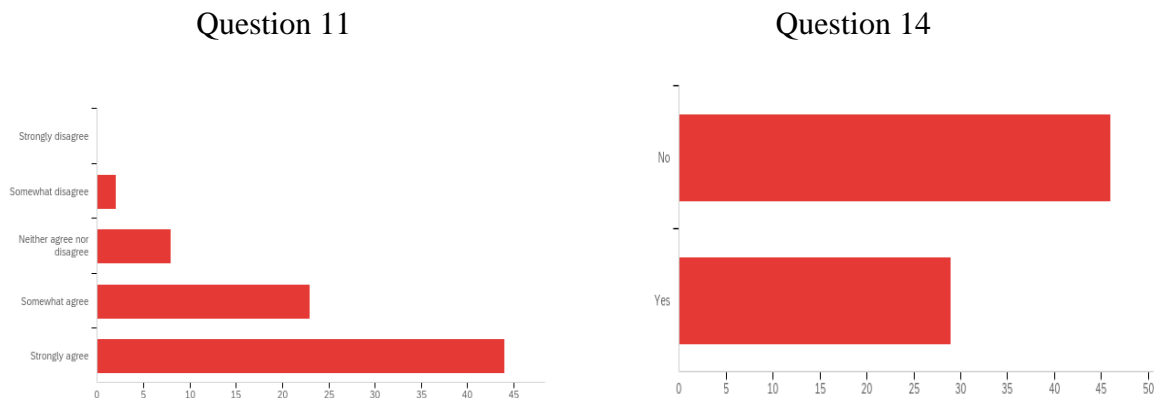
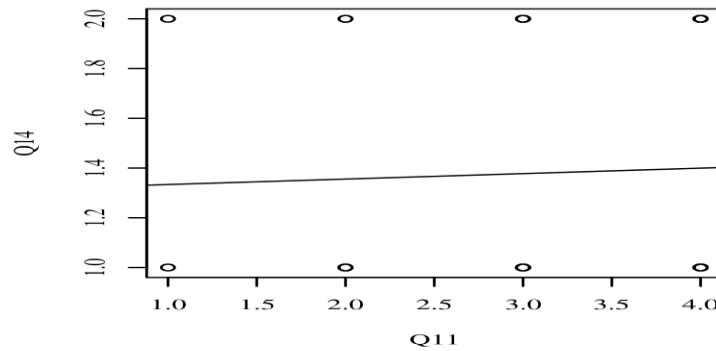


Figure 32



The result of the correlation was examined based on an alpha value of .05. There were no significant correlations between any pairs of variables. Table 25 presents the results of the correlation.

Table 25

Spearman Correlation Results Between Q11 and Q14

Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q11-Q14	.03	[-.19, .26]	75	.770

Questions 12 and 15

- Q12 - How many friends do you have on the social media site you use the most?
- Q15 - How many friends online or on the social media platform you use the most self-identify as another race other than Black?

Figure 33

Spearman Analysis of Question 12 and Question 15

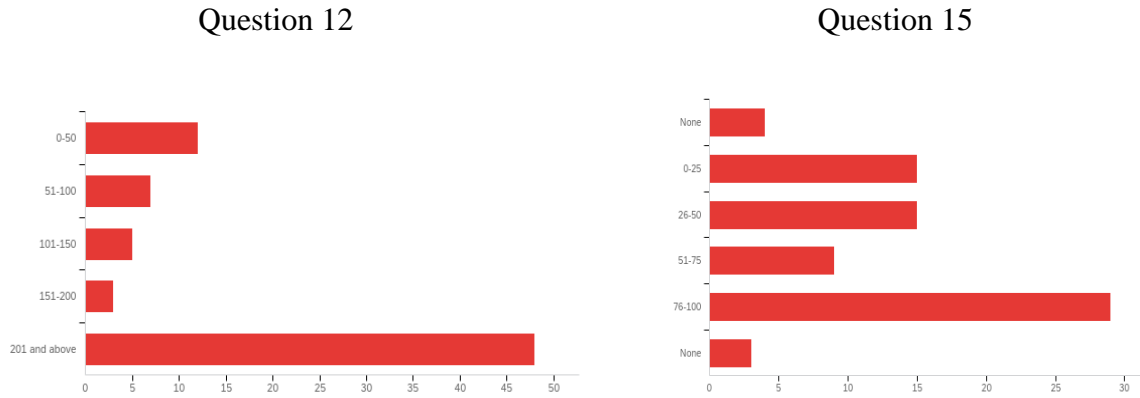
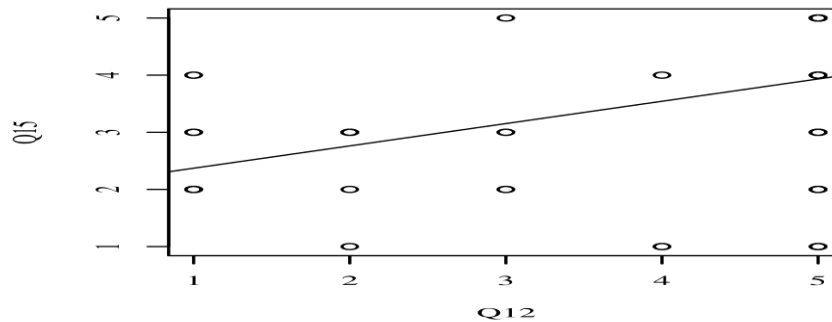


Figure 34



The result of the correlation was examined based on an alpha value of .05. A significant positive correlation was observed between Q12 and Q15, with a correlation of .49, indicating a moderate effect size ($p < .001$, 95.00% CI = [.30, .65]). This suggests that as Q12 increases, Q15 tends to increase. Table 26 presents the results of the correlation.

Table 26

Spearman Correlation Results Between Q12 and Q15

Combination	<i>r</i>	95.00% CI	<i>n</i>	<i>p</i>
Q12-Q15	.49	[.30, .65]	75	< .001

Summary of Key Findings

The number of combinations between the questions from the survey for analysis was innumerable. After reviewing the data from the survey with an expert, the researcher and the expert determined which combinations of questions to utilize which would best answer the research questions and their null or alternate hypotheses. The statistician is an expert in quantitative ethnography and epistemic network analysis (ENA), which applies statistical and visualization techniques to model the structure of connections in the data. The researcher selected 10 combinations of questions based on the theoretical framework, the literature review, along with research questions. The findings are in Table 27. They will be discussed in depth in chapter five.

Table 27

Summary of Key Findings

Questions	Chi-square Test of Independence	Fisher Exact Test	Spearman Correlation of Analysis
15 and 16	Related		Significant pos. corr.
13 and 14	Related		Significant pos. corr.
12 and 14		Independent	No correlation
11 and 12		Independent	No correlation
11 and 14		Independent	No correlation
10 and 11		Independent	Significant pos. corr.
11 and 16	Related		No correlation
10 and 16		Independent	No correlation
10 and 12		Independent	Significant pos. corr.
12 and 15		Related	Significant pos. corr.

Chapter 5: Conclusions, Implications, Recommendations, and Final Thoughts

Introduction

Black youth unemployment has remained highest amongst all youth groups in the United States (BLS, 2022). The problem is that traditional methods have not closed the gap between White and Black youth. The purpose of this study was to examine whether Black youths' unemployment could be mitigated through OSN and OSC. The next sections in the final chapter of this dissertation will refresh the reader on the theoretical framework, methodology, and discuss the interpretation of the key findings. These sections will be followed by the implications and limitation of the study. Next, the recommendations for future research will be discussed, followed by final thoughts.

Summary of Theoretical Framework

To examine this phenomenon, the researcher used three theories for the theoretical framework. The first theory was the SWT (Granovetter, 1973). The second theory was BrC (Putnam, 2001). The third theory was the LTT (Haythornthwaite 2005). Granovetter's (1973) seminal work influenced and laid the foundation for these theories, research on SC in social networks, online social networks, and OSC for 50 years as previously discussed in the literature review. The researcher's reason for using three theories for the theoretical framework was to provide a clearer understanding of the transmission of OSC in an online social network. It is important to note that while the SWT is the foundation of most if not all other theories on the types of SC in a social network, it does not function in isolation or independently of the others. However, as previously noted, there are little to no studies on whether these theories independently or combined prove that the transmission of OSC in an online social network happens for Black youths.

Summary of Methodology

The researcher used a non-experimental research design from quantitative research methods. The inclusion criteria for the study were Black youths ages 18-24, that were enrolled in a community college in Southwest Houston. Using a combination of text-messaging, student influencers, and in person local recruiting at the largest campus in Southwest Houston enabled the researcher to get 76 participants for the study. Through this technique potential participants were sent the recruitment flyer as an attachment in a text message or handed to them in person. The students were then required to send an email to the researcher expressing their desire to participate in the study. If the students responded they were then sent the informed consent letter and the survey with a QR code or copyable link. Additionally, the survey was sent via text message to students if and when they responded. Both methods provided anonymity for the participants.

Discussion of Key Findings

As previously stated, the researcher used 10 combinations of questions to address the research questions and their hypotheses. There were 10 combinations of questions (see Table 27). There combination of questions was, 15 and 16, 13 and 14, 12 and 14, 11 and 12, 10 and 11, 11 and 16, 10 and 16, 10 and 12, 12 and 15 respectively (see Appendix M.)

In Questions 15 and 16, a $p = .013$ indicated a relationship between the two based on the Chi-square test of independence. Additionally, the Spearman correlation analysis resulted in a $p < .001$ which would indicate a positive relationship between the two. The more diverse the participant's online network was, the more likely they would be to ask someone of a different race to help then find a job online. The result of this analysis supports the alternate hypothesis of the first research question on the ability of Black youths to develop a diverse online social

network and they would ask someone of a different race to help them find a job. Information about employment opportunities is an aspect of SC.

However, the analysis of Questions 13 and 14 were elucidating. The $p < .001$ from the Chi-square test of independence indicated a relationship between the two questions. The Spearman correlation analysis had a $p < .001$ indicating a positive relationship between the two. This reveals that participants did not use social media online to find jobs, nor did they ask friends online to help them find jobs. There are two implications. First it would not matter how diverse a participant's network is and if they would ask someone of a different race online to help them find a job if they never use(d) social media to help them find jobs. Second because the participants did not ask a friend online to help them find a job it supports studies such as Granovetter's (1973) seminal work that show that BoC is weak in the online social networks of Black youths as well as any other group.

The results of Questions 12 and 14 when analyzed by the Chi-square test of independence and the Spearman correlation analysis showed no relationship or correlation between the variables in the questions. What this indicates that although the majority of participants had more than 200 friends in their online social network, they did not ask them to help them find a job. Unfortunately, this conversely supports the SWT and the lack of the transmission of information in the form of BoC that would help Black youth find jobs.

Questions 11 and 12 were examined using the Fisher Exact test due to violations that occurred using the Chi-square test of independence. A $p = .467$ shows that Questions 11 and 12 are most likely independent of each other. Additionally, the $p = .632$ from the Spearman correlation test indicates that there is no relationship between Questions 11 and 12. What this

shows is that the size of a Black youth's online social network has no influence on their belief that interacting with someone online can help them find a job.

The Fisher Exact test with a $p = .857$, and the Spearman correlation analysis with a $p = .770$ on Questions 11 and 14, respectively indicates that the two questions are independent of each other and there is no correlation between them. These analyses show that there is no relationship between interaction with people online to find a job and whether the participant had a friend online help them find a job. What this shows is that although the participant's perception that someone online could help them find a job, but it would not be a friend. This supports the SWT, BrC, and LTT in the lives of Black youth.

Surprisingly, Questions 10 and 11 had a $p = .090$ on the Fisher Exact test, but a $p < .001$ on the Spearman correlation test. Based on the questions, it would be easy to assume that there would be a relationship between them seeing whereas the percentage of participants who strongly agreed was over 80% on both questions. However, there is a correlation between the two questions based on the results of the Spearman correlation. What this means is that participants believed that coming in contact with new people enables them to interact with them and they could possibly find a job. This supports the SWT, BrC, LTT, and the alternate hypothesis of the first research question.

The next set of questions analyzed were Questions 11 and 16. The Chi-square test of independence had a $p < .001$. This would indicate that Questions 11 and 16 are were related to one another. Oddly, a $p = .666$ shows that there is no correlation between the two questions based on the Spearman correlation test. However, based on the information from the Chi-square test of independence and Figure 11, when participants are interacting with others online, they are more likely to ask someone of a different race to help them find a job. Additionally, this is

important because it corresponds with information in the literature review with respect to the strength of SC in a diverse network. This result supports the alternate hypothesis of the first research question and the SWT, BrC, and LTT.

Questions 10 and 16 were the next combination examined. The Spearman correlation test resulted in a $p = .411$ which indicates there is no correlation between the two questions. The Fisher Exact test was used and resulted in a $p = .098$, which shows that the two questions could be independent of each other. This would indicate that although more participants agreed that they come in contact with new people all the time and they have more than 200 people in their online social network, it does not necessarily mean that a high number of people in the participant's social network facilitate contact with new people.

The next two combinations looked at the relationship and correlation between Questions 10 and 12. The Fisher Exact test had a $p = .071$, but the Spearman correlation test had a $p = .024$ which indicates a significant positive correlation between the two questions without them having a relationship. What this shows is that as the number of friends increase on a participant's online social network, they are more likely to come in contact with new people. This corroborates the SWT and possibly the LTT and not necessarily BrC. Black youths may have a large number of friends in their online social network, which increases their chances of coming in contact with new people. However, the LTT would have occurred for participants to come in contact with new people. Additionally, even contact is made with new people through the LTT it does not mean that valuable information that would help Black youths find jobs would be shared.

The final two questions analyzed were 12 and 15. The $p < .001$ value was less for both the Chi-square test of independence and the Spearman correlation. This data show that the as the size of the online social network gets larger, the more diverse it becomes. This is extremely

important because, based on the literature review, the online social network for Black youths would be mono-racial. These data greatly add to the body of research regarding the racial composition of Black youths online social network because it shows that Black youths have the capacity to develop a racially diverse online social network provide it continues to grow. This supports the alternate hypothesis of the first research question.

Limitations of the Study

The original study was designed to have two contact points and two surveys with participants. Due to the impact of the COVID-19 pandemic regarding recruitment and participant willingness to expend greater involvement, the design was changed to a single point of contact and one survey. Post COVID-19, a longitudinal study would allow greater exploration of the relationship between OSC and Black youths' ability to find jobs

Another limitation of the study was the desire of participants to find jobs. The median income for households in the suburban city near ABC's campus is approximately \$123,000. This is nearly double the median income for households in the United States (U.S. Census Bureau, 2020). It is very possible that the median high household income in the suburban city would apply for many Black households as well. The students participating in the study might be atypical of students in urban inner-city areas as discussed in limitations of the study.

Study Conclusions

Unfortunately, as previously stated, there is a wealth of studies on SC, social networks, OSC, and online social networks, but little to no research on the phenomenon with respect to Black youths. For that fact there is little to no information on the transmission of OSC in an online social network that focuses on minorities. The purpose of this dissertation study was to examine the capability of online social networks and OSC to help Black youths find jobs. There

were two research questions with null and alternate hypotheses. The key findings in the previous section which were deduced from the results in Chapter 4 will be used to discuss and determine whether the research questions were answered.

The first research question was: Can the social experiences of Black youths offline and online who are enrolled in a community college lead to the development of a racially diverse online social network and OSC? The null and alternate hypotheses are below.

H₀1: The social experiences of Black youths offline and online enrolled in a community college do not develop into a racially diverse online social network and online social capital.

H_a1: The social experiences of Black youths offline and online enrolled in a community college develops into a racially diverse online social networks and online social capital.

Based on the results of the data from Question 15, 70% of participants had a diverse online social network. According to Son and Lin (2012), the more diverse a social network is, the more SC there is, and that SC is more valuable. Additionally, Questions 10 and 12 indicated that the larger the participants online social network the more likely they will come in contact with new people. Coming in contact with new people facilitates the transmission of valuable BrC that would lead to information about job opportunities for Black youths.

The analysis of Questions 15 and 16 shows that the more diverse the participant's network, the more likely they will ask someone of a different race to help them find a job. This data reinforces the information in the literature review that shows that in order for Black youths to find jobs, information about employment opportunities needs to come from individuals of a different race. The reason this holds true is because the SC of Blacks offline and online is less valuable than Whites according to studies in the literature review (Parks-Yancy, 2006; Smith,

2013). In addition to this, Blacks are less likely to share information to help other Blacks find jobs. Because Blacks are less likely to share information about employment opportunities in an offline social network, most likely they would not share information about job opportunities in an online social network. Based on this it would be within reason to expect the same mentality from Black youths in their online social network. Therefore, it is imperative that Black youths develop a diverse online social network.

Next, the results of the analysis of Questions 11 and 16 showed there was no correlation between the two, but the Chi-square test of independence shows that the questions were related. The analysis of this combination shows that when participants are online interacting with others, they are more likely to ask someone of a different race to help them find a job. What this means is that although Black youths tend to be excluded from offline social groups comprised of other races, they would not be afraid to ask people of a different race to help them find jobs in an online social network. What is unknown is if other races, especially Whites would share information about job opportunities with Black youths online.

Based on data above from the combinations of questions, the researcher retains the alternate hypothesis for the first research question. The data shows that Black youths can develop a racially diverse online social network with OSC. However, OSC may transmit valuable information such as study group locations, social events, and extra-curricular activities, without ever including information about job opportunities. Hence the need for the second research question.

The second research question was: Is there a relationship between OSC, and Black youths' ability to find jobs? The null and alternative hypotheses are below.

H₀2: There is no relationship between, online social capital, and Black youths' ability to find jobs.

H_a2: There is a relationship between online social capital, and Black youths' ability to find jobs.

The researcher retained the null hypothesis based on the results of the analysis of the Questions 13 and 14. The results of the study show that Black youths have a perception of OSC in their online social network. Black youths have a diverse online social network regardless of the size. Additionally, Black youth are willing to ask individuals of another race to help them find jobs. However, if Black youths do not use online social media such as Facebook, LinkedIn, Snapchat, Instagram, and other social media platforms to find jobs, there is no relationship between OSC and Black youths' ability to find jobs. Therefore, the null hypothesis must be retained. A different type of study must be conducted to fully answer the second research question.

Finally, as previously stated there were two research questions. Based on the analysis of the data the researcher rejects the null hypothesis of the first research question and retains the null hypothesis of the second research question.

Implications

Implications for Future Theoretical Framework

This research study intended to discover if an alternative to the traditional methods of helping Black youths find jobs was by utilizing online social networks and OSC. The researcher examined the capacity of a combination of three theories in relation to online social networks and OSC in the lived experiences of Black youths. The basis of this study stems from Granovetter's SWT (1973). As previously noted, Granovetter's SWT (1973) influences the

overwhelming majority of studies of social networks, SC, online social networks and OSC. However, as shown in this study as in previous literature, there is no theoretical framework that unifies additional theories that are crucial in understanding the phenomenon of OSC in an online social network. There are studies that indicate that BoC is increased in an online social network (J. R. Williams, 2019), but BrC requires additional factors to be significant when examining OSC (Sajuria et al., 2015). However, these studies as well as others do not include the LTT, nor do they explore linking SC. Linking social capital (LSC) is where SC occurs vertically between individuals with differences in power, authority, and social position (Claridge, 2018). According to Nunez (2016), LSC is an aspect of SC that is often forgotten in research involving SC. However, the researcher did not use or discuss the theory of LSC, because the focus of the study was with respect to OSN and OSC for Black youth not considering the possible effects authority, power, and social position dynamics in an online social network. Yet, it would be within reason to state that authority, power, and social position are key factors in an online social network with respect to the transmission of OSC that would help Black youths find jobs.

What this research study found was that the SWT does not function in isolation or independent of other factors or other social dynamics with respect to OSC in an online social network based on the results found in chapter four. All these theories (SWT, BrC, LTT, and LSC) function synergistically in the transmission of information with respect to an individual's capacity to find jobs from OSC in an online social network. Therefore, it is the position of this researcher that a new theoretical framework that combines the SWT (Granovetter, 1973), BrC, (Putnam, 2001), LTT (Haythornthwaite, 2005), and LSC (Woolcock, 2001) should be developed to fully explore the transmission of OSC in an online social network that would help Black youths, or any other marginalized group find jobs.

Implications for Future Practice

Based on the retention of the null hypothesis of the second research question, Black youths do not use online social networks and by default OSC to find jobs. Unfortunately, this research study, as well the fact that there are little to none on the phenomenon of OSC in an online social network, did not uncover why Black youths do not use online social network and hence OSC to find jobs. Based on the information in the literature review, other races in the United States as well as other countries are capable of taking advantage of online social networks and OSC to find jobs. Therefore, strategies must be implemented to help Black youths learn to harness the power of online social networks and OSC to find jobs. There are several strategies that should be employed.

The first strategy is to teach, train, and inform Black youths on using social media platforms on developing a professional online social media profile that help them find jobs. The literature review and the response from Question 13 clearly show that Black youths do not use social media, online social networks, and OSC to find jobs. This is important because the development of an online social network on a social media profile is much easier than once thought because of access to the internet through the use of smartphones regardless of race (Anderson & Jiang, 2018; Chan, 2015; Park et al., 2013). As adolescents and teens, youth regardless of race use social media for purposes other than finding jobs. However, when youth of other races transition into youth and adults at the age of 18, they start to utilize the power of online social networks on social media to help them find jobs. The results of this study indicate that Black youths do not. Therefore, this strategy must be employed in secondary institutions, post-secondary institutions, government programs designed to help Black youth find jobs, and even social media platforms to teach, train, and empower Black youth on using social media to

develop online social networks and OSC to help them find jobs. This strategy will not eliminate traditional methods of helping Black youth find jobs but should be utilized in concert with them.

The second strategy is to provide information and training that informs Black youths on how employers use social media in their decision-making process whether to hire an individual. Based on the data from Question 13, which indicates that Black youth do not use social media to find jobs, and the information in the literature review, it would be within reason to state that Black youth are unaware of the negative impact their social media profiles may affect their chances of getting a job. Black youths must be informed, trained, and even given another platform to develop a positive social media profile that helps them overcome a negative social media profile. Black youths must be taught, trained, and empowered to use social media sites such as LinkedIn and Gigs4students which is a social media website specifically dedicated help minority youth build and develop their first professional social network. However, another way to overcome the negative effect of a social media profile is through others within their online social network and those who are linked to them in other online social networks.

The final strategy is to teach and encourage Black youths to ask others of different races to help them find jobs in and linked to friends in their online social network. This is based on the retention of the alternate hypothesis in the first research question. Contrary to the literature review, Black youths had a diverse online social network. Additionally, information from Questions 10, 11, and 16, indicates Black youths believed they could ask someone of a different race to help them find a job and, individuals of a different race were capable of helping them find a job. This is important because just as the SC that would not help Blacks find jobs in their offline social network, a study by Pedulla and Pager (2019) shows that the OSC in the online social network of Blacks does not help them find jobs as well. Next, according to the literature

review Blacks are more likely to find a job when endorsed by Whites (Silva, 2018). Black youths must be taught to be fearless in reaching out to individuals of other races to help them find jobs who are in and linked to their online social network.

One of the most important results of this study was the fact that Black youths ages 18-24 have racially diverse online social networks. This is surprising because (a) online social networks are developed from offline social networks especially when it comes to youth (Glüer & Lohaus 2016; Shapiro & Margolin, 2014), (b) as youths begin to self-identify they are more likely to choose friends of the same race (Tatum, 1997), (c) Black youths face isolation from other ethnic groups (Fisher et al., 2000; Leath et al., 2019) thus limiting the ability of Black youths to develop a racially diverse online social network. However, data in Table 6 contradicts the preceding information in the literature review by showing that 70 % Black youths had a diverse online social network and the number of individuals other than Black increased as the size of the online social network increased.

Recommendations

In the conduction of this study several recommendations have emerged. The recommendations focus on two areas; future research designs and future studies involving the observation of social behavior offline and online, and future studies on whether Whites share information about jobs with Blacks in an online social network.

Recommendations for Future Research Design

Based on the results of the study, informal conversations with students, and observations of students on campus, to get a better understanding of the phenomenon studied in this research project, future research studies should be a combination of mixed methods research design, ethnographic, and longitudinal designs. This combination would allow a researcher to examine

the phenomenon over time and the behaviors of the participants, thus providing a clearer picture, developing plans or programs that are truly actionable, and greatly add to the field of existing research.

The writer of this research study recommends a combination of designs starting with mixed-methods. Mixed-methods allow researchers to combine different qualitative and quantitative methods to develop a more thorough result. In addition to mixed methods, ethnography and longitudinal designs should be utilized as well.

Ethnography is where the researcher is immersed in the environment and observes the culture of a people over time. A longitudinal design is where a study is conducted over time and then the results are examined (Creswell & Creswell, 2018). Using a research design that combines mixed methods, ethnography, and is longitudinal allows the researcher to get a more complete picture of the phenomenon of OSC in an online social network especially when it involves Black youth. Based on the retention of the null hypothesis of the second research question, the researcher recommends this future design when studying a minority population with respect to OSN and OSC should use this combination. Conducting a design based on the recommendation above would be structured as follows:

1. Mixed methods using either explanatory research or exploratory research design,
2. The quantitative aspect should be a true experiment, (control and experimental groups)
3. Observation of participants as much as possible in their environment,
4. Using a pretest to establish a baseline of participant's perceptions of OSC, in their online social network,

5. Conducting the research for at least one year which covers employment cycles that occurs in the summer and holidays, and
6. Using a posttest which is capable of truly measuring actual development and utilization of OSC in an online social network.

The researcher recommends this design when exploring future studies involving Black youths with respect to online social networks and OSC.

Observing Offline and Online Social Behaviors of Black Youth

The researcher visited ABC's southwest campus on two occasions for almost two days and observed several things. First, the researcher observed that there was very little interaction between students who might have self-identified as the same race. The next observation was that there was no interaction between students of different races. The third observation was that immediately after class the overwhelming majority of students turned on their smart phones and began to text or look at some type of social media platform. Such observations are important when examining social networks, SC, online social networks, and OSC. The reason these observations are important is because according to information in the literature review, online social networks are developed from offline social networks especially for youth (Glüer & Lohaus 2016; Shapiro & Margolin, 2014). Additionally, immediately after classes and in common areas most students were using their smartphones most likely to remain connected to individuals that were already a part of their online social network or to visit some social media site. This was discussed in lectures by Dr. Larry Rosen (personal communication, October 9, 2014) in the class SBS318: The Global Impact of the Technological Revolution. The smartphone served as a type of electronic umbilical cord to keep students connected to those who were already a part of their online social network. This type of behavior that occurs in an everyday setting on a community

college setting or a four-year university could possibly go undetected by a researcher who did not employ ethnographic or longitudinal aspects of their research design. The writer of this research study recommends that future researchers carefully observe the offline behavior of youths, especially minority youth for an extended period of time to add to their data and analysis of the phenomenon of OSC in an online social network in future research studies.

Do Whites Share Valuable Social Capital Online with Blacks

The first research question centered around the ability of Black youths to develop a racially diverse online social network with OSC. The results determined that Black youths were capable of developing a large racially diverse online social network and were willing to ask others of a different race who they did not know to help them find jobs. It is one thing for Black youths to ask people of a different race who are not a part of their online social network to help them find jobs, because they are connected to them through the SWT and LTT. Yet, in no way should it be assumed that individuals of a different race, especially Whites will share information with them that helps them find jobs online. Whites withhold valuable information in the form of SC from Blacks (Hawes, 2017; Hswen et al., 2020) that might help Blacks when they feel threatened in an offline social network. However, does this hold true in an online social network? More studies need to be conducted on whether Whites are more open to sharing OSC with Blacks (e.g. employment opportunities) online in private chats or private messages that helps them remain anonymous.

Final Thoughts

Social networks and SC are important aspects within any group in any given society. As shown in the literature review, scholars, from all types of disciplines, have studied social networks and SC for nearly 100 years. Unfortunately, most of the studies rarely have enough

data on social networks and SC in the lived experiences of Blacks, much less Black youths. What is known is that SC is not considered as valuable in a social network for Blacks as it is for Whites (Parks-Yancy, 2006; Smith, 2013). It was the hope of this researcher in conducting this study that OSC in an online social network would increase the opportunities for Black youths to find employment. However, Black youth have a perception of OSC, but they do not capitalize in using it to help them find jobs based on the results of this study even if they have a diverse online social network.

This dissertation used well over 50 peer reviewed articles and several books on the phenomenon of SC in social networks and OSC in online social networks. It is well within reason to assume universal applicability of many the results from research articles used in this study to any subgroup regardless of race, or culture. However, research by Henrich et al. (2010) indicates that there is no basis for the generalization of a phenomenon in a sample group to other subgroups of people especially if the sample group is overwhelmingly White. Stated differently, the results in these studies examined in the literature review in this study are mostly conducted by Whites with most of the sample population being White males. Thus, the assumption one easily makes is that the results can be applied to other subgroups (e.g. Black youths). Furthermore, in several conversations with White professors and White statisticians about this study, all assumed that the universal applicability of prior research or generalizations with respect to the transmission of SC online or offline could be applied to Black youths and Blacks in general. Several provided examples of how their White teens and young adult children were able to find jobs through SC in their social network or OSC in their online social networks. The researcher had to explain and provide examples of how such an assumption would be a mistake in understanding and examining the phenomenon of SC offline and online with Blacks and Black

youths. However, in discussing the transmission of SC offline and online with Blacks of varying ages, occupations, across the United States for over 35 years, Blacks have a completely different view and understanding. Most importantly, researchers should be careful in assuming the universal application or generalization of studies from White scholars with a majority White sample population to other subgroups whether here in the United States as well as other countries and cultures.

Finally, it is the position of the researcher that online social networks and OSC can help Black youths find jobs as opposed to traditional methods. Because Black youths do not use social media platforms to locate employment opportunities, Black youths will continue to lag behind White and youths of other races in employment. More work needs to be done in teaching Black youths how to harness the power of OSC in their online social networks in the absence of SC in their offline social networks.

REFERENCES

- Abbas, R., & Mesch, G. (2016). Do rich teens get richer? Facebook use and the link between offline and online social capital among Palestinian youth in Israel. *Information, Communication, & Society*, 21(1), 63–79.
<https://doi.org/10.1080/1369118X.2016.1261168>
- Acquisti, A., & Fong, C. (2020). An experiment in hiring discrimination via online social networks. *Management Science*, 66(3), 1005–1024.
<https://doi.org/10.1287/mnsc.2018.3269>
- Adler, L. (2016 February, 29). *New survey reveals 85% of all jobs are filled via networking*. LinkedIn. <https://www.linkedin.com/pulse/new-survey-reveals-85-all-jobs-filled-via-networking-lou-adler>
- Agan, A. (2017). Increasing employment of people with records: Policy challenges in the era of ban the box. *Criminology & Public Policy*, 16(1), 177–185.
<https://doi.org/10.1111/1745-9133.12266>
- Ahn, J. (2012). Teenagers' experiences with social network sites: Relationships to bridging and bonding social capital, *The Information Society*, 28(2), 99–109.
<https://doi.org/10.1080/01972243.2011.649394>
- American Psychological Association. (n.d.). *APA dictionary of psychology*. Retrieved May 10, 2020 from <https://dictionary.apa.org/internal-validity>
- Amour, M. (2020 October 20). *What happens before college matters?* InsideHired.
<https://www.insidehighered.com/news/2020/10/20/black-students-need-changes-policies-and-structures-beyond-higher-education>
- Anderson, M., & Jiang, J. (2018). *Teens, social media, & technology 2018*. Pew Research Center. <https://www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/>
- Anderson, R. (2019). *The disengagement of African American male students in public schools: The perceptions of White female teachers* [Doctoral dissertation, University of Redlands].
<https://doi.org/10.26716/redlands/doctor/2019.12>
- Appel, L., Punit, D., Dwyer, M., Hampton, K., Kitzie, V., Matne, Z., Moore, P., & Teodoro, R. (2014). Testing the validity of social capital measures in the study of information and communication technologies. *Information, Communication, & Society*, 17(4), 389–416.
<https://doi.org/10.1080/1369118X.2014.884612>
- Baldrige, B., Hill, M., & Davis, J. (2011). New possibilities: (re)engaging Black male youth within community-based educational spaces. *Race, Ethnicity and Education*, 14(1) 121-136. www.taylorfrancis.com

- Barnes, J. (1954). Class and committees in a Norwegian island community. *Human Relations*, 7(1), 39–58. <https://doi.org/10.1177/001872675400700102>
- Bateman, T. (2020). *Black students' online networking and social capital development behaviors in varied university settings* (Publication No. 28258290) [Doctoral dissertation, Walden University]. ProQuest Dissertations and Theses Global.
- Bendick Jr., M., & Nunes, A. (2012). Developing the research bias for controlling bias in hiring. *Journal of Social Issues*, 68(2), 238–262. <http://hdl.handle.net/10451/8619>
- Bertrand, M., & Mullainathan, S. (2004). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. *The American Economic Review*, 94(4), 991–1013. <http://dx.doi.org/10.1257/0002828042002561>
- Borgatti, S., & Halgin, D. (2011). On network theory. *Organizational Science*, 22(5), 1168–1181. <http://dx.doi.org/10.2139/ssrn.2260993>
- Bosancianu, C., Powell, S., & Bratović E. (2013). Social capital and pro-social behavior online and offline. *International Journal of Internet Science*, 8(1), 49–68. <https://www.researchgate.net/>
- Bourdieu, P. (1986). The forms of capital. In Richardson, J. (Ed.) *Handbook of theory and research for the sociology of education*, (pp. 241-258). Greenwood Press.
- Boyd, D. (2008). Why youth ♥ social network sites: The role of networked publics in teenage social life. In D. Buckingham (Ed.) *Youth, identity, and digital media* (pp. 119–142). The MIT Press. <https://doi.org/10.1162/dmal.9780262524834.119>
- Boyd, D., & Ellison, N. (2007). Social network sites: Definition, history and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Brame, R., Bushway, S., Paternoster, R., & Turner, M. (2014). Demographic patterns of cumulative arrest prevalence by ages 18 and 23. *Crime and Delinquency*, 60(3), 471–486. <https://doi.org/10.1177/0011128713514801>
- Brandtzaeg, P., Heim, J., & Kaare, B. (2010). Bridging and bonding in social network sites—investigating family-based capital. *International Journal of Web Based Communities* 6(3), 231–253. <https://doi.org/10.1504/IJWBC.2010.033750>
- Brooks, K. (2020, December 11). *Top CEOs vow to hire 1 million Black Americans*. <https://www.cbsnews.com/news/employers-vow-hire-1-million-black-americans-2020s/>
- Bryan, N. (2017). White teachers' role in sustaining the school-to-prison pipeline: Recommendations for teacher education. *Urban Rev*, 49, 326–345. <https://doi.org/10.1007/s11256-017-0403-3>

- Bullard, R., & Feagin, J. (1991). Racism and the city. In M. Gottdiener & C. Pickvance (Eds.), *Urban Life in Transition*, (pp. 55–76). Sage.
- Bureau of Labor Statistics. (2019). *Employment and unemployment among youth summary* [Data set]. <https://www.bls.gov/news.release/youth.nr0.htm>
- Bureau of Labor Statistics. (2020a). *Unemployment recovery in the wake of the COVID-19 pandemic*. <https://www.bls.gov/opub/mlr/2020/article/employment-recovery.htm>
- Bureau of Labor Statistics. (2020b). *Unemployment rate-Black or African Americans* [Data set]. <https://data.bls.gov/pdq/SurveyOutputServlet>
- Bureau of Labor Statistics. (2022). *Labor force statistics from the current population* https://www.bls.gov/web/empsit/cpsee_e16.htm
- Carter, P. (2016). Educational equality is a multifaceted issue: Why we must understand the school's sociocultural context for student achievement. *The Russell Sage Foundation Journal of the Social Sciences*, 5(2), 142–163. <https://www.rsfjournal.org/content/2/5/142.abstract>
- Chan, M. (2015). Mobile phones and the good life: Examining the relationships among mobile use, social capital and subjective well-being. *New Media & Society*, 17(1), 96–113. <https://doi.org/10.1177/1461444813516836>
- Chang, H., & Chuang, S. (2011). Social capital and individual motivations on knowledge sharing: Participant involvement as a moderator. *Information & Management*, 48(1), 9–18. <https://doi.org/10.1016/j.im.2010.11.001>
- Chen, Y., & Starobin, S. (2019). Formation of social capital for community college students: A second-order confirmatory factor analysis. *Community College Review*, 47(1), 3–30. <https://doi.org/10.1177/0091552118815758>
- Cheng, C., Wang, H., Sigerson, L., & Chau, C. (2019). Do the socially rich get richer? A nuanced perspective on social network site use and online social capital accrual. *American Psychological Association*, 145(7), 734–764. <http://dx.doi.org/10.1037/bul0000198>
- Chu, J. L., & Snider, C. E. (2013). Use of a social networking web site for recruiting Canadian youth for medical research. *The Journal of Adolescent Health*, 52(6), 792–794. <https://doi.org/10.1016/j.jadohealth.2012.12.002>
- Claridge, T. (2018, January 20). Functions of social capital – bonding, bridging, linking. *Social Capital Research*. <https://www.socialcapitalresearch.com/wp-content/uploads/2018/11/Functions-of-Social-Capital.pdf>

- Colbert, J. (2017). *Examining the phenomenon of dropping out of high school through the perspectives and experiences of the African American male* (Publication No. 10278938) [Doctoral dissertation, University of Arkansas]. ProQuest Dissertations and Theses Global.
- Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95–S120. <https://doi.org/10.1086/228943>
- Coleman, J. M. (2010). Spearman rank order correlation. In N. Salkind (Ed.), *The encyclopedia of research design*. (pp. 1405–1407). Sage.
- Cornileus, T. (2013). "I'm a black man and I'm doing this job very well": How African American professional men negotiate the impact of racism on their career development. *Journal of African American Studies*, 17(4), 444–460. <https://doi.org/10.1007/s12111-012-9225-2>
- Conover, W. J., & Iman, R. L. (1981). Rank transformations as a bridge between parametric and nonparametric statistics. *The American Statistician*, 35(3), 124–129. <https://doi.org/10.1080/00031305.1981.10479327>
- Council of State Governments. (2014). *Researchers examine effects of a criminal record on prospects for employment*. <https://csgjusticecenter.org/2014/09/23/researchers-examine-effects-of-a-criminal-record-on-prospects-for-employment/>
- Creswell, J., & Creswell, J.D. (2018). *Research design, qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.
- December, J. (1997). Notes on defining of computer-mediated communication. *Computer-Mediated-Communication Magazine*, 4(1). <https://www.december.com/cmc/mag/>
- de Zúñiga, H., Barnidge, M., & Scherman, A. (2017). Social media social capital and offline social capital, and citizenship: Exploring asymmetrical social capital effects. *Political Communication*, 34(1), 44–68. <https://doi.org/10.1080/10584609.2016.1227000>
- Dill, L., & Ozer, E. (2019). The hook-up: How youth-serving organizations facilitate network based social capital for urban youth of color. *Journal of Community Psychology*, 47(4), 1614–1628. <https://doi.org/10.1002/jcop.22216>
- Donath, J., & Boyd, D. (2004). Public displays of connection. *BT Technology Journal*, 22, 71–82. <https://doi.org/10.1023/B:BT TJ.0000047585.06264.cc>
- Douglas, B., Lewis, C. W., Douglas, A., Scott, M. E., & Garrison-Wade, D. (2008). The impact of white teachers on the academic achievement of black students: an exploratory qualitative analysis (EJ839497). ERIC. *Educational Foundations*, 22(1–2), 47–62. <https://eric.ed.gov/?id=EJ839497>

- Duffy, B. E., & Chan, N. K. (2019). "You never really know who's looking:" Imagined surveillance across social media platforms. *New Media & Society*, 21(1), 119–138. <https://doi.org/10.1177/1461444818791318>
- Dufur, M., Parcel, T., Hoffmann, J., & Braudt, D. (2016). Who has the advantage? Race and sex differences in returns to social capital at home and at school. *Research in Social Stratification and Mobility*, 45, 27–40. <https://doi.org/10.1016/j.rssm.2016.07.001>
- Dunbar, R., Arnaboldi, V., Conti, M., & Passarella, A. (2015). The structure of online social networks mirrors those in the offline world. *Social Networks*, 43, 39–47. <https://doi.org/10.1016/j.socnet.2015.04.005>
- Duncan, G. A. (2005). Black youth, identity, and ethics. *Educational Theory*, 55(1), 3–22. <https://doi.org/10.1111/j.1741-5446.2005.0002a.x>
- Edelman, P., & Holzer, H. (2013). Connecting the disconnected: Improving education and employment outcomes among disadvantaged youth. In S. Luce., J. Luff, J. McCartin, & R. Milkman (Eds.), *What works for workers?: Public policies and innovative strategies for low-wage workers* (pp. 81–103). Russel Sage Foundation.
- Edmonds, W. A., & Kennedy, T. D. (2017). *An applied guide to research designs: Quantitative, qualitative, and mixed methods* (2nd ed.). Sage.
- Edwards, R. (2004). *Measuring social capital: An Australian framework and indicators*. Australian Bureau of Statistics. [https://www.ausstats.abs.gov.au/ausstats/free.nst/0/13C0688F6B98DD45CA256E360077D526/\\$File/13780_2004.pdf](https://www.ausstats.abs.gov.au/ausstats/free.nst/0/13C0688F6B98DD45CA256E360077D526/$File/13780_2004.pdf)
- Farmer-Hinton, R. (2008). Social capital and college planning: Students of color using school networks for support and guidance. *Education and Urban Society*, 41(1), 127–157. <https://doi.org/10.1177/0013124508321373>
- Faucher, K. (2018). *Social Capital online: Alienation and accumulation*. University of Westminster Press.
- Fernandez-Alcantara, A. (2018). *Youth and the labor force: Backgrounds and trends*. Congressional Research Service. <https://fas.org/sgp/crs/misc/R42519.pdf>
- Fernandez, R., & Fernandez-Mateo, I., (2006). Networks, race and hiring. *American Sociological Review*, 71(1), 42–71. <https://doi.org/10.1177/000312240607100103>
- Fisher, C. B., Wallace, S. A. & Fenton, R. E. (2000). Discrimination distress during adolescence. *Journal of Youth and Adolescence*, 29, 679–695. <https://doi.org/10.1023/A:1026455906512>
- Forsyth, E., & Katz, L. (1946). A matrix approach to the analysis of sociometric data: Preliminary report. *Sociometry*, 9(4), 340–347.

<https://doi-org.lib.pepperdine.edu/10.2307/2785498>

- Freeman, L. (1979). Centrality in social networks conceptual clarification. *Social Networks*, 1(3), 215–239. [https://doi.org/10.1016/0378-8733\(78\)90021-7](https://doi.org/10.1016/0378-8733(78)90021-7)
- Freeman, R., & Holzer, H. (Eds.). (2008). *The black youth unemployment crisis*. University of Chicago Press.
- Furr, R. (2011). *Scale construction and psychometrics for social and personality psychology*. Sage.
- Gale, A. (2020). Examining black adolescents' perceptions of in-school racial discrimination: the role of teacher support on academic outcomes. *Children and Youth Services Review*. <https://doi.org/10.1016/j.childyouth.2020.105173>
- Garton, L., Haythornthwaite, C., & Wellman, B. (1997). Studying online social networks. *Journal of Computer-Mediated Communication*, 3(1). <https://doi.org/10.1111/j.1083-6101.1997.tb00062.x>
- Gelderblom, D. (2018). The limits to bridging social capital: Power, social context, and the theory of Robert Putnam. *Sociological Review*, 66(6), 1309–1324. <https://doi.org/10.1177/0038026118765360>
- Genoni, P., Merrick, H., & Willson, M. (2005). The use of the Internet to activate latent ties in scholarly communities. *First Monday*, 10(12). <https://doi.org/10.5210/fm.v10i12.1301>
- Ginwright, S. (2007). Black youth activism and the role of critical social capital in Black community organizations. *American Behavioral Scientist*, 51(3), 403–418. <https://doi.org/10.1177/0002764207306068>
- Glüer, M., & Lohaus, A. (2016). Participation in social network sites: Associations with the quality of offline and online friendships in German preadolescents and adolescents. *Journal of Psychosocial Research*, 10(2). <https://doi.org/10.5817/CP2016-2-2>
- Godsil, R., & McGill-Johnson, A. (2013). Transforming perception: Black men and boys. *Perception Institute*. <https://perception.org/publications/transforming-perception/>
- Gottfried, M., & Plasman, J. (2018). Linking the timing of career and technical education courses taking with high school dropout and college-going behavior. *American Education Research Journal*, 55(2), 326–361. <https://doi.org/10.3102/0002831217734805>
- Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology*, 78(6), 1360–1380. <http://dx.doi.org/10.1086/225469>
- Greenberg, J., & Fernandez, R. (2016). The strength of weak ties in MBA job search: a within-person test. *Sociological Science*, 3(14), 296–316. <https://doi.org/10.15195/v3.a14>

- Greenhow, C., & Burton, L. (2011). Help from my “friends:” Social capital in the social network of low-income students. *Journal of Educational Computing Research*, 45(2), 223–245. <https://doi.org/10.2190/EC.45.2.f>
- Harwin, A. (2012). Title VII challenges to employment discrimination against minority men with criminal records. *Berkeley Journal of African-American Law & Policy*, 14(1), 4–24. <https://heinonline.org/>
- Hasse, A., Cortesi, S., Lombana-Bermudez, A., & Gasser, U. (2019). Youth and cyberbullying: Another look. *Youth and Media, Berkman Klein Center for Internet & Society* <http://cyber.harvard.edu/publication/2019/youth-and-cyberbullying/another-look>
- Hatt, B. (2011). Still I rise: Youth caught between the worlds of schools and prisons. *The Urban Review*, 43(4), 476–490. <https://doi.org/10.1007/s11256-011-0185-y>
- Hawes, D. P. (2017). Social capital, racial context, and incarcerations in the American states. *State Politics & Policy Quarterly*, 17(4), 393–417. <https://doi.org/10.1177/1532440017720776>
- Hawkins, R., & Maurer, K. (2010). Bridging, bonding and linking: How social capital operated in New Orleans following Hurricane Katrina. *The British Journal of Social Work*, 40(6), 1777–1793. <https://doi.org/10.1093/bjsw/bcp087>
- Haythornthwaite, C. (2002). Strong, weak, and latent ties and the impact of new media. *The Information Society*, 18, 385–401. <https://doi.org/10.1080/01972240290108195>
- Haythornthwaite, C. (2005). Social networks and internet connectivity effects. *Information, Community and Society*, 8(2), 125–147. <https://doi.org/10.1080/13691180500146185>
- Heidari, E., Salimi, G., & Mehrvarz, M. (2020). The influence of online social networks and online social capital on constructing a new graduate students’ professional identity. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2020.1769682>
- Henrich, J., Heine, S., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences*. 33(2-3), 61–83. <https://doi.org/10.1017/S0140525X0999152X>
- Hinshelwood R. D. (1982). The individual in the social network. In Pines M., Rafaelsen L (Eds) *The individual and the group* (pp. 469–477). Springer.
- Holzer, H., Offner, P., & Sorensen, E. (2005). Declining employment among young black less educated men: The role of incarceration and child support. *Journal of Policy Analysis and Management*, 24(2), 329–350. <https://doi.org/10.1002/pam.20092>
- Hswen, Y., Qin, Q., Williams, D., Viswanath, K., Brownstein, J., & Subramanian, S. (2020). The relationship between Jim Crow laws and social capital from 1997-2014: A 3-level

- multilevel hierarchical analysis across time, county, and state. *Social Science & Medicine* 262. <https://doi.org/10.1016/j.socscimed.2020.113142>
- Intellectus Statistics [Online computer software]. (2021). Intellectus Statistics. <https://analyze.intellectusstatistics.com/>
- International Telecommunications Union. (2017). *ICT facts and figures 2017*. <https://about.fb.com/wp-content/uploads/2018/08/ICTFactsFigures2017.pdf>
- Jeske, D., & Shultz, K. (2019). Social media screening and content effects: Implications for job applicant reactions. *International Journal of Manpower*, 40(1) 73–86. <https://doi.org/10.1108/IJM-06-2017-0138>
- Juhn, C., & Potter, S. (2006). Changes in labor force participation in the United States. *Journal of Economic Perspectives*, 20(3), 27–46. <https://doi.org/10.1257/jep.20.3.27>
- Kaminski, J. (2011). Diffusion of innovation theory. *Canadian Journal of Nursing Informatics*, 6(2). <https://tinyurl.com/y6zwh6l5>
- Kalenkoski, C. (2016). *The effects of minimum wages on youth employment and income*. IZA World of Labor. <https://doi.org/10.15185/izawol.243>
- Kazienko, P., & Musiał, K. (2006) Social capital in online social networks. In: Gabrys B., Howlett R.J., & Jain L.C. (Eds) *Knowledge-based intelligent information and engineering systems*. KES 2006. Lecture Notes in Computer Science, Vol. 4252. Springer. https://doi.org/10.1007/11893004_54
- Kent, C., Rechavi, A., & Rafaeli, S. (2019). The relationship between offline social capital and online learning interactions. *International Journal of Communication*, 13, 1186–1211. <https://ijoc.org/index.php/ijoc/article/view/10213>
- Kirwan Institute for the Study of Race and Ethnicity. (2015). *Understanding implicit bias*. <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>
- Knapp, H. (2018). *Intermediate statistics using SPSS*. Sage.
- Knight, M. (2015). *Why are African American males dropping out of high school? A case study*. [Master's thesis, Hamline University]. https://digitalcommons.hamline.edu/hse_all/228
- Korosteleva, O. (2018). Fisher Exact Test. In B. Frey (Ed.). *The sage encyclopedia of educational research, measurement, and evaluation*. (pp. 680–682) <http://dx.doi.org/10.4135/9781506326139>
- Kraft, M. & Furlong, S. (2021). *Public policy: Politics, analysis, and alternatives* (7th ed.). Sage.
- Kuhn, D. (2006). Do cognitive changes accompany developments in the adolescent brain? *Perspectives on Psychological Science*, 1(1), 59–67.

- Kumar, R. (2014). *Research methodology: A step-by-step guide for beginners* (4th ed.). Sage.
- Kumar, R., Novak J., & Tomkins, A. (2010). Structure and evolution of online social networks. In: Yu P., Han, J., & Faloutsos, C. (Eds) *Link Mining: Models, Algorithms, and Applications*. Springer. https://doi.org/10.1007/978-1-4419-6515-8_13
- Kwak, D., & Kim, W. (2017). Understanding the process of social network evolution: Online-offline integrated analysis of social tie formation. *Plos One*, 12(5). <https://doi.org/10.1371/journal.pone.0177729>
- Kyne, D., & Aldrich, D. P. (2020). Capturing bonding, bridging, and linking social capital through publicly available data. *Risk, Hazards & Crisis in Public Policy*, 11(1), 61–86. <https://doi.org/10.1002/rhc3.12183>
- Leath, S., Mathews, C., Harrison, A., & Chavous, T. (2019). Racial identity, racial discrimination, and classroom engagement outcomes among black girls and boys in predominantly black and predominantly white school districts. *American Educational Research Journal*, 56(4), 1318–1352. <https://doi.org/10.3102/0002831218816955>
- Lee, J., Park, S., Na, E., & Kim, E. (2016). A comparative study on the relationship between social networking site use and social capital among Australian and Korean youth. *Journal of Youth Studies*, 19(9), 1164–1163. <https://doi.org/10.1080/13676261.2016.1145637>
- Lee, S. (2009). Online communication and adolescent social ties: Who benefits more from internet use? *Journal of Computer-Mediated Communication*, 14(3), 509–531. <https://doi.org/10.1111/j.1083-6101.2009.01451.x>
- Legal Law Institute. (2021). 45 CFR Part 46 – Protection of human subjects. *Cornell Law School*. <https://www.law.cornell.edu/cfr/text/45/part-46>
- Lenhart, A. (2015 April, 9). *Teens, social media & technology overview 2015*. Pew Research Center. <https://www.pewresearch.org/internet/2015/04/09/teen-social-media-technology-2015/>
- Levitt, S., & Venkatesh, S. (2000). An economic analysis of a drug-selling gang's finances. *The Quarterly Journal of Economics*, 115(3), 755–789. <https://doi.org/10.1162/003355300554908>
- Liberman, A., & Fontaine, J. (2015). *Reducing harms to boys and young men of color from criminal justice system employment*. Urban Institute. <https://www.urban.org/sites/default/files/publication/39551/2000095-Reducing-Harms-to-Boys-and-Young-Men-of-Color-from-Criminal-Justice-System-Involvement>

- Liu, W., Sidhu, A., Beacom, A., & Valente, T. (2017). Social network theory. In P. Rossers, C. Hoffner, & L. van Zoonen (Eds.), *The international encyclopedia of media effects* (pp.). Wiley.
- Lobmeier, J. (2012). Nonexperimental designs. In N. Salkind (Ed.), *The encyclopedia of research design*. (pp. 911–914). Sage.
- Lőrincz, L., Koltai, J., Györc, A., & Takács, K. (2019). Collapse of an online social network: Burning social capital to create it? *Social Networks*, 57, 43–53. <https://doi.org/10.1016/j.socnet.2018.11.004>
- Marwick, A., Fontaine, C., & Boyd, D. (2017). “Nobody see it, nobody gets mad:” *Social media, privacy, and personal responsibility among low-SES youth*. Social Media + Society. <https://doi.org/10.1177/2056305117710455>
- McKeon, K. (2020, April 28). *5 personal branding tips for your job search*. The Manifest. <https://themanifest.com/digital-marketing/5-personal-branding-tips-job-search>
- Merchant, G. (2012) Unravelling the social network: theory and research. *Learning, Media and Technology*, 37(1), 4–19. <https://doi.org/10.1080/17439884.2011.567992>
- Mishra, S. (2019). Social networks, social capital, social support, and academic success in higher education: A systematic review with a special focus on ‘underrepresented’ students. *Educational Research Review*, 29. <https://doi.org/10.1016/j.edurev.2019.100307>
- Mitchell, J. C. (1974). Social networks. *Annual Review of Anthropology*, 3, 279–299. <https://doi.org/10.1146/annurev.an.03.100174.001431>
- Montgomery, J. (1992). Job search and network composition: implications of the strength of weak ties hypothesis. *American Sociological Review*, 57(5), 586–596. <https://doi.org/10.2307/2095914>
- Moreno, J. (1950). *Sociometry, experimental method and the science of society: An approach to a new political society*. Beacon House.
- Mouw, T. (2002). Are black workers missing the connection? The effect of spatial distance and employee referrals on interfirm racial segregation. *Demography* 39(3), 507–528. <https://doi.org/10.1353/dem.2002.0030>
- Museus, S., & Neville, K. (2012). Delineating the ways that key institutional agents provide racial minority students with access to social capital in college. *Journal of College Student Development*, 53(3), 436–452. <https://doi.org/10.1353/csd.2012.0042>
- Naseri, S. (2017). Online social networks and social capital: A case of Facebook. *International Journal of Applied Sociology*, 7(1), 13–19. <https://doi.org/10.5923/j.ijas.20170701.02>

- Nie, N. (2001). Sociability, interpersonal relations, and the internet: Reconciling conflicting findings. *American Behavioral Scientist*, 45(3), 420–435.
<https://doi.org/10.1177/00027640121957277>
- Nunez, R. M. (2016). Linking social capital: a forgotten component of social capital. *J Epidemiol Community Health*, 70(5), 526–526. <http://dx.doi.org/10.1136/jech-2015-207100>
- Pager, D., Western, B., & Sugie, N. (2009). Sequencing disadvantage: Barriers to employment facing young black and white men with criminal records. *The ANNALS of the American Academy of Political and Social Science*, 623(1), 195–213.
<https://doi.org/10.1177/002716208330793>
- Park, K.-G., Kaid, L. L., & Han, S. (2013). Does social networking service usage mediate the association between smartphone usage and social capital? *New Media and Society*, 15(7), 1077–1093. <https://doi.org/10.1177/1461444812465927>
- Parks-Yancy, R. (2006). The effects of social group membership and social capital resources on careers. *Journal of Black Studies*, 36(4), 515–545.
<https://doi.org/10.1177/0021934704273501>
- Paxton, P. (2002). Social capital and democracy: An interdependent relationship. *American Sociological Review*, 67(2), 254–277. <https://doi.org/10.2307/3088895>
- Pedulla, D., & Pager, D. (2019). Race and networks in the job search process. *American Sociological Review*, 84(6), 983–1012. <https://doi.org/10.1177/0003122419883255>
- Pepperdine University. (2021). Revised common rule. *Institutional Review Board*.
<https://community.pepperdine.edu/irb/>
- Poder, T. (2011). What is social capital? A critical review. *The American Sociologist*, 42(4), 341–367. <https://doi.org/10.1007/s12108-011-9136-z>
- Privitera, J. (2016). *Essential statistics for the behavioral sciences*. Sage.
- Putnam, R. (1993). *Making democracy work: Civic traditions in modern Italy*. Princeton University Press..
- Putnam, R. (2001). *Bowling alone: The collapse and revival of American community*. Simon & Schuster.
- Rademacher, M., & Wang, K. (2014). Strong-tie social connections versus weak-tie social connections. *Scholarship and Professional Work - Communication*. 103.
https://digitalcommons.butler.edu/ccom_papers/103
- Raosoft. (2004). *Sample size calculator*. <http://www.raosoft.com/samplesize.html>

- Reich, S. M., Subrahmanyam, K., & Espinoza, G. (2012). Friending, IMing, and hanging out face-to-face: Overlap in adolescents' online and offline social networks. *Developmental Psychology*, 48(2), 356–368. <https://doi.org/10.1037/a0026980>
- Richardson, J. (2012). Beyond the playing field: Coaches as social capital for inner-city adolescent African-American males. *Journal of African American Studies*, 16, 171–194. <https://doi.org/10.1007/s12111-012-9210-9>
- Rogers, E. (1962). *Diffusion of innovations*. Macmillan.
- Root, T., & McKay, S. (2014). Student awareness of the use of social media screening by prospective employers. *Journal of Education for Business*, 89(4), 202–206. <https://doi.org/10.1080/08832323.2013.848832>
- Rustici, T. (1985). Public choice view of the minimum wage. *Cato Journal*, 5(1), 103–132. <https://heinonline.org/>
- Ryan, B., & Gross, N. (1943). The diffusion of hybrid seed corn in two Iowa communities. *Rural Sociology*, 8(1). <https://www.proquest.com/openview/7de2b2276a089fe888071663de12b6a0/1?pq-origsite=gscholar&cbl=1817355>
- Ryan, T., Allen, K., Gray, D., & McInerney, D. (2017). How social are social media? A review of online social behaviour and connectedness. *Journal of Relationships Research*, 8(e8), 1-8. <https://doi.org/10.1017/jrr.2017.13>
- Sajuria, J., vanHeerde-Hudson, J., Hudson, D., Dasandi, N., & Theocharis, Y. (2015). Tweeting alone? An analysis of bridging and bonding social capital in online networks. *American Politics Research*, 43(4), 708–738. <https://doi.org/10.1177/1532673X14557942>
- Savicki, V., & Kelley, M. (2004). Computer-mediated-communication: Gender and group composition. *CyberPsychology & Behavior*, 3(5). <https://doi.org/10.1089/10949310050191791>
- Scales, P., Boat, A., & Pekel, K. (2020). *Defining and measuring social capital for young people*. Search Institute. <https://www.search-institute.org/wp-content/uploads/2020/05/SOCAP-Lit-Review.pdf>
- Shapiro, L., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical Child and Family Psychology Review*, 17, 1–18. <https://doi.org/10.1007/s10567-013-0135-1>
- Siegel, J., Dubrovsky, V., Kiesler, S., & McGuire, T. (1986). Group processes in computer-mediated communication. *Organization Behavior and Human Decision Processes*, 37(2), 157–187. [https://doi.org/10.1016/0749-5978\(86\)90050-6](https://doi.org/10.1016/0749-5978(86)90050-6)

- Silva, F. (2018). The strength of White's ties: How employers reward the referrals of Black and White jobseekers. *Social Forces*, 97(2), 741–768. <https://doi.org/10.1093/sf/soy051>
- Simmel, G. (1922). The web of group affiliations. In K. Wolff (Ed.) *Conflict and the web of group affiliations* (pp. 125–195). Free Press.
- Slack, M., & Draugalis, J. (2001). Establishing the internal and external validity of experimental studies. *American Journal of Health-System Pharmacy*, 58(22), 2173–2181. <https://doi.org/10.1093/ajhp/58.22.2173>
- Smith, B., & Holmes, M. (2003). Community accountability, minority threat, and police brutality: an examination of civil rights criminal complaints. *Criminology*, 41(4), 1035–1064. <https://doi.org/10.1111/j.1745-9125.2003.tb01013.x>
- Smith, D. (2013). African Americans and network disadvantage: Enhancing social capital through participation on social networking sites. *Future Internet*, 5(1), 56–66. <https://doi.org/10.3390/fi5010056>
- Smith, L. (2015). *Perceptions of career and technology education among African American students* (Publication No. 3707205) [Doctoral dissertation, Clemson University]. ProQuest Dissertations and Theses Global.
- Smylie, L. (2015). The nature and development of young people's social capital: Transitions, co-presence, shared interest, and emotional connections. *International Journal of Child, Youth and Family Studies*, 6(1), 134–149. <https://doi.org/10.18357/ijcyfs.61201513483>
- Son, J., & Lin, N. (2012). Network diversity, contact diversity, and status attainment. *Social Networks*, 34(4), 601–613. <https://doi.org/10.1016/j.socnet.2012.06.006>
- Spaights, E., & Dixon, H. (1986). Black youth unemployment: Issues and problems. *Journal of Black Studies*, 16(4), 385–396. <https://doi.org/10.1177/002193478601600403>
- Spaulding, S., Lerman, R., Holzer, H., & Eyster, L. (2015). *Expanding economic opportunity for young men and boys of color through employment and training*. Urban Institute. <https://www.urban.org/sites/default/files/publication/39436/2000097-expanding-economic-opportunity-for-boys-and-young-men-of-color-through-employment-and-training-1>
- Spievack, N. (2019). For people of color, employment disparities start early. *Urban Institute*. <https://www.urban.org/urban-wire/people-color-employment-disparities-start-early>
- Spring, J. (2008). *The American school: From the puritans to no child left behind*. McGraw-Hill.
- Steinfeld, C., Ellison, N., & Lampe, C. (2008). Social capital, self-esteem, and use of online social network sites: A longitudinal analysis. *Journal of Applied Developmental Psychology*, 29, 434–445. <https://doi.org/10.1016/j.appdev.2008.07.002>

- Stewart, K. (2011). The role of social capital for black students at predominantly white institutions. *Sociation Today*, 9(1).
<http://www.ncsociology.org/sociationtoday/v91/student.htm>
- Tankovska, H. (2021 February, 25). *Internet usage of teenagers in the United States*. Statista.
<https://www.statista.com/topics/2016/teenagers-internet-usage-in-the-us/>
- Tatum, B. (1997). *Why are all the black kids sitting together in the cafeteria?* Basic Books.
- Taylor, E., Guy-Walls, P., Wilkerson, P., & Addae, R. (2019). The historical perspective of stereotypes on African-American males. *Journal of Human Rights and Social Work*, 4, 213–225. <https://doi.org/10.1007/s41134-019-00096-y>
- Thorne, D. (2013). Latent networks: Ties, structures, and effects within an anonymous community (Publication No. 1549083) [Master's thesis, Eastern Michigan University]. ProQuest Dissertations and Theses Global.
- Toossi, M. (2002). *Labor force change 1950-2050*. Bureau of Labor Statistics.
<https://www.bls.gov/opub/mlr/2002/05/art2full.pdf>
- Toossi, M., & Morisi, T. (2017). Women in the workforce before, during, and after the great recession. *Bureau of Labor and Statistics*.
<https://www.bls.gov/spotlight/2017/women-in-the-workforce-before-during-and-after-the-great-recession/home.htm>
- Tynes, B. M., & Mitchell, K. J. (2014). Black youth beyond the digital divide: Age and gender differences in Internet use, communication patterns, and victimization experiences. *Journal of Black Psychology*, 40(3), 291–307.
<https://doi.org/10.1177/0095798413487555>
- United Nations, (2019). *World population prospects 2019: Highlights*. https://population.un.org/wpp/Publications/Files/WPP2019_Highlights.pdf
- United States Census Bureau. (2019). *Population: Children*.
<https://www.census.gov/topics/population/children/data/>
- United States Census Bureau, (2020). *U.S. Census Bureau QuickFacts: Sugar Land city, Texas*.
<https://www.census.gov/quickfacts/sugarlandcitytexas>
- Wang, M., Kiuru, N., Degol, J., & Salmela-Aro, K. (2018). Friends, academic achievement, and school engagement during adolescence: A social network approach to peer influence and selection effects. *Learning and Instruction*, 58, 148–160.
<https://doi.org/10.1016/j.learninstruc.2018.06.003>

- Wasserman, S., & Faust, K. (1994). *Social network analysis: Methods and application*. Cambridge University Press.
- Weinstein, A. (2018, January 31). When more women join the workforce, wages rise – including for men. *Harvard Business Review*. <https://hbr.org/2018/01/when-more-women-join-the-workforce-wages-rise-including-for-men>
- Wellman, B. (1997). An electronic group is virtually a social network. In S. Kiesler (Ed.), *Culture of the Internet* (p. 179–205). Lawrence Erlbaum Associates Publishers.
- Williams, D. (2006). On and off the 'net: Scales for social capital in an online era. *Journal of Computer-Mediated Communication*, 11, 593–628. <https://doi.org/10.1111/j.1083-6101.2006.00029.x>
- Williams, E. (1977). Experimental comparisons of face-to-face and mediated communication: A review. *Psychological Bulletin*, 84(5), 963–976. <https://doi.org/10.1037/0033-2909.84.5.963>
- Williams, J. R. (2019). The use of online social networking sites to nurture and cultivate bonding social capital: A systematic review of the literature from 1997 to 2018. *New Media & Society*, 21(11–12), 2710–2729. <https://doi.org/10.1177/1461444819858749>
- Wilson, J. (2016). Black youths, joblessness, and the other side of 'Black lives matter.' *Ethnic and Racial Studies*, 39(8), 1450–1457. <https://doi.org/10.1080/01419870.2016.1153689>
- Wimberly, G. L. (2013). Chapter three: Understanding social capital and the African American school experience. *Counterpoints*, 383, 37–52. <https://www.jstor.org/stable/42981247>
- Wise, J., & Driskell, R. (2017). Tolerance within community: Does social capital affect tolerance? *Social Indicators Research: An International and Interdisciplinary Journal for Quality-Of-Life Measurement*, 134(2), 607–629. <https://doi.org/10.1007/s11205-016-1449-4>
- Woolcock, M. (2001). The place of social capital in understanding social and economic outcomes. *Canadian Journal of Policy Research*, 2(1), 11–17. <http://faculty.washington.edu/matsueda/courses/590/Readings/Woolcock%20Soc%20Cap%20Development.pdf>
- Xie, W. (2014). Social network site use, mobile personal talk, and social capital among teenagers. *Computers in Human Behavior*, 41, 228–235. <https://doi.org/10.1016/j.chb.2014.09.042>

APPENDIX A

Internet Social Capital Scales

Bonding Subscale

1. There are several people online/offline I trust to help solve my problems.*
2. There is someone online/offline I can turn to for advice about making very important decisions.*
3. There is no one online/offline that I feel comfortable talking to about intimate person problems. (reversed)*
4. When I feel lonely there are several people online/offline I can talk to
5. If I needed an emergency loan of \$500, I know someone online/offline I can turn to.*
6. The people I interact with online/offline would put their reputation on the line for me
7. The people I interact with online/offline would be a good job references for me.
8. The people I interact with online/offline would share their last dollar with me.
9. I do not know people online/offline well enough to get them to do anything important.
(reversed)
10. The people I interact with online/offline would help me fight an injustice.

Bridging Subscale

1. Interacting with people online/offline makes me interested in things that happen outside of my town.
2. Interacting with people online/offline makes me want to try new things.
3. Interacting with people online/offline makes me interested in what people unlike me are thinking.
4. Talking with people online/offline makes me curious about other places in the world.

5. Interacting with people online/offline makes me feel like part of a larger community.
6. Interacting with people online/offline makes me feel connected to the bigger picture.
7. Interacting with people online/offline reminds me that everyone in the world is connected.
8. I am willing to spend time to support general online/offline community activities
9. Interacting with people online/offline gives me new people to talk to.
10. Online/offline, I come in contact with new people all the time.

APPENDIX B

Permission to Use Internet Social Capital Scales

Dmitri Williams <dcwillia@usc.edu>

to me ▼

Hi, Adolphus.

No permission is needed. It's free and public since it's published. Good luck!

Dmitri Williams

Associate Professor

USC Annenberg School for Communication

dcwillia@usc.edu

APPENDIX C

Black Youth Perception of Online Social Capital in an Online Social Network Survey

☐

Q1

Interacting with people online makes me interested in things that happen outside of my town.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q2

Interacting with people online makes me want to try new things

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q3

Interacting with people online makes me interested in what people unlike me are thinking

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q4

Talking with people online makes me curious about other places in the world

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q5

Interacting with people online makes me feel like part of a larger community

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q6

Interacting with people online makes me feel connected to the bigger picture.

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q7

Interacting with people online reminds me that everyone in the world is connected

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q8

I am willing to spend time to support general online community activities

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q9

Interacting with people online gives me new people to talk to

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q10

Online I come in contact with new people all the time

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

☐

Q11

Interacting with people online can help me find a job

- ☐ Strongly disagree
- ☐ Somewhat disagree
- ☐ Neither agree nor disagree
- ☐ Somewhat agree
- ☐ Strongly agree

Block 1

☐

Q12

How many friends do you have on the social media site you use the most?

- ☐ 0-50
- ☐ 51-100
- ☐ 101-150
- ☐ 151-200
- ☐ 201 and above

☐

Q13

Have you ever used social media to find a job? (e.g. Facebook, Twitter, Snapchat, Instagram, LinkedIn)

- ☐ No
- ☐ Yes

☐

Q14

Have you ever had a friend on social media help you find a job?

- ☐ No
- ☐ Yes

☐

Q15

How many friends online or on the social media platform you use the most self-identify as another race other than Black?

- ☐ None
- ☐ 0-25
- ☐ 26-50
- ☐ 51-75
- ☐ 76-100
- ☐ None

☐

Q16

Would you consider asking someone online on social media of a different race to help you find a job?




- ☐ Definitely not
- ☐ Probably not
- ☐ Might or might not
- ☐ Probably yes
- ☐ Definitely yes

End of Survey

We thank you for your time spent taking this survey. Your response has been recorded.

APPENDIX D

CITI Human Subject Participatory Research Certificate

		Completion Date 15-Jun-2021 Expiration Date 14-Jun-2026 Record ID 42708680
This is to certify that:		
Adolphus Archie		
Has completed the following CITI Program course:		<div>Not valid for renewal of certification through CME.</div>
GSEP Education Division (Curriculum Group)		
GSEP Education Division - Social-Behavioral-Educational (SBE) (Course Learner Group)		
1 - Basic Course (Stage)		
Under requirements set by:		
Pepperdine University		
		
Verify at www.citiprogram.org/verify/?wb3c83a53-7ead-48a2-9513-c16298ee324d-42708680		

APPENDIX E

Pepperdine Exempt Categories Guidelines



All Pepperdine University human subjects research projects must undergo review as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Exempt Category 2 – Surveys, interviews, educational tests, public observations

Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

- (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
- (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.



Examples:

- Surveying teachers, nurses, or doctors about a technique or an outcome
- Interviewing managers about a management style or best practice
- Conducting a focus group about an experience or an opinion of a community program

This category involves interactions (verbal and written responses) and data collection only. The data collection can include audio or video recordings. Research involving "interventions" ~~will~~ not be approvable under this category. Interventions include manipulation of the environment or physical procedures to collection information, such as a cheek swab.

Applicability to vulnerable populations

- Pregnant women may be included in this type of research
- Research that targets a prisoner population is not eligible for this exemption. The exemption is allowable if the research is aimed at a broader population and only incidentally includes prisoners.
- Research involving children is eligible for this exemption only when it related to educational tests or observations in which the investigators don't participate in the activities being observed. Additionally, children are not eligible for this exemption if the project requires limited IRB review.

APPENDIX F

Pepperdine IRB Approval Letter

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: December 03, 2021

Protocol Investigator Name: Adolphus Archie

Protocol #: 21-09-1652

Project Title: Impacting Black Youths' Unemployment Through

Online Social Networking and Online Social Capital School:

Graduate School of Education and Psychology Dear Adolphus

Archie:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine*

University Protection of Human Participants in Research: Policies and Procedures Manual at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D.,

IRB Chair cc: Mrs.

Katy Carr,

Assistant Provost

for Research

APPENDIX G

Public Information Request



PUBLIC INFORMATION REQUEST FORM

Please print or type the requested information. You may submit your public information request by faxing the completed form to [Redacted]

NAME Archie Adolphus E
Last First MI

ADDRESS 1801 W. 263rd St #132 Lomita CA 90717
Street No. Street Apt/Ste. City State Zip

PHONE (713) 252-2056
Cell/Home/Office Fax

E-MAIL adolphus.archie@pepperdine.edu 

Pursuant to the Texas Public Information Act, Texas Government Code, Article 6252-001, et seq., I am requesting access to and/or a copy of the following records maintained by [Redacted]:

ITEM NO.	ITEM (PLEASE DESCRIBE IN DETAIL, I.E. TITLE OF DOCUMENT, ETC.)	DATE ITEM ORIGINATED
1.	Directory information on students currently attending the 	02/22/2022
2.	Directory information on students currently attending the 	02/22/2022
3.	Directory information on students currently attending the 	02/22/2022
4.	Directory information on students currently attending the 	02/22/2022
5.		

I understand that I may be required to post a cash bond prior to inspecting or receiving copies of any information should the estimated cost of complying with the request exceed \$100.

Adolphus E. Archie 02/22/2022
Signature Date

APPENDIX H

Participant Recruitment Flyer

IRB # 21-09-1652 Date Approved 12/03/2021



WIN A \$50, \$20, or \$10 Amazon or Starbucks gift card

Participate in this study for Black youths

Study for Black Youths Looking for Jobs

Getting or finding a job can be difficult especially if it is your first job. Job boards, workshops, career centers, and other ways don't make it easier to find a job. This research explores an alternative way to find employment.

Participants will be asked to:

- complete an initial survey,
- try to find a job for 30 days,
- then complete a final survey

As a participant you may be eligible to win on of several gift cards in a raffle

- One of five \$50 Amazon gift cards
- One of ten \$25 Amazon gift cards
- One of twenty \$10 Starbucks gift cards

You must complete the study to be eligible to win

Eligibility for Study

- You must be between the ages of 18-24
- You must self-identify as Black or African American
- You must be enrolled in the HCC Southwest college

Location

Study will be conducted completely online. There will be no in-person contact between researcher and participants. You may participate at your convenience at any time and any location during the 30 days in which the study is conducted

For more information on study contact:

adolphus.archie@pepperdine.edu

(713) 252-2056

APPENDIX I

Participant Recruitment Letter



IRB Number # 21-09-1652

Dear Student,

My name is Adolphus E. Archie, and I am a doctoral candidate in the Graduate School of Education and Psychology in Organizational Leadership at Pepperdine University. I am conducting a research study on "*Impacting Black Youth's Unemployment Through Online Social Networking and Online Social Capital*" and you are invited to participate in the study. The purpose of this study is to learn if Black youths can develop a diverse online social network and online social capital that helps them find employment. **If you agree to participate, please respond by creating a unique identifier and sending that information by email to the email address below.** (See instructions below) Next, you will be sent the information on informed consent and a survey. BEFORE you complete the survey, please read the informed consent carefully and save a copy for your records. This survey will take approximately 5-10 minutes to complete. Once the survey is returned your participation in this study is complete. Participation in the study is completely voluntary and you may withdraw at any time you are taking the survey or before. Your identity will be kept completely confidential throughout the study.

Your participation in this study is very important. The results of this study will be able to help

- researchers conduct better studies in the future with respect to Black youth unemployment,
- high school and college career counselors,
- local, county, state government employment programs, and
- millions of Black youths in the United States in the years to come.

If you agree to participate you will be sent an "Informed Consent" form.

If you wish to participate in the study at this point, please create a unique identifier using the initials of your mother's name and the last four digits of your mobile phone and send the information to me at the address below.

If have any questions at any time you may contact me at,

Adolphus E. Archie

adolphus.archie@pepperdine.edu

or my

Research Supervisor

Dr. Stephen Kirnon

Stephen.Kirnon@pepperdine.edu

Respectfully,

Adolphus E. Archie

Pepperdine University

Graduate School of Education and Psychology

Doctoral Candidate

APPENDIX J

Participant Informed Consent Letter



Participant Informed Consent

IRB Number # 21-09-1652

Study Title: *Impacting Black Youths Unemployment Through Online Social Networking and Online Social Capital*

Dear Participant,

My name is Adolphus E. Archie. I am conducting a study on the capacity of online social networking and online social capital to help Black youths find jobs. If you self-identify as Black or African American and you are between the ages of 18-24, you may participate in the study.

Reasons for Study

For over 50 years and especially the past 25 years there are numerous studies that indicate that online social networking and online social capital can help individuals find jobs. However, there is scant evidence and studies that conclusively prove that online social networking and online social capital can help Blacks or Black youths find jobs. The results of this study may challenge the existing theories on the ability of online social networking and online social capital to hold true for Black youths.

Procedures

Upon receipt of this letter if you want to participate in this study, you will complete an online survey. The purpose of this survey is to measure perceived or real online social capital in your lived experience as a Black youth. Please note, completing and submitting this survey is considered to be consent. (see section below **“What will happen if you decide not to be in this research study or decide to stop participating once you start?”**) This survey should take no longer than five to ten minutes. This will conclude your participation. If you complete the study, you will be eligible to participate in a raffle to win one of several gift cards at varying monetary values.

Upon completion of the study, you will be eligible to win one of five \$50 Amazon gift cards, one of ten \$25 Amazon gift cards, or one of twenty \$10 Starbucks gifts cards. If you are selected as a winner, your gift card will be emailed to you.

Benefits and Risks

The benefit to this study is that you as a Black youth, you may discover ways to overcome real and perceived boundaries in finding employment opportunities. The risks of the study are no more than

minimal. Slight fatigue may be experienced depending on the time of day and length of time you engage in the study. Finally, there are no direct benefits to participants.

Your Rights and Confidentiality

You have the right to stop participating in the study at any time. There will be no penalty or repercussions. However please note that if you do not complete survey you will not be able to participate in the raffle. Your information will be kept confidential using several measures. Except for a valid email address, there will be no personal information required for you to participate in the study. Next your unique identifier does not reveal or allow access to any personal information about you. The results of the survey will be kept in confidential and password secured account such as One-Drive or Google Drive.

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, simply don't take the survey. Deciding not to be in this research study or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University. You will not lose any benefits to which you are entitled.

You are voluntarily making a decision whether or not to participate in this research study. By completing and submitting your survey responses, you have given your consent to participate in this research. You should print a copy of this page for your records.

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. For study related questions, please contact the investigator(s):

Principal Investigator

Adolphus E. Archie

adolphus.archie@pepperdine.edu

Supervising Investigator

Dr. Stephen Kirnon

Stephen.Kirnon@pepperdine.edu

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

- Phone: 1(310)568-2305

- Email: gpsirb@pepperdine.edu

APPENDIX K

Pepperdine Informed Consent Template



IRB TEMPLATE WEB, EMAIL, AND/OR COVER LETTER BASED INFORMED CONSENT TYPICALLY USED WITH EXEMPT STUDIES

The following instructions and examples are provided to assist in development of the Web, Email and/or Cover Letter Based Consent Form. Additional templates and information are available from the IRB website.

The following should be considered when developing the consent form:

- ☐ Consent forms must include clear identification of the responsible institution (Pepperdine University letterhead as shown above can be utilized or Departmental specific letterhead). Consent forms submitted without identification of the responsible institution will result in delay of approval of the project. (Note, consent forms administered via email or web may not be able to include letter head but cover letter informed consent should include letterhead).
- ☐ All forms should be submitted suitable for reproduction (printed single sided or available electronically) using, at minimum, reasonable 12-point font and 1 inch margins.
- ☐ Each page of the consent form should be full without inappropriate divisions: sections can be split (some on one page, some on another page) so that large blank areas do not exist.
- ☐ The informed consent form must be written in the second person. When combined with conditional language, utilization of the second person personalizes the consent form and reflects the existence of voluntary decision making on the part of the prospective subject.
- ☐ The informational content of the elements of informed consent should not be mixed or repeated unless necessary. Information presented under any given element should be reasonably complete and restricted to content appropriate to that element. This helps the prospective subject focus on each individual element of consent thereby increasing the validity of the consent process.
- ☐ The consent form must be written in simple enough language so that it is readily understood by the least educated of the subjects to be utilized. Normally the highest level of language in the consent form should equate to an eighth grade standard reading level. Scientific terms

should be avoided when possible. If scientific terms will be included, the lay term or definition should be provided.

- ☐ Please remember, age of majority in California is 18 years old. Anyone younger than 18 requires parental consent/assent, with few exceptions based on NE state law, or a waiver of parental consent must be approved by the IRB.
- ☐ *Before submitting the consent document for IRB approval, delete this page and all comments/instructions/boxes or non-applicable language.*

Updated 05/2021

APPENDIX L

Invitation to Validate Modified Survey Instrument

September 20, 2021

Hello, Dr. [REDACTED],

I'm writing you to ask you as an expert to validate a modified instrument that will be used in my dissertation. I am conducting a non-experiment derived from quantitative methodology. I am concerned with content and concurrent validity. Should you accept this invitation you will be required to:

- Review the methodology section of my dissertation proposal
- Review the modified survey instrument
- Make suggested changes

Your participation is greatly appreciated. Please let me know if you are available. The working title is "Impacting Black Youths' Unemployment Through Online Social Networking and Online Social Capital." Additionally, your name will be kept confidential. I would like to thank you in advance for your willingness to assist in this project. I look forward to any input and suggestions you may have.

Sincerely,

Adolphus E. (Manny) Archie

APPENDIX M

Research Combinations and Questions

Combinations	Questions
15 and 16	Q15 - How many friends online or on the social media platform you use the most self-identify as another race other than Black? Q16 - Would you consider asking someone online on social media of a different race to help you find a job?
11 and 16	Q11 - Interacting with people online can help me find a job Q16 - Would you consider asking someone online on social media of a different race to help you find a job?
13 and 14	Q13 - Have you ever used social media to find a job? (e.g. Facebook, Twitter, Snapchat, Instagram, LinkedIn) Q14 - Have you ever had a friend on social media help you find a job?
11 and 12	Q11 - Interacting with people online can help me find a job Q12 - How many friends do you have on the social media site you use the most?
12 and 14	Q12 - How many friends do you have on the social media site you use the most? Q14 - Have you ever had a friend on social media help you find a job?
10 and 11	Q10 - Online I come in contact with new people all the time Q11 - Interacting with people online can help me find a job
10 and 12	Q10 - Online I come in contact with new people all the time Q12 - How many friends do you have on the social media site you use the most?
10 and 16	Q10 - Online I come in contact with new people all the time Q16 - Would you consider asking someone online on social media of a different race to help you find a job?
11 and 14	Q11 - Interacting with people online can help me find a job Q14 - Have you ever had a friend on social media help you find a job?
12 and 15	Q12 - How many friends do you have on the social media site you use the most? Q15 - How many friends online or on the social media platform you use the most self-identify as another race other than Black?