

AN ABSTRACT OF THE THESIS OF

Andrew B. Serafino for the Master of Science

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According to Mussen (1977), a change in political views is possible when examining adolescents through the process of their education. Seventy-eight undergraduate students interacting with a fictitious Facebook profile with three levels of political postings (liberal, moderate, conservative) participated in this study. The students included both freshmen and seniors to examine the difference in “willingness to work,” with a person in a fictitious profile that contained politically based postings. The profile contained three levels; a strongly conservative profile, a strongly liberal profile, as well as a neutral profile. This study’s primary focus investigated the political views of freshmen students and senior students regarding their willingness to work with a stranger using the format of a Facebook page. I hypothesized participants’ willingness to work with peers would be different based on their classification (freshmen, seniors). I found no significant differences regarding the reactions to the profiles (by rating regarding their willingness to work with each profile) based on the condition (liberal, moderate, conservative) or participants’ political affiliation. I ran further analyses looking into frequency of Facebook use as well as daily use of social media. Much like the dependent variable of “Willingness to work,” with the fictitious profile, both groups (freshmen, seniors) reported similar results.

Keywords: Facebook, Politics, College, Group Work, Willingness to Work

STUDENTS' WILLINGNESS TO WORK WITH PEERS BASED ON POLITICAL
VIEW IN FACEBOOK

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Andrew B. Serafino

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CHAPTER 1

INTRODUCTION

Working with others in a group setting is a situation people are in from time to time. In fact, group work is becoming more and more prevalent in today's workforce as a means to accomplish goals in a more efficient and effective manner (Rapp & Mathieu, 2007; Williams & Allen, 2008). Because of this trend, it is important to study what makes people willing to work with others on projects. The more we understand how people choose partners and what makes them willing to work with another, the better groups and group projects' efforts will benefit the final project. Such ability would be an asset to almost any situation.

A potential detractor for a positive interaction in a group setting could be political beliefs. A clear example of this is the increased hostility toward one another within the social networking website of Facebook. Politics can potentially be a sensitive subject. That combined with research supporting the idea that people tend to prefer working with people similar to themselves (Kelman, 1961; Pallack, 1983), provides emphasis on how this could affect group settings. More so than just working with another individual on a project, a recent study reported that using a sample of Internet dating profiles, both liberals and conservatives looked for potential romantic partners who shared similar political views (Klofstad, McDermott, & Hatemi, 2013).

Previous research shows that as people age there tends to be a change in their thought processes and a liberalizing effect appears (Mussen, 1977). Therefore, we can assume that as people age the changes in their beliefs and the way they see the world may

allow them to see themselves and others in a different way (Chickering & Reisser, 1993). Potentially from the freshmen year to the senior year in college, a change may occur that affects the political views of the students.

Because Facebook (2014) is such a popular means for people keeping in contact with one another, as well as meeting new people and organizing groups, it may be important to look into the implications of one's political beliefs when being viewed by his/her peers in Facebook. Using Facebook allows us to look at how students gauge other students based on their political views with a tool that is used daily by most college students.

Review of the Literature

In the workplace and education facilities, it is common for individuals to be in situations in which they must work with others in order to accomplish a task. One primary issue that may arise when asking individuals to work together may be differing political views. In one sense, diverse views within the workplace can be a positive aspect. The ability to bring more ideas and potentially create a better product in the end exists with diverse views.

Previous researchers claim that a moderate amount of conflict is actually necessary for a successful group (Stevens & Campion, 1994). Without conflict, the problem may not arise and catch anyone's attention. However, differing views can also lead to anxiety and/or stress that may hinder performance (Ferris, Frink, Bhawuk, Zhou, & Gilmore, 1996). Conflict thus becomes an issue when the group as a whole can no longer achieve new ideas or be productive. Once the conflict becomes great enough to stop progress is when it becomes a negative. Typically, the goal in constructive conflict

in which those engaged in the conflict achieve new ideas is to quell concerns (Stevens & Campion, 1994). The issue may be more of how we resolve conflicts rather than whether they exist or not (Gersick & Davis-Sacks, 1990). In order to help with these situations some universities have even begun to offer “Dialogue” classes regarding political differences (Hess, Rynczak, Minarik, & Joycelyn, 2010). Although the classes may not show long-term changes in the ability for students to communicate, they considered the class a success.

Despite this potential for difficulty or conflict to arise, group oriented work aimed toward a collective goal is becoming more prevalent in today’s workplace (Rapp & Mathieu, 2007; Williams & Allen, 2008). Regarding this trend, leaders must address two factors when composing a successful group of collaboration. First, they must have the technical skills in order to complete the project, such as writing skills, creativity, and knowledge of the matter. Secondly, the group must be able to relate in an interpersonal sense, meaning that they find each other’s company pleasant.

One important area to note when looking into peoples’ willingness to work with others is in-group and out-group behavior. In-group members are more attracted to other in-group members rather than out-group members (Kelman, 1961; Pallack, 1983). In other words, if the majority of a group has more liberal views, they tend to view others with liberal views in a more favorable light than those that have more conservative views (and vice versa).

A potentially divisive issue that may arise when dealing with individuals who work together is political affiliation. Within the United States, political affiliation may lead to a polarizing effect. Democrats, Republicans, Independents, etc. may look at one

another with an “us versus them,” mentality. It is important to look at the attitudes and opinions of each party to clearly tell the difference between the two for further analysis. In an article done by Moore and Garrison (1964) Root stated that, “*Liberalism* concedes in its working hypothesis of social advancement the frailty of human estimate and gives others a right to different views. *Conservativeness*, he claims, attaches sacredness to tradition” (p. 196).

Two different types of people identified by previous research are Uncertainty Oriented people (UO), and Certainty oriented (CO) people. The significant difference between the two types is that the UO people are motivated to learn more about their surroundings and self, whereas CO people put forth more effort into maintaining their current views (Hodson, 1999). When comparing this to the research done by Moore and Garrison (1964) conservatives may fall into the category of CO people, since they adhere more to tradition. UO people may be more similar to the liberal mindset due to their tendency to learn more about their surroundings and social advancement. This research showed that UO people tend to pay more attention to stronger arguments rather than weak arguments, whereas CO people tend to pay more attention to arguments that agree with their previous beliefs rather than solely on the strength of the argument (Hodson, 1999). It is possible to assume that people who fall within the CO category would prefer to work with others of their same political affiliations regardless of other factors. Those in the UO category may not be as affected by their potential partner’s political beliefs.

Researchers found people prefer to choose partners themselves (Mitchell, 2004). A previous study looked into the difference between high self-monitoring` individuals and low-self monitoring individuals (Snyder, Gangestad, & Simpson, 1983). Researchers

found that individuals within the low self-monitoring category preferred situations where their peers and situations remained constant and tended to be similar to them. High self-monitoring individuals tended to organize their lives in a way that had certain peers only in specific parts of their lives (Snyder et al., 1983). In lay terms, the low self-monitors prefer peers and situations similar to themselves and interchange the two seamlessly. The high-self monitors put more care and effort into their daily lives by keeping aspects of their lives separate from the other aspects. Two questions that may arise when individuals are choosing their partners are “Does this person have what it takes to do this activity well?” and “How much do I like this person/Will I enjoy working with him or her?”

Snyder et al. (1983), believed because high-self monitoring individuals typically chose to organize their lives into compartments in order to best suit the outcomes of situation, they will rely more heavily on the first question of whether the potential partner will aid in the process of the project at hand. Low-self monitors, however, put more emphasis on the latter question. Will they enjoy the presence of the person with whom they are working? Since low self-monitors tend to put forth less effort in organizing their lives, enjoying the experience takes more priority over the overall outcome of the project (Snyder et al., 1983). Furthermore, when leaders force workers into groups, and those groups do not work according to plan, the workers in that group typically make efforts to right the situation (Snyder & Swann, 1978).

Research shows that dependability and kindness are factors that individuals value in a relationship with an employee (Cann, 2004). Characteristics individuals value in an employee may translate to characteristics a person would seek when choosing a potential partner for a project. Other factors that appear to play a role in selecting a group partner

are those of predictability and race (Hinds, Carley, Krackhardt & Wholey, 2000). Since participants preferred to work with others of the same race, this may translate to wanting to work with others based on similarity. These findings may also translate to peoples' preference to work with others based on their political affiliation. For example, democrats may prefer to work with democrats; republicans may prefer republicans, etc. In fact, a recent study using a sample of Internet dating profiles reports that both liberals and conservatives look for potential romantic partners who share similar political views (Klofstad et al., 2013).

The activity undertaken is also a very important aspect for selecting a work partner. Avid chess players may not be meticulous about their opponents as long as they have the ability to play chess with a live partner (Cantor, Mackie, & Lord, 1983). The activity is important because it may play a factor in the choice of a partner. When evaluating others to be potential partners, people may be a good fit to work with to write a paper, but a poor fit to work out with at the gym. Individual differences are also details that must be in the equation. Using the same example of choosing a partner to go to the gym, less motivated people may choose someone that is motivated and keeps them working out. Someone who is already motivated may value someone who is more dependable and punctual. These variables exist not only situations of choosing partners, but satisfaction of partners when placed in groups by leaders or authority when little choice exists. This may be the case regarding the work field and/or education based assignments.

To test these theories, Cantor et al. (1983) conducted a study in which individuals had a choice of three different activities with one of six potential partners. Researchers

asked participants to rate each potential partner by preference. The potential individuals could choose from profiles that contained “Prototype,” individuals designed to fit with the activity at hand, as well as “Unprototype,” individuals who were not described negatively, however, their description did not match the activity. After researchers provided participants with the activities and potential partners, researchers asked the individuals to rate their most preferred combinations. Results indicated participants paired others based on the activities (Cantor et al., 1983). If looking to find data on choosing partners based on political beliefs, it may be important to use a politically based activity in order for these traits to not only be noticed, but for the participant to take it into consideration.

Mussen (1977) performed a study using high-school aged adolescents that reported changes in the political views as they became older. The ages of the students ranged from 12-16. Researchers discovered this group of adolescents views about the government moved in a direction that supported more change in social and economic equality. Not only did they favor taxation of the rich and big business, they also developed positive views concerning unions. According to this data, the students in the study shifted in a liberal direction as they aged and matured from the beginning of adolescence to the end of it (Mussen, 1977). Mussen also suggested that this period of life is when the adolescents begin to further understand the complexity of human motivation, thus leading to a lesser degree of authoritarian thought processes. This combined with the newly found exposure to different worldviews may increase the likelihood of the student to want to make bigger decisions and define themselves in a new way (Arnett, 2004). Further studies have shown that this change in attitude may continue

though the age grade of young adulthood when the students attend college (Edmondson & Park, 2009). When students attend college, they encounter new subjects and more information that force them to reevaluate their beliefs or thought processes (Chickering & Reisser, 1993).

Much like politics, another subject that could cause distractions within group related activities is religion. According to Fowler (1981), while attending college, education and exposure to new ideas forces students to examine previously unchallenged, yet strongly held beliefs. The process of education (or maturity or aging) appears to have an impact regarding the changing of attitudes. The evolving nature of students' belief systems may translate into changes within their preferences regarding partnerships.

A survey conducted using seventh to twelfth grade high school students illustrated that the students do not consider examining and researching their beliefs as part of their religious activities (Roehlkepartain & Benson, 1993). This may show that although the students have spent much of their lives involved in religious activities, the students may not have been analyzing their beliefs throughout these activities. Furthermore, researchers administered a survey to a small group of students attending a Mid-Western University. The survey contained questions on whether their beliefs changed while attending the University. Results illustrated a large number of college students experienced at least "some change," concerning their religious beliefs and that the college experience was a key role in this change (Edmondson & Park, 2009).

In an older study, researchers administered a values test to incoming freshmen and again prior to graduation. Findings revealed that views as freshman compared to seniors had a decrease in religiosity (Arsenian, 1943). In another study, Lefkowitz (2005)

demonstrated that the longer students attended college, the more likely they were to report a change in religiosity, likely due to the higher amount of exposure to more religions and questions regarding their own beliefs. Although college tenure appears correlated with the diminishing of religious beliefs, this may not be the case. Some aspects of religiosity decrease, others increase, and others remain stable (Stoppa & Lefkowitz, 2010). Changes in religiosity also show differences regarding different sects of religion. For example, “Although both Evangelical and Black Protestants declined in service attendance, members of these affiliations consistently attended services more frequently than members of other affiliations. Despite declines in service attendance, Evangelicals, on average, attended religious activities more frequently and ascribed greater importance to their beliefs relative to most other affiliations” (Stoppa & Lefkowitz, 2010, p. 34). Some religious individuals may even strengthen their beliefs in situations when they feel that they are part of the minority, in an attempt to assert their identity (Hammond & Hunter, 1984).

Lottes and Kuriloff (1994) found within their study that seniors’ scores on liberalism and tolerance increased, whereas their attitudes toward male-dominance decreased compared to the freshmen scores. More studies support the notion that further education correlates with the “liberalization” of students (Pascarella & Terenzini, 1991). An analysis of cross section and longitudinal studies did report some cases of decreased liberalization; however, they were not common and reported as less likely to continue (Hastie, 2007b). An important element within the institution is the institution itself in which students are obtaining their education. In most cases, religious beliefs were on the decline except when the students were studying at a religious university (Feldman &

Newcomb, 1969). This should be noted, because if a student attends a university that is known for being more conservative versus a university that is more liberal, it could potentially have an effect on the amount of liberalism, taking place as the student furthers his/her education.

Another important factor could be the predictors for individuals' political leanings. Fay and Middleton (1940a) looked into participants' political leanings and compared them with organizations that their parents joined. As it turns out, there appears to be a relationship between the two. For example, participants who had fathers as members of the organizations American Legion and Chamber of Commerce, tended to have more conservative views. Conversely, participants who had fathers affiliated with the groups Veterans of Foreign Wars, showed results that were more liberal (Fay & Middleton, 1940a). These researchers also looked into occupations of the students' fathers and the size of their hometown. Students with fathers in the manual labor group tended to be more favorable toward communism than those whose fathers classified in the agricultural group (Fay & Middleton, 1940b).

Another facet to keep in mind regarding the liberalization of students throughout college tenure is that of self-selection versus socialization within each discipline. In other words, do students choose the field of study based on their own worldviews? Research performed by Astin (1979) involving students from American colleges showed social science majors experienced the most increase in liberalism (self-ratings), whereas engineering and mathematics majors reported the smallest rises. The other argument is whether students adapt their worldviews to match with the discipline in which they are studying (e.g., Ladd & Lipset, 1975).

Researchers conclude that socialization plays the larger role when compared to self-selection (Newcomb, 1943). However, those who chose to attend more conservative same-sex colleges tended to be less liberal. Furthermore, at a small liberal arts college in the south, professors gave an attitudes survey to incoming freshmen, and again to the same students as graduating students (Hunter, 1942). They designed the study to track changes in the beliefs and opinions as these students completed college. Results indicated a statistically significant change in the liberal direction on a number of issues including economics, labor issues, social life, and government items.

In a study performed by Hastie (2007a), Australian students preferred the explanation of systematic explanations compared to individual explanations concerning wealth and poverty. According to these findings, the students believed that peoples' situational surroundings played more of a role in their wealth (or poverty) than the peoples' individual actions and efforts. Previous studies have similar findings. Both Feldman and Newcomb (1969) and Pascarella and Terenzini (1991) found a strong change in freshmen-to-seniors' social liberalism, with significant decreases in authoritarianism, dogmatism, prejudice, and ethnocentrism. Studies performed also looked into intelligence and liberalism and found no correlation (Jones, 1938). This is an important finding when looking into college tenure and political views. One view does not imply a higher intelligence (and vice versa).

There are both liberal and conservative movements occurring at colleges. An important factor is the coverage that some universities obtain from high profile conservative pundits that attack colleges for having a liberal bias (e.g., D'Souza, 1991; Kimball, 1990). These pundits make a living off of creating stories, and when only

certain aspects of an organization reaches the media, representations are easily skewed. In addition to the liberal organizations and groups there also exists an equal amount of conservative groups on college campuses across America (Munson, 2010).

Summary

Do freshmen differ from seniors on their willingness to work with a stranger based solely on a politically charged Facebook profile? Researchers have previously studied whether students become more involved in politics throughout their tenure as an undergraduate. Unfortunately, researchers found no significant change in the students' behavior toward civic engagement and involvement (Shuler, 2010). Other research found differences between disciplines as well as an increase in "open-mindedness," post-graduation, (Hastie, 2007b). I plan to look at whether freshmen students' views are different from seniors. Therefore, I propose that my study will address the following research questions and experimentally test my hypothesis:

Research Question 1: Will there be a difference in how freshmen and seniors rate willingness to work with a person based on different political statements in the Facebook Profile?

Hypothesis 1: Seniors will be more willing to work with the liberal profile compared to the conservative profile.

Previous research indicates a college education may lead to a "liberalization," of views (Lottes & Kuriloff, 1994). People also tend to prefer to work with others that have similar views as them (Kelman, 1961; Pallack, 1983). Therefore, I predict the seniors to be more liberal and prefer to work with someone who has similar views to them.

Hypothesis 2: Freshmen will be more willing to work with the conservative profile compared to the liberal profile.

Due to research showing there may be a shift to more liberal views as students spend time in college (Lottes & Kuriloff, 1994), I expect freshmen students to have more conservative views than senior students.

Hypothesis 3: Both freshmen and seniors will be more willing to work with the Neutral profile than the liberal and Conservative profile.

I predict both groups (freshmen, seniors) will prefer to work with a neutral profile because an open view of politics with strangers is sometimes considered forbidden.

Research Question 2: Do freshmen and seniors have different political views?

Hypothesis 4: Freshmen will be more conservative than seniors.

Previous research implies that along with continued education through college (Lottes & Kuriloff, 1994), age has an effect on political views as well (Mussen, 1977). Seniors are more likely to have more hours of college and be older than freshmen.

CHAPTER 2

METHOD

Participants

For this study, participants were a total of 12 men and 66 women undergraduates from Emporia State University in Kansas. The population consisted of undergraduate freshmen and seniors students at this mid-sized public university. Participants may have taken part in this study for Experimental credit within their undergraduate classes but their instructors offered other options. Of the 78 undergraduate participants, 42 were freshmen and 37 were seniors. Due to a large turnout from education majors from the participant pool, and the need to select a sufficient sample of seniors, I went outside of the pool and selected participants from a senior level education course. Therefore, the final sample of participants for this study came from a variety of majors offered at Emporia State University (3 Sociology Majors, 50 Education Majors, 5 Undecided Majors, 11 Nursing Majors, 2 Health Majors, 2 Art Majors, 1 Athletics Major, 1 Biology Major, 9 Psychology Majors, and 1 Journalism Major). All participants either currently or recently monitored a Facebook page. I required this so that I knew they understand how Facebook works. Because of the way I recruited participants, the self-selection into the study may create bias and limit generalizability to undergraduate freshmen and senior Emporia State University students.

Analyses focused on participants' ratings of the three different profiles of (liberal, conservative, and neutral). Of the sample selected, there were a total of 25 participants in

the liberal condition, 29 participants in the conservative condition, and 24 participants in the neutral condition of Facebook profiles.

Materials

The Social Networking website of Facebook (2013) a website Mark Zuckerberg founded in 2004 is a way for users to connect and communicate through an online format. Facebook consists of customized profiles each user creates and uses to interact with other users. In order to view fully a person's profile the users must become friends. Users achieve this by the sending/accepting of friend requests. The home page of Facebook (Facebook 2013) is a collection of updates from each user that has befriended the original user. Users interact with one another by sending comments, liking, status updates, and sharing previous postings. Each posting has a section made specifically for each of these options. The comment option is a blank box where the user may type an open-ended response to the original user's postings. Liking consists of a link that contains the word like (Appendix A). Once a friend clicks the like link, it indicates that the friend likes the post. The purpose of the like link is letting all friends of the user know who enjoyed the posting. This is a way to show support of a status without adding content through commenting. Sharing is similar to the like button, only when the friend clicks the share option; the original user's posting copies to the friend's profile as if the friend had posted it.

The participants' packet contained the Facebook Profile (Appendix B), The Profile Rating Form (Appendix C), and the Participant Survey (Appendix D). For the Facebook profile I created an account using a fictitious name (Tim/Ted Sikes) with a vague profile (e.g., "birth date June 13, 1992; Appendix E, F, and G). It looked like a

normal profile to avoid looking as an obvious experiment. I printed each profile on an 8 x 11 sheet of white paper. There were three versions of the profile with the only difference being the set of political statements. I deleted each profile used in the experiment before I ran any trials.

The political statements were are as follows:

Conservative – “As a conservative I DO support the death penalty.”

“I’m a conservative and I do not support Universal Healthcare.”

“As a conservative, I do not believe in gun control.”

Liberal – “As a liberal, I do NOT support the death penalty.”

“I’m a liberal and I do support Universal Healthcare.”

“As a liberal, I believe in Gun Control. “

Neutral – “I’m craving some good BBQ right now.”

“I’m more than ready for the end of the semester.”

“Off to the gym.”

The Profile Rating Survey had 4 Likert-scale items (e.g., I would be willing to work with Ted in a group,” and “I agree with Ted’s postings”), with 1 = strongly disagree and 7 = strongly agree. The Participant Survey had 4 demographic items (e.g., age, gender), and 10 Likert-scale items (e.g., “I frequently use Facebook”; 1 = strongly disagree, 7 = strongly agree.

Design and Procedure

I conducted this 3 Political Statement (Conservative, Liberal, Neutral) x 2 Classification (Freshman, Senior) factorial design study after I received approval from the Emporia State IRB (Appendix H). When the participants arrived to the session, I

handed out the packets and read the informed consent form aloud to them (Appendix I). Next, I instructed them to open their packet one page at a time and to not move forward until I instructed them to do so. I introduced deception at this point by informing participants “For a new study program, we are looking to create groups to see if it helps students perform better when working on projects with people that have similar or different views.” I then told them they may have to work in the assigned group in the near future to critique a short political speech. I then instructed them to open their packets to view the Facebook profile and allowed five minutes for viewing time. Once the five minutes elapsed I instructed participants to turn the page to view and complete the profile rating form. I asked them to place their pens on their desk once they completed this section. Next, I had them complete the participant survey using the same method of asking them to place their pens down once finished. I used this method in order to keep all participants on the same page and to prevent participants from looking ahead in the study or getting left behind. Once all participants were finished with this section of the packet, and their pens were placed on their desks, I read them the debriefing statement aloud before allowing them to leave in order to insure that they encountered the information (Appendix J).

CHAPTER 3

RESULTS

Previous research shows that a change in political views is possible when examining adolescents through the process of their education (Mussen, 1997). Edmonson and Park (2009) suggest these changes continue into college. Fowler (1981) suggests that reasons for these changes in political beliefs may correlate with the idea that while obtaining a college education, exposure to new ideas causes students to reevaluate their current beliefs and question previously unchallenged beliefs. Much of the research supports the idea that throughout an education, the changes in political beliefs change in the direction of more liberal concepts rather than conservative (Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991). These changes included significant decreases in authoritarianism, dogmatism, prejudice, and ethnocentrism.

When looking into the group work aspect of this data, researchers also found people prefer to choose the partners themselves (Mitchell, 2004). Therefore, since freshmen may have different political views compared to seniors, they may have different preferences when choosing a partner with whom to work.

My independent variables were the classification of the student (freshman, senior,) and Political Statement (Liberal, Conservative, Neutral). My dependent variables were Willingness to work with the fictitious person in the profile and rating of conservative/liberal profile.

Hypothesis 1-3

For Hypothesis 1-3, I determined the Willingness to work with the individual in each profile by having the participant respond to a 7-point Likert scale item. I calculated means and standard deviations on this dependent variable for each of the six groups and performed a 3 Profile (liberal, neutral, conservative) x 2 Classification (freshmen, senior) analysis to determine if there was a significant interaction. The interaction between Profile and Classification was not significant, $F(2, 72) = .05, p = .95$. Additionally, the main effects of Classification, $F(2, 72) = 1.88, p = .18$, and Profile, $F(2, 72) = 2.42, p = .10$ were not significant. In other words, results did not support Hypotheses 1-3. As can be seen in Figure 1, the means for the groups were very similar (liberal-freshmen $M = 2.92, SD = 1.17, n = 12$; liberal-senior $M = 3.38, SD = 1.33, n = 13$; neutral-freshmen $M = 3.14, SD = 1.23, n = 14$; neutral-senior $M = 3.40, SD = 1.27, n = 10$; conservative-freshmen $M = 3.63, SD = 1.09, n = 16$; conservative-senior $M = 4.08, SD = 1.38, n = 13$). I also performed two-way ANOVAs on the dependent variables of perceived intelligent ($M = 3.46, SD = 1.20, n = 78$), insightful ($M = 3.32, SD = 1.19, n = 78$), honest ($M = 5.55, SD = 1.08, n = 78$), and likeable ($M = 3.56, SD = 1.00, n = 78$) and found no significant differences (see Table 1).

Hypothesis 4

For Hypothesis 4, I calculated means and standard deviations on this dependent variable of political affiliation (“Politically, I am,” 1 = extremely liberal, 4 = moderate, 7 = extremely conservative) for seniors and freshmen and performed a t test. Similarly, freshmen ($M = 4.05, SD = 1.01, n = 42$) and seniors ($M = 3.92, SD = 1.08, n = 36$) reported being moderate for political affiliation, $t(76) = .55, p = .58$.

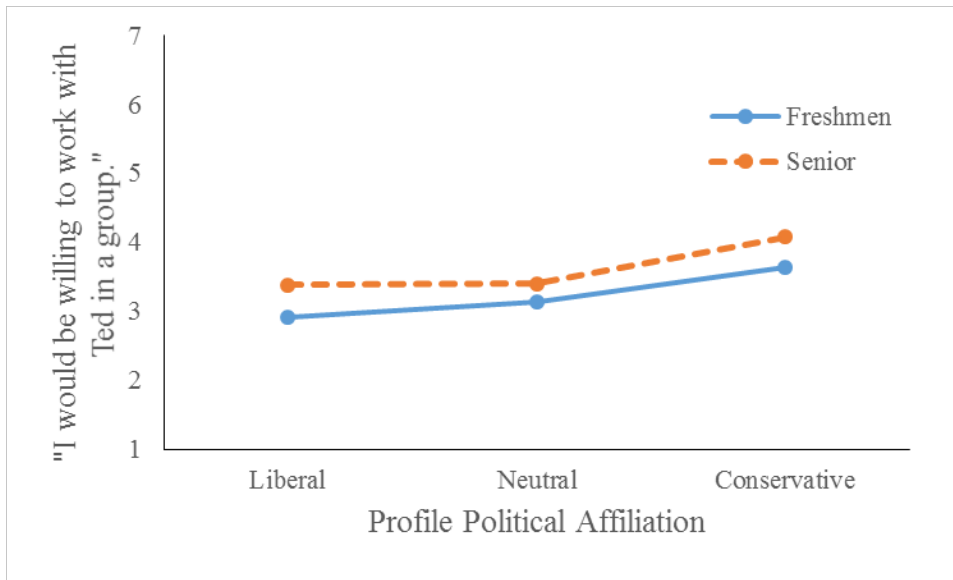


Figure 1. Mean Likert scale responses for Willingness to work with fictitious Ted in Facebook profile by groups that read either Liberal ($n = 25$), Neutral, ($n = 24$) or Conservative ($n = 29$) comments in the profile.

Table 1

Factorial ANOVA Results for Dependent Variables

Dependent Variable	Profile			Classification			Profile x Classification		
	<i>df</i>	<i>F</i>	<i>p</i>	<i>df</i>	<i>F</i>	<i>p</i>	<i>df</i>	<i>F</i>	<i>p</i>
Intelligent	2	1.02	.37	1	1.24	.27	2	.20	.82
Insightful	2	.58	.56	1	.66	.42	2	.501	.60
Honest	2	.70	.50	1	.00	.97	2	2.43	.10
Likeable	2	2.27	.11	1	.13	.72	2	.04	.96

Note. Error *df* = 72.

Additional Survey Findings

For further analysis I calculated means and standard deviations on the dependent variable of staying informed on current political issues (“I stay informed on current political issues,” 1 = strongly disagree, 4 = neutral, 7 = strongly agree; Figure 2). I performed a 3 Profile (liberal, neutral, conservative) x 2 Classification (freshmen, senior) to determine if there were any significant differences. Neither the main effect of Classification, $F(1, 78) = .05, p = .12$, the main effect of Profile, $F(2, 78) = .05, p = .59$ nor the interaction $F(2, 78) = .05, p = .78$ were significant (see Figure 2). Clearly, none of the groups stay informed on political issues.

I also calculated means and standard deviations on the dependent variable concerning frequency of Facebook use (“I frequently use Facebook,” 1 = strongly disagree, 4 = neutral, 7 = strongly agree; Figure 3). I performed a 3 Profile (liberal, neutral, conservative) x 2 Classification (freshmen, senior) to determine if there were any significant effects. Neither the main effect of Classification, $F(1, 78) = .05, p = .59$, the main effect of Profile, $F(2, 78) = .05, p = .84$ nor the interaction $F(2, 78) = .05, p = .87$ were significant. Both groups reported slightly more than neutral to the item “I frequently use Facebook,” (see Figure 3).

Additionally, I calculated means and standard deviations on the dependent variable concerning daily use of social media (“I use social media several times a day,” 1 = strongly disagree, 4 = neutral, 7 = strongly agree; Figure 4). I performed a 3 Profile (liberal, neutral, conservative) x 2 Classification (freshmen, senior) to determine if there

were any significant effects. Again, the main effect of Classification, $F(1, 78) = .05, p = .66$, the main effect of Profile, $F(2, 78) = .05, p = .76$ and the interaction $F(2, 78) = .05, p$

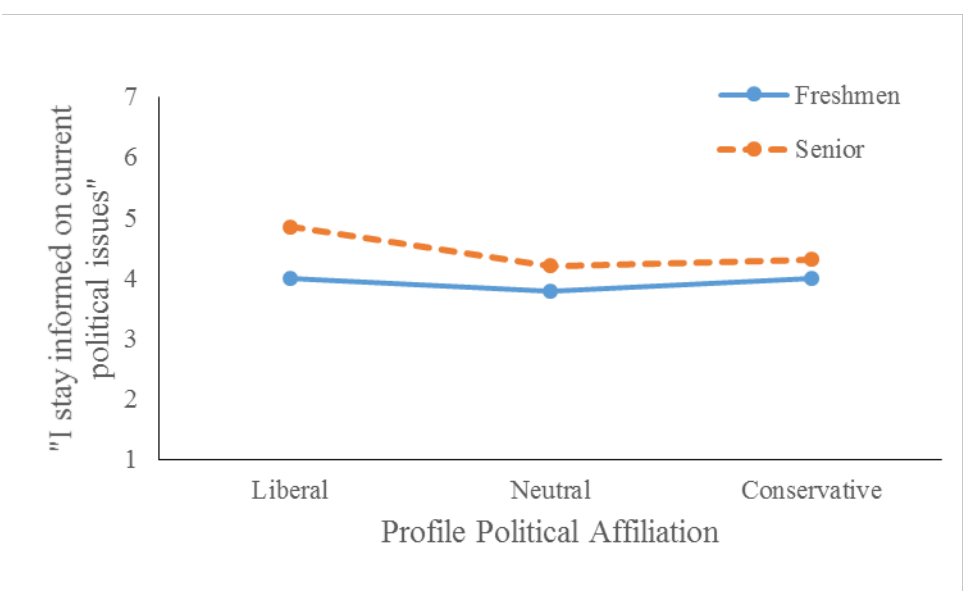


Figure 2. Mean Likert scale responses for staying informed on current political issues by groups that self-reported to have Liberal ($n = 25$), Neutral, ($n = 24$) or Conservative ($n = 29$) beliefs.

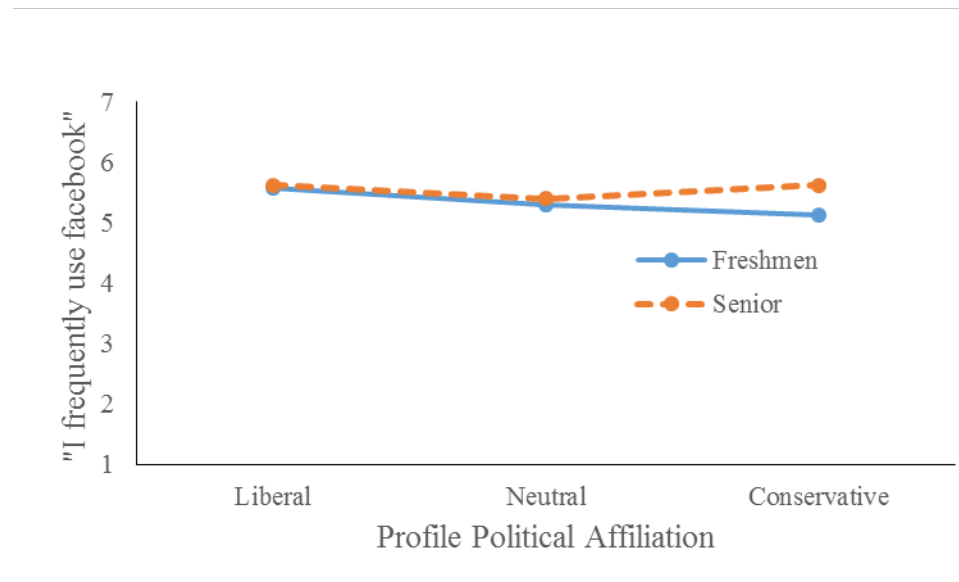


Figure 3. Mean Likert scale responses for frequency of use of Facebook by groups that self-reported to have Liberal ($n = 25$), Neutral, ($n = 24$) or Conservative ($n = 29$) beliefs.

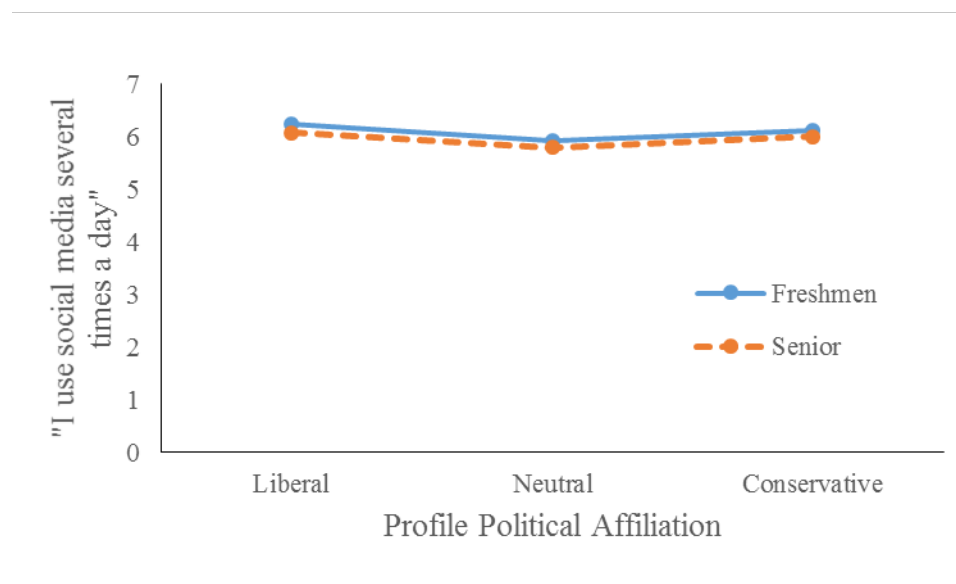


Figure 4. Mean Likert scale responses for daily use of social media by groups that self-reported to have Liberal ($n = 25$), Neutral, ($n = 24$) or Conservative ($n = 29$) beliefs.

= .99 were not significant. Both freshmen and seniors reported active use of social media on a daily basis (see Figure 4).

CHAPTER 4

DISCUSSION

According to previous research, attending college can have a strong effect on students because of exposure to new ideas and information that may force them to reexamine their previous beliefs and thought processes (Chickering & Reisser, 1993). The students may gain a new way of looking at issues and may have a deeper understanding of experiences, and therefore it is common for their beliefs to alter or change (Arnett, 2004). Findings also suggest when choosing a potential partner, people tend to choose others who are similar to themselves (Kelman 1961; Pallack 1983). Because of these two findings, I hypothesized freshmen, who have not had their beliefs challenged as much as seniors would hold views that are more conservative and thus prefer to work with a person who has a conservative Facebook profile. Because seniors have had more exposure to new ideas and concepts, I hypothesized that they would have beliefs that are more liberal and prefer to work with the liberal profile. Previous research also support that the more time spent within a college or university, the more liberal the person tends to be (Lottes & Kuriloff, 1994).

It is important to research and understand how individuals choose and work with others in a group setting due to the increased use of finding and pairing partners in the workplace with the most cohesion and potential for a positive outcome (Rapp & Mathieu, 2007; Williams & Allen, 2008). With a better understanding about work partner selection and the variables involved, groups that are more productive and better products may come about.

I performed this study to examine ways in which college students differ politically and how those possible differences may affect their willingness to work with someone else. I used two groups for one of my independent variables (freshmen, seniors). Participants viewed one of three Facebook profiles (Liberal, Moderate, Conservative) and rated them via Likert-scale on ‘Willingness to work,’ with this individual. In order to compare their political affiliations, I asked participants on a survey, to self-report their political affiliation. My hypotheses predicted that freshmen would be more conservative and seniors would be more Liberal, as seniors have spent a longer tenure in the college environment and, therefore, their views may have changed as previous research suggests (Pascarella & Terenzini, 1991).

Hypotheses 1-3

I predicted that freshmen would be more likely to be willing to work with the Conservative Profile, seniors would be more willing to work with the Liberal Profile, and both freshmen and seniors would be more willing to work with the neutral Profile. Results showed that there was no significant difference for the main effect of Class (freshmen, seniors) regarding their willingness to work with the profiles despite the different of Conditions (Conservative, Liberal, Neutral). This essentially means that both freshman and seniors were equally likely to work with Ted, the fictitious person in the Facebook profile, regardless of his political affiliation.

Although there was no significant difference between freshmen and seniors’ Willingness to work with Ted in the profiles, it is important to look at their level of willingness. Seniors reported a similar mean of “Willingness to Work,” with Ted in the

Liberal Profile $M = 3.38$ as compared to the freshmen $M = 2.92$. Because this was a 7-point Likert-scale, this indicates that both freshmen and seniors were slightly less than neutral to want to work with Liberal Ted. Seniors also reported a similar mean of ‘Willingness to Work,’ with Ted in the Conservative profile, $M = 4.08$, compared to freshmen, $M = 3.63$. The Neutral profile also reported similar results to both the senior, $M = 3.40$, and freshmen condition, $M = 3.14$.

A potential interpretation arises with these results despite the lack of significance. In both cases, the mean of “Willingness to Work,” with Ted was a neutral response. This could mean that overall, the postings did not affect the participants. Both freshmen and seniors appeared to treat the profile as a stranger and nothing more. In fact, it is difficult to tell whether the participants noticed the political postings. I instructed the participants to read each profile carefully, however I used no methods to make sure they noticed the political postings.

Hypothesis 4

My 4th Hypothesis, that freshmen would self-report more conservative than seniors, also was not supported. After comparing means, it was clear that seniors and freshmen had similar views. Since this particular sample showed no significant difference between the levels of Class (freshmen, seniors) that may explain why I found no significant difference between how each class viewed Ted with difference political profiles.

Additional Findings

I ran additional analyses regarding more dependent variables of self-report ratings by the participants including; “I believe I would like Ted,” “Ted is Honest,” “Ted is

probably insightful,” “Ted appears to be an intelligent person,” and “I would be willing to work with Ted.” In the same fashion as the hypotheses regarding Willingness to Work with Ted, there were no significant differences for any of these variables. Because I found no significant difference between freshmen and seniors based on their own political affiliations, this may have played a role as to why I found no significant difference for their willingness to work with Ted, who had different political statements in his Facebook profile. Not only did freshmen and seniors not have different political views, both classes also reported similar not staying informed with current political issues, further suggesting why I found no difference between the classes willingness to work with liberal, neutral, or conservative Ted.

One aspect to look into that may alter results is whether professors and courses affect students’ political choices, or if they self-select into the schools they choose to attend. Universities such as Texas A&M and Auburn tend to have students that have more conservative views (The Princeton Review, 2014a), whereas educational facilities such as Bennington College, located in Vermont tend to contain students with more liberal views concerning politics (The Princeton Review, 2014b). The question is, does attending one of these universities sway the political opinion of the student attending. Alternatively, do the more conservative students choose to attend Texas A&M and Kansas State, while the more liberal students prefer to study at University of Texas-Austin or Kansas University? It is important to remember that there are liberal, conservative, and moderate views within all of these settings. However, they do contain their distinctive cultures.

Researchers found the residents in Kansas tend to have more conservative views compared to other states (Gallup Politics, 2014). This is important information because if the professors and courses do affect students' beliefs, they may have a more conservative effect, or a lessening of the liberal effect as compared to more liberal regions of the United States.

As a side note, both freshmen and seniors reported similar results regarding the use of Facebook and social media. Both groups indicated that they actively use social media several times a day. When analyzing my freshmen and seniors specific use of Facebook, both groups reported slightly more than neutral responses regarding the Likert-scale item "I frequently use Facebook."

Limitations

Because of the way that I recruited participants, the self-selection into the study may have created bias and limit generalizability to undergraduate ESU students. The sample I had was predominantly women (66 women, 12 men). This sample was not fully representative of the ESU population, because all participants were taking classes at the Teacher's college; 50 of the 78 total participants were Education majors.

As this was a laboratory setting, actual environments may garner different results. As mentioned earlier, participants used screenshots of a Facebook page to analyze as part of a survey. In real life, Facebook is an online social community in which people interact with others typically on their own. In this study, participants were in a room with others completing the survey at the same time. The presence of others may have had an effect on the outcome of the participants' answers. If I could design the study to use actual Facebook profiles and run over a longer period of time, I believe this issue could be

subdued. Although the lab setting may have affected Hypotheses 1-3, hypothesis 4 would have remained the same despite a new experimental approach.

During analysis, I found that the means of Willingness to work with Ted ranged from freshmen in the liberal condition, $M = 2.92$, to seniors in the conservative condition, $M = 4.08$. Since these responses are based off a 7-point Likert scale, this shows not only are they statistically similar, but if there was a significant difference it would only show that at most participants were neutral when it came to their willingness to work with Ted based on the profile.

As in most cases, a larger sample size may be able to affect the outcome of the results due to it being a more representative sample of the population. There are very few as mentioned previously, I ran this study at a mid-sized university located in the Midwest.

Future Research

Another potential direction to go in might be to look at different independent variables. College students may not be as involved or aware of politics as I previously thought when designing this study. If the participants do not follow the topic of politics, their lack of enthusiasm for the topic would make any findings difficult despite attempts to make the study important to them. If I chose an independent variable that had more of a direct effect on a typical student's life, maybe they would be more cautious about the people that they choose to work with on new projects. Potential issues to look into may be campus housing options or Greek life since both of those tend to be important to college students.

Researchers could include more about each participant. Rather than just knowing participants' Class and Political Affiliation, how involved they are in politics is also an

important factor. A person can claim to be loyal to a party, but without action beyond the title, the title may not persuade the individual as much as someone who invests themselves in their political beliefs. For example, some people will claim to be liberal/conservative/moderate, but will be lacking in knowledge about current issues. If the study involved the real time format of Facebook, the experimenter would have more access to more information about each participant such as interests, hobbies, relationships with others, etc. Learning more about how and why people choose whom they are willing to work with may be possible.

Other problems may be persuading the decision to work with another partner. Cann, (2004) found that dependability and kindness were traits that people value in a relationship with an employee. Despite Ted being is a member of an opposing party, if he seems kind enough and dependable, the participant may look past his party affiliation and choose to work with him regardless. However, this is not the change that I was studying. Finishing the project and doing a good job on it in this case is more important than a disagreement on politics. In-group members will view one another more highly compared to out-group members (Kelman, 1961; Pallack 1983). In these cases, the group the researchers placed the individual in may override the sense of group regarding political affiliation.

Location and time may also have played a role in the participants' responses as well. The Midwest has a reputation to be a more conservative area of America, whereas regions such as the Northwest may gather a more liberal population, (Gallup Politics, 2014). Time is also a factor that I could consider in future research concerning this model. If I performed the study during a major election year, participants may be more

likely to be sensitive and react more toward a condition of a differing political party. I performed this study during the fall semester of 2013, which was not a time of a major election. Even though elections were occurring, they were not a primary focus in the media as the Presidential election.

Summary

In summary, I found no significant differences between freshmen and seniors in their “willingness to work,” with Ted in this politically based format. Additionally, my study contained no significant difference between freshmen and seniors regarding their self-reported political views. In other words, my sample of participants had a consistent political view. Whether the participant was a freshman or Senior did not make a difference.

Finding no significant difference between freshmen and seniors does show that political differences may not affect them as previously predicted. Although politics seem to be a divisive issue at times, these results show that either college age students are not as affected by political views, their views are not strong enough to change how they treat others, or political views may be overlooked in general when it comes to working with others in a group based setting. Other explanations could be that because Kansas tends to be a more conservative region of the United States, the liberalizing effect that Pascarella and Terenzini (1991) alluded to may not be as prominent or maybe even move in the conservative direction due to environmental factors.

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Angeles, CA: Sage.

Appendix A
Status “Like,” Option



Tim Sikes

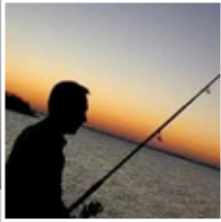
16 hours ago 

I'm more than ready for the end of the semester.

[Like](#) · [Comment](#) · [Share](#)

Appendix B

Example of Facebook Profile Page






Tim Sikes Friends Following Message

[Timeline](#) [About](#) [Photos](#) [Friends](#) [More](#)



About

Work and Education

-  **Emporia State University**
Emporia, Kansas
-  **Topeka High School**
Topeka, Kansas

 [Ask for Tim's work info](#)

Places Lived

-  [Ask for Tim's current city](#)
-  **Topeka, Kansas**
Hometown

Basic Information

Birthday **June 13, 1992**
Gender **Male**

Appendix C
Group Assignment Study
Profile Rating Survey

Ted appears to be an intelligent person

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

Ted is probably insightful

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

Ted is honest

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

I would be willing to work with Ted in a group

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

I believe I would like Ted

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

Appendix D
Group Assignment Study
Participant Survey

Gender:

Man

Other

Woman _____

Age _____ years old

Classification (circle only one):

Freshman

Sophomore

Junior

Senior

Other _____

1st Major _____

2nd Major _____

Minor _____

I use social media several times a day

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

I frequently use Facebook

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree


I stay informed on current political issues.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

Politically, I am (Circle one number):

1 2 3 4 5 6 7
Extremely Liberal Moderate Extremely Conservative

Appendix E
Conservative Profile



Tim Sikes

Friends Message Give Gift

Timeline About Photos Friends More -

About

- Studied at **Emporia State University**
Past: Topeka High School
- From **Topeka, Kansas**

Recent Activity

- Tim added **Topeka, Kansas** as his hometown.
- Tim changed his **Residence**.

Post Photo

Write something...


Tim Sikes 5 minutes ago
I lost my phone.
Like · Comment · Share

Tim Sikes 6 minutes ago
As a conservative, I DO support the death penalty.
Like · Comment · Share

Tim Sikes 6 minutes ago
I'm so hungry.
Like · Comment · Share

Tim Sikes 7 minutes ago
Football!!
Like · Comment · Share

Tim Sikes 7 minutes ago
I'm a conservative and I do not support Universal Healthcare.
Like · Comment · Share

 **Tim Sikes**
8 minutes ago 

Family Time.

[Like](#) · [Comment](#) · [Share](#)

 **Tim Sikes**
8 minutes ago 

My dog is sick.

[Like](#) · [Comment](#) · [Share](#)

 **Tim Sikes**
8 minutes ago 

As a conservative, I do not believe in gun control.

[Like](#) · [Comment](#) · [Share](#)

Appendix F
Liberal Profile

Tim Sikes

Friends

Message Give Gift Call

Timeline About Photos Friends More -

About

Studied at **Emporia State University**
Past: Topeka High School

From **Topeka, Kansas**

Recent Activity

Tim added Topeka, Kansas as his hometown.

Tim changed his Residence.

Post Photo

Write something...

Tim Sikes
a few seconds ago

I lost my phone.

Like · Comment · Share

Tim Sikes
about a minute ago

As a liberal, I DO NOT support the death penalty.

Like · Comment · Share

Tim Sikes
about a minute ago

I'm so hungry.

Like · Comment · Share

Tim Sikes
about a minute ago

Football!!

Like · Comment · Share

Tim Sikes
2 minutes ago

I'm a liberal and I support Universal Healthcare.

Like · Comment · Share

Tim changed his residence.



Tim Sikes

2 minutes ago

Family Time.

[Like](#) · [Comment](#) · [Share](#)



Tim Sikes

2 minutes ago

My dog is sick.

[Like](#) · [Comment](#) · [Share](#)



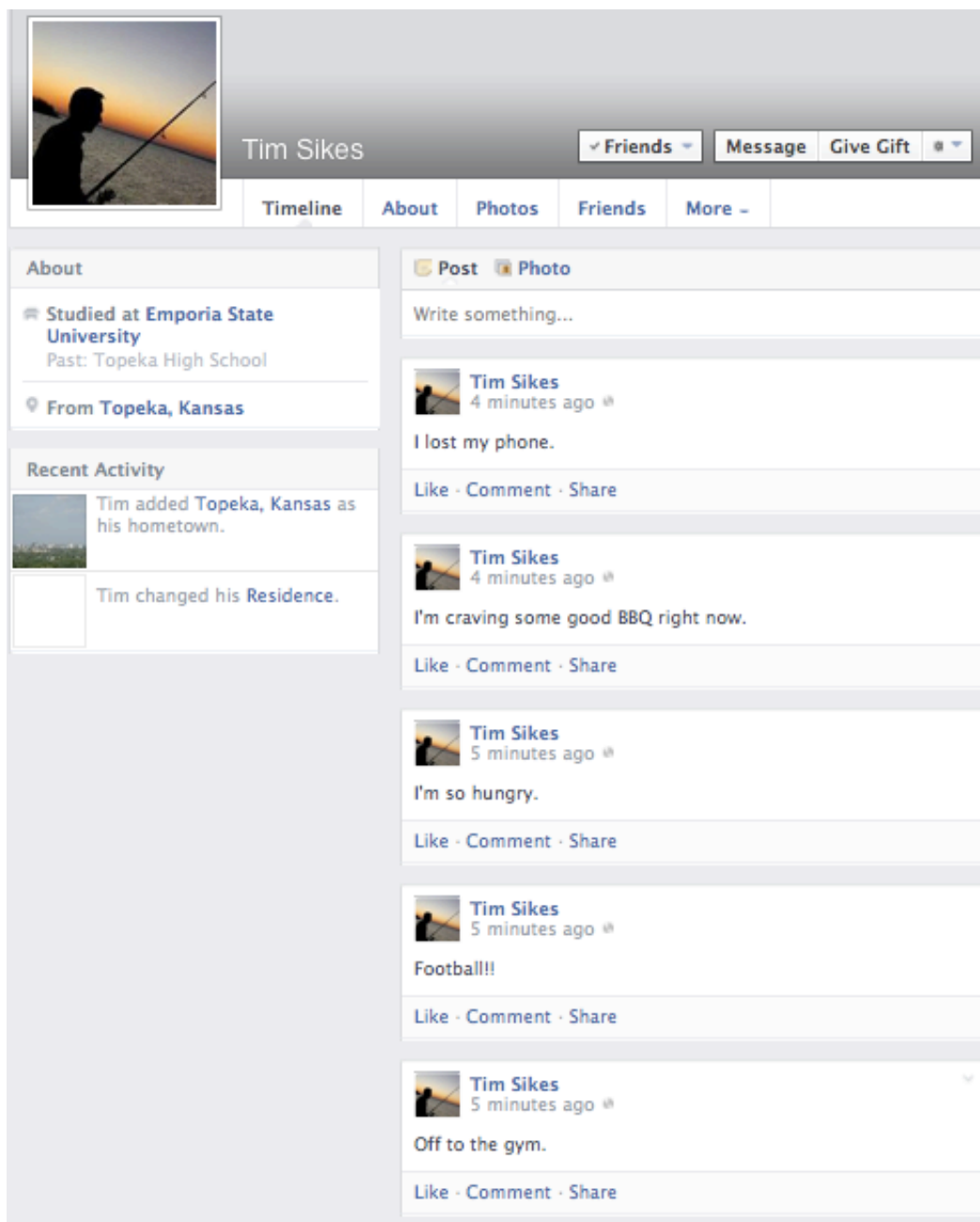
Tim Sikes

3 minutes ago

As a liberal, I support gun control.

[Like](#) · [Comment](#) · [Share](#)

Appendix G
Neutral Profile



The image shows a Facebook profile page for a user named Tim Sikes. The profile picture is a silhouette of a person holding a fishing rod against a sunset. The name 'Tim Sikes' is displayed next to the profile picture. To the right of the name are buttons for 'Friends', 'Message', and 'Give Gift'. Below the name are navigation tabs for 'Timeline', 'About', 'Photos', 'Friends', and 'More'. The 'About' section on the left lists 'Studied at Emporia State University' (with 'Past: Topeka High School') and 'From Topeka, Kansas'. The 'Recent Activity' section shows two updates: 'Tim added Topeka, Kansas as his hometown.' and 'Tim changed his Residence.'. The main timeline on the right shows five posts by Tim Sikes, all made within 5 minutes. The posts are: 'I lost my phone.', 'I'm craving some good BBQ right now.', 'I'm so hungry.', 'Football!!!', and 'Off to the gym.'. Each post has 'Like', 'Comment', and 'Share' options.

Tim Sikes Friends Message Give Gift

Timeline About Photos Friends More -

About

- Studied at **Emporia State University**
Past: Topeka High School
- From **Topeka, Kansas**

Recent Activity

- Tim added Topeka, Kansas as his hometown.
- Tim changed his Residence.

Post Photo

Write something...

Tim Sikes 4 minutes ago
I lost my phone.
Like · Comment · Share

Tim Sikes 4 minutes ago
I'm craving some good BBQ right now.
Like · Comment · Share

Tim Sikes 5 minutes ago
I'm so hungry.
Like · Comment · Share

Tim Sikes 5 minutes ago
Football!!!
Like · Comment · Share

Tim Sikes 5 minutes ago
Off to the gym.
Like · Comment · Share



The image shows a vertical list of three Facebook posts by a user named Tim Sikes. Each post is contained within a light gray rectangular box. The posts are as follows:

- Post 1:** Features a profile picture of a person, the name "Tim Sikes", and the timestamp "6 minutes ago" with a public icon. The text of the post is "Family time." Below the text are the interaction options "Like · Comment · Share".
- Post 2:** Features the same profile picture, name, and timestamp. The text of the post is "My dog is sick." Below the text are the interaction options "Like · Comment · Share".
- Post 3:** Features the same profile picture, name, and timestamp. The text of the post is "I'm more than ready for the end of the semester." Below the text are the interaction options "Like · Comment · Share".

Appendix H
IRB Approval



EMPORIA STATE UNIVERSITY™

1200 Commercial
Emporia, Kansas
66801-5087

620-341-5351
620-341-5909 fax
www.emporia.edu

GRADUATE STUDIES AND RESEARCH
RESEARCH AND GRANTS CENTER
Campus Box 4003

September 19, 2013

Andrew Serafino
Campus Box 4031
Emporia, KS 66801

Dear Mr. Serafino:

Your application for approval to use human subjects has been reviewed. I am pleased to inform you that your application was approved and you may begin your research as outlined in your application materials. Please reference the protocol number below when corresponding about this research study.

Title:	Group Assignment Study
Protocol ID Number:	14017
Type of Review:	Expedited
Time Period:	08/03/2013 - 08/03/2014

If it is necessary to conduct research with subjects past this expiration date, it will be necessary to submit a request for a time extension. If the time period is longer than one year, you must submit an annual update. If there are any modifications to the original approved protocol, such as changes in survey instruments, changes in procedures, or changes to possible risks to subjects, you must submit a request for approval for modifications. The above requests should be submitted on the form Request for Time Extension, Annual Update, or Modification to Research Protocol. This form is available at www.emporia.edu/research/irb.html.

Requests for extensions should be submitted at least 30 days before the expiration date. Annual updates should be submitted within 30 days after each 12-month period. Modifications should be submitted as soon as it becomes evident that changes have occurred or will need to be made.

On behalf of the Institutional Review Board, I wish you success with your research project. If I can help you in any way, do not hesitate to contact me.

Sincerely,

Dr. Pamela MacDonall
Chair, Institutional Review Board

pf

cc: Dr. Cathy Grover

An Equal Opportunity Employer

Appendix I

Informed Consent Form

Study Name: Group Study Assignment

Faculty Researcher: Cathy Grover

Student Researcher: Andrew Serafino

Telephone Number: (620)341-5813

Telephone Number: (409) 720-8282

email: CGrover@g.emporia.edu
Aserafim@emporia.edu

E-mail:

The Department of Psychology at Emporia State University supports the practice of protection for people participating in research and related activities. This study has been reviewed to determine that it poses little or no risk of harm to you. Any information obtained from you will be kept strictly confidential. Although you may be assigned an arbitrary participant number to assist in data collection, we assure you that neither your name nor participant number will be associated in any way with any reportable results. The following information is provided so that you can decide whether you wish to participate in the present study.

You will rate a Facebook profile. It is important that you are honest about your ratings. All information gathered will be completely confidential. This study should take no longer than 45minutes to complete

You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you may do so without penalty.

You will gain no benefits by participating in this study other than educational (or credit if it is offered by your instructor), and other options are available from your instructor. The researchers are obligated to tell you as much as you care to know about the study after your part in the study is completed. If you would like a written summary of the results, please include your name and address in the space provided, and the researchers will send you a copy when it is available.

All persons who take part in this study must sign this consent form. In addition, person's under the age of 18 also must include the signature of a parent or legal guardian. Your signature in the space provided indicates that you have been informed of your rights as a participant, and you have agreed to volunteer on that basis.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Signature of Participant

Date

For persons under the age of 18:

"With my signature, I affirm that I have read and understand my child's rights and the study described on the other side of this page, and voluntarily agree to allow my child (or legal guardian) to participate in this research study."

Signature of Parent or Guardian (if participant is a minor)

Date

For written summary of results:

Printed Name _____

ESU Student E-mail Address _____

Appendix J
Debriefing Statement

Group Assignment Study
IRB #14017

Thank you all for participating in this study. Researchers have found that “There is clear evidence of changes that occur throughout the college years an individual experiences, and the collegiate experience must responsible for some of it.”(Pascarella & Terenzini, 1991). The purpose of this study was to determine the relationship between political views and level of class in college (Freshman and Senior). Additionally, college students’ willingness to work with others based on their political views. I had to use deceit on you by telling you that you would be placed in a group at a later date to critique a political speech. I did this because I wanted you to take the study seriously and to be as honest as possible with your answers. I would greatly appreciate it if would not share the information about this study with others so it does not influence their behaviors. If you have any questions you may ask them at this time. If questions arise later, you may contact me via E-mail (Aserafim@emporia.edu). I appreciate your time and patience. Thank you very much for your participation.

I, Andrew B. Serafino, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, digitizing or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author. I also permit the Graduate School at Emporia State University to digitize and place this thesis in the ESU institutional repository.

Signature of Author

Date

Students' Willingness to Work with Peers on
Political View in Facebook

Title of Thesis

Signature of Graduate Office Staff Member

Date Received