Original Article

"An Investigation into Factors Influencing Students' Attitude toward using Social Media as a Recruitment Tool" The case of Huddersfield University

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Abstract

It is of no doubt that social media sites have become the most dominated subject in today life. However, the effect of those websites has widely disseminated not only into social life but into the business world as well. Recruitment is one of the topics that have influence by social networking sites. Previous studies have shown growing use of social networking sites such as Facebook, Twitter and LinkedIn as a recruitment tool. As a result studying individuals' attitudes toward using those websites have grabbed significant attention into the scientific field.

In fact, many factors have influence on individuals' attitudes. This research is an investigation into factors influencing student's attitude toward using social media as a recruitment tool. A total of 101 respondents were participated in this quantitative research. The collected data were analysed by using various methods like Reliable scale of Cronbach, Pearson correlation, Distributive Statistics, T-Test and Multiple regression. The findings indicate that the respondents were not using social media as a recruitment tool. However, the results also revealed that perceived social media usefulness and self-efficacy, and privacy concern were significantly correlated to the students' attitude while Year of study has no influence on the dependent variable students' attitude.

List of Abbreviations	
SNS	Social Networking Sites
IP	Inappropriate Posting
TAM	Technology Acceptance Model
WSE	Web-specific Self-efficacy
GISE	General Internet Self-Efficiency
UCC	User-Created Content
IT	Information Technology
HRM	Human Resource Management

Introduction

Every day human being's life is improved by technology through new innovations that make it more easy and efficient. Currently, the Internet has changed the business world and

how it is conducted (Joos, 2008). New methods of communicating which link millions of people around the world have been discovered after the development of the Internet's channels. The Internet has succeeded to change the nature of doing wide range of traditional tasks from physical work into virtual work. Wilson & Parry (2009) argues that the advancement of technical innovations is the main key behind market
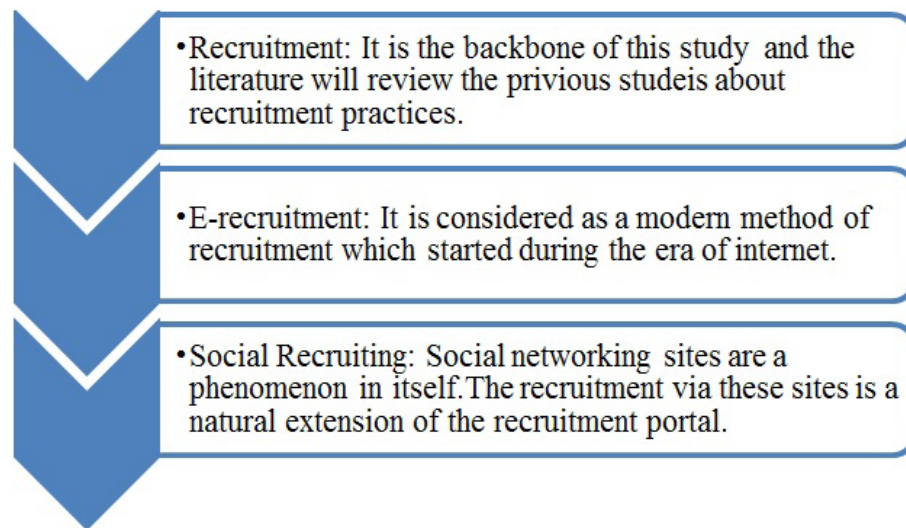
Figure 1. The Constructs of the Literature Review.

development and always has been the reason of new methods to grow.

Social Network Sites (SNS) such as; LinkedIn, Facebook and twitter have become more dominated platforms for social communication. However, the social networking sites have begun to greatly influence the bulk of business aspects, including the management of human resources. Few years ago, recruitment process was driven by traditional recruitment tools such as advertisements, referrals and word of mouth (Berkshire, 2005). New opportunities have been made for employers to find and hire best candidates by the recent flux of social media (Cook, 2012). Yet, the numbers of companies that use SNS recruitment strategy remain low; this average is due to the lack of scientific support for such strategy (Wesselink, 2012). Statics show that LinkedIn, Facebook and Twitter are the most powerful platforms for recruitment purposes. However, LinkedIn is the most popular; with increase from 40 million members/users in 2009 to more than 100 million in 2011. Facebook increased its users from 500 million users to become the second in the ranking and Twitter comes third as a recruitment tool (Oracle, 2012).

Currently social recruitment has become a popular term in the HR world. According to Jacobs (2009) social recruitment can be define as; exploit the development of Web 2.0 technologies and social media tools to engage, link, inform, and hire the future talent. The purpose of this study is to investigate about the factors that influence student's behaviour and attitude toward using social media as an employment tool. Research on social media as a recruitment tool started almost ten years ago since the first emergence of the first social media websites MySpace in 2003. Limited studies have discussed the factors that influence students' attitude toward social media as a recruitment tool (Miller et al, 2009: Miller et al, 2011). Those studies have been conducted in the USA by American scholars and have been focused on privacy risks and inappropriate posts. Miller et al. (2009) found what they call it posting paradox when they found students although they were aware of the consequences of inappropriate posts; they keep posting on their social page. As a result, Miller et al. (2011) create a new theoretical model to study the factors that influence inappropriate posting. This study will be conducted in the UK to analyse the factors that influence students' attitude toward using social media for employment purposes. In addition, this study will combine between privacy and risk concern variable (privacy concern) and other variables (technology self-efficiency, time of graduation and usefulness of social media) to measure how far are students concerned about their privacy in using social media looking for a job.

Literature Review

Introduction

Companies are gradually starting to use social media platforms as a tool for screening and hiring job applicants. Many studies have shown the growing popularity of social media such as LinkedIn, Facebook and Twitter in the recruitment process (Careerbuilder, 2010: Marklein, 2009). However, there are limited researches which have studied this phenomenon since the age of first social media platform is ten years and using those platforms as a recruitment tool started in last few years. In this study we categorised the progress of recruitment practices into three categories in Figure 1.

Recruitment

Recruitment is one of the main activities of the Human Resource Management (HRM). Breaugh and Starke, 2000 defined recruitment as those activities and practices implement by a company aiming to identify and attract potential employees. Breaugh and Starke, 2000 in their definition of recruitment tried to explain recruitment processes as various phases. All these phases are development of strategy, employment objectives, and whole employment activities from input to out-put.

In addition, Barber (1998) says recruitment is a general concept therefore difficult to define. Nevertheless, he defines employment as; employment consists of all organizational activities merely concentrate on finding and attracting potential applicants (Barber, 1998).

Recruitment Channels

Different methods are used by companies to attract potential candidates such as; advertisement, employee referrals, professional associations, websites, educational associates and professional agencies (Bratton & Gold, 2003; Ployhart et al., 2006). In addition, there are other recruitment channels such as word of mouth and printed vacancies in magazines and newspapers (Wolf, 2011). Those employment tools are used on usual basis by companies. It is divergent in one hand and pertaining to each other on the other hand which allows the recruiters to contrast the dissimilarities and benefits of each tool more clearly.

E-recruitment

Ten years ago companies have showed growth in the utilization of network-recruitment, for instance internet recruitment. Significant numbers of companies are now using their website for recruitment, while other companies use traditional tools such as agent like, Poolia and Stepstone. Recruiting via internet has made the process of recruitment much easier of time consuming for the employees to attain a job. From recruiters' perspective, it is more efficient in terms of reducing recruitment cost and providing better communication (Lievens and Harris, 2003). Thus, the applicants have more knowledge about the job and the organization (Ployhart et al., 2006). Practically the evolution of e-recruitment usage has led to highlight new tools for recruitment which is social media. The most popular social media platform as a recruitment channels which this study going to talk about are: LinkedIn, Facebook and Twitter.

Newspaper ads, Employee referrals, and traditional recruitment agencies to advertise job vacancies were the most used by companies in the past. Currently, the Internet has become the most popular technique to recruit potential candidates, since the era of online qualified talent. A study has found that over 90% of 500 organizations utilise the internet for recruiting (Feldman & Klaas, 2002).

A survey revealed that 85 % of organizations with staff of 500 or more in North America were using an online websites (Schweyer, 2003). Applicants are also using online recruiting websites. According to Jansen et al. (2005) more than 52 millions of Americans have utilized recruiting websites looking for job opportunities, with more than 4 million doing the same thing on daily bases (Jansen et al, 2005). E-recruitment is used to advertise job vacancies, receive resumes, conduct screening for candidates, and match with job candidates (Dafoulas & Turega, 2002). E-recruitment has benefits even more than traditional recruitment tools such as advertisement in newspaper and head-hunter (Williamson et al, 2010). Reducing the cost of recruitment is one of the

vital advantages since e-recruitment is less expensive (Cober et al, 2000).

Impact of Online Recruitment on Job Seekers

Using online recruiting has significant influence on job seekers who use this type in the job search process. It is also provides a wide range of job opportunities to job seekers in addition to give them important information about prospective of employers. Generally online recruitment is efficient in terms of speed, convenient and cost, also has many advantages different than traditional recruiting methods (Perry, 2002). According to Lee (2005) submitting electronic resumes allow candidates to provide personal information, skills and experience instantly. Additionally employees can apply for different vacancy jobs by submitting their applications only once. According to Borstorff et al. (2007), currently job seekers can access to the Internet at any time during the day, therefore online recruitment is very comfortable and organized, and on the other hand, organizations can assess the candidates at any time as well. Having access to testing methods helps job seekers who cannot physically attend interview or test because of their schedule, this means the number of candidates will be increased. The educated job seekers and professionals using computer benefits the most of using online recruitment. More often, that the users of online recruitment are highly skilled, and looking for challenging jobs (Borstorff et al, 2007). Moreover, Kuhn and Skuterud (2004) argue that online job applicant can attain a job quicker than applicant who do not utilize internet looking for a job.

Beside all those benefits, several an expected problems can be accrued for job applicants in online recruitment, as more and more organizations and prospective employees are utilizing the Internet. Potential job candidates usually face a shortage of information and slow employment practice when applying and searching for job through the Internet. Slow recruitment process can be happened due to the pressure on the data base that caused by information and resume responses for online postings.

Social recruitment
Recruitment through Social Networking

Currently there is a significant increase in the use of social media sites as a recruitment tool by employers. Just below the half of 2,600 recruiters participated in a survey conducted by Careerbuilder (2009) were found utilizing social media as a screening tool for job seekers, this figure is double the figure of previous year. This survey shows that the use of social network sites has become more popular and a widespread phenomenon in terms of the number of people that using it. Facebook is the most popular platform with currently 665 million users on daily usage average, which is approximately half of those logging into their account on monthly bases (Facebook, 2013). Twitter comes second with 554,750,000 of active registered users; 115 million of them are active users on monthly bases (Statisticbrain, 2013). The third most popular social media platform is LinkedIn with 225 million professional's user to share opportunities, information and ideas (LinkedIn, 2013).

Social media has significant advantages for recruiters for example, Nike, Intel and US Cellular say considerable reduce in the cost of sourcing and evaluating candidates was gained from using their LinkedIn profiles (Pollitt 2005). There are expectations that recruiters in small firms have advantages of using social media as a recruiting staff. In the most cases, small companies do not have HR department. Usually hiring new employees a responsibility of the owner, as a result, small companies have a rigorous time schedule for their hiring practice and there are always lack of money and time to utilize methods of employment. Whereas as bigger companies have no problems of those perspectives. It can be said that using social media in recruitment practice would be more preferred in companies facing financial difficulties (Rebien, 2010). These are good; however, recruiting through social media has disadvantages as well. Social media can be used as a tool of discrimination by employers; several studies have found that many potential applicants have been refused based on their bad language or photos posted on their social accounts (Northwood, 2009: Swallow, 2011:

Karl et al. 2010).

Student attitude toward social media

There are too many definitions for the term attitude in the literature (Heath and Gaeth, 1994). Social scientists show significant attention for studying attitude as it has become an everlasting subject even in the digital era in which we are (Wu, 1999). Heath and Gaeth (1994) define attitude as "a general and enduring (consistent over time) negative or positive evaluation of a person, object, or issue" (Heath and Gaeth, 1994: 129). "An attitude as a construct is hypothetical psyche response an action or reaction ". It is a positive or negative feeling, like or dislike toward something by an individual (Ahmad, 2012). In several studies demographic factors found to have influence on the individuals' attitude toward using technology, the influence of each factor is differs from a study to another (Borstorff et al, 2007: Miller et al 2009: Vicknair et al, 2010). For instance, a study which has been conducted by (Nik, 2006: Wolfe and College, 2010) found that demographic factors such as race, gender, and academic achievement positively or negatively influence the student attitudes to use internet. Budden et al. (2007) argue that the use of the Internet among college student has raised the use of social networks which have grown rapidly. A recent study shows that users spend more than 5 hours a week using social platforms such as Facebook and MySpace (Budden, et.al 2007). Quantitative and qualitative research on social media sites studied how students utilize social media found that, among the important purposes of their use is to be connected to friends, sharing images, playing games, arranging social activities as a self-expression breather. Facebook is the most popular platform among college students (Spinks, 2009).

Although social media has significant advantages on social life, business and other aspects, there are still potential risks facing the users in term of privacy, scam and ID theft. Several of empirical studies on utilizing social media sites by student have concentrate primarily on studying social profile content. For instance, Stutzman (2006) investigated how first-year students (freshman) at the University of North Carolina Chapel Hill utilize their Facebook profiles for sharing information. Facebook profiles of first years students also has been examined by Grigg and Johnson (2006). The research followed qualitative approach utilizing student ID and face to face interview as contextual lenses. In addition, there are several of studies have examine the influence of year of study on students' attitude toward using technology or toward their intention to inter the labour market (Jenkins, 2001; Penny & Frances, 2011).

It goes without saying that, the majority of student consider their profiles as a private matter and not available for public unless with permission. Social media profiles are weak in terms of security reliability, and student unawareness of it can cause undesirable sequels. Decker (2006) thinks that users attitude toward personal privacy are not very careful. For example, a student reportedly kicked out of honour society after he established a Facebook page which criticizing his school (FOXNews, 2010). Several studies found that privacy concern have influence on individuals' attitude toward using technology (Lowry & Everard, 2011; Sheehan, 2002; Dwyer & Passerini, 2007). Miller et al. (2009) found in their study that although students aware of the sequences of posting inappropriate posts, they still post some inappropriate pictures or comments inappropriate and may have negative impact on their opportunities to attain a job. Therefore, Miller et al. (2011) develop a new model of inappropriate posting to study this psychological phenomenon. In this model they assume that there are four variables which are time to graduation, online image concern, privacy concern and trust in technology, all that influence the attitude of inappropriate posts. This study will take advantage to measure the effects of two of those variables (time of graduation and privacy concern) and combined them with other two variables influence the individuals attitude which is already discussed by previous studies.

Development of Theoretical Model and Hypothesis

Introduction

The review of social recruiting shows limited researches have examined the factors that influence students' attitude towards using social
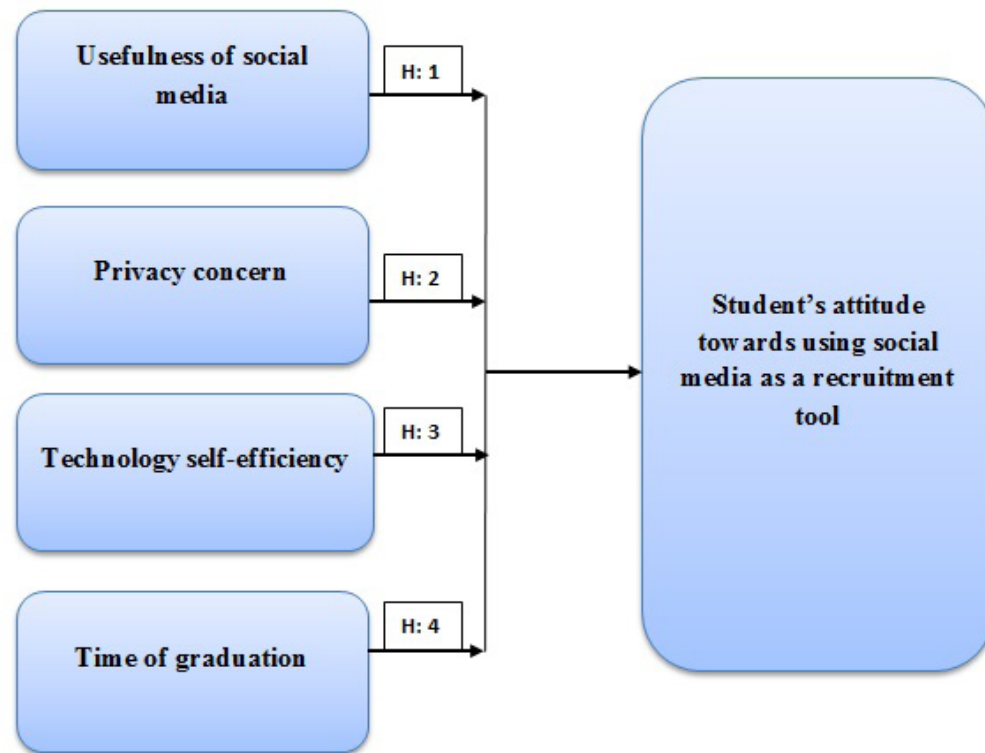
Figure 2. Research Model: Factors Influencing students' attitude toward using social media as a recruitment tool.

media for recruitment (Miller, 2009: Miller, 2011). The model of inappropriate posting (IP) by Miller et al. (2011) and Technology Acceptance Model (TAM) by Davis (1986) have been adopted for studying and measuring users' attitude in using social media to search for job opportunity. IP model one of the first models that introduced to study the factors that influence students' attitude toward using social media, and this model is specifically directed to study inappropriate posting attitude. The finding of this study is that although student's aware of the consequences of inappropriate posts, the keep posting such posts, therefore they call it posting paradox.

TAM is one of the most used in terms of studying the individual's attitude toward IT. According to Moon and Kim (2001) "perceived ease of use and perceived usefulness constructers has been considered important in determining the individuals› acceptance and use of IT" (Moon and Kim, 2001: 219). TAM model assumes that users' behavioural intention to use determine

the real system usage. This is influenced by their behaviour to usage. Generally attitude is influenced by individual's belief about a system that contains two variables that is perceived usefulness and ease of use (Davis, 1986). The variable perceived of usefulness was adopted from TAM model to build the model of this study due to its consistency with other variables to measure students' attitude. Technology Self-Efficacy variable was adopted from the study of Hsu & Chiu (2003) because the bulk of studies that measure individual's attitude toward using technology consider it as a fundamental factor influence the attitude in this kind of studies (Hsu& Chiu, 2003; Compeau et al, 1999; El-Farra and Badawi, 2012). The combination among those variables is to predict and explain student's acceptance of using social media as a recruitment tool and their concern about their privacy. In this chapter the theoretical model of the research was formulated. The research model formulated based on the literature review. After that, all variables were described including the

demographic factors.

Figure 3 explains the independent construct variables (technology self-efficiency, time of graduation and usefulness of social media and privacy concern and dependant construct students' attitude toward using social media for recruitment. The following part discusses the impact of the independent variables on the dependent variables that lead to from the research hypotheses (figure 3).

Usefulness of Social Media

The concept of usefulness of social media indicates that utilizing social media sites will develop users' ability to gain information regarding new job opportunity. Previous studies argued that user's perceived of usefulness would influence individual attitude toward using internet technology websites and platforms (Davis, 1989; Sheil et al, 2011). This study will examine the influence of usefulness of social media platforms on student attitude toward using those platforms as a tool for looking for job opportunities. Therefore:

Hypothesis 1 (H 1): *Student's believe of usefulness of social media will have a positive impact on their attitude toward using social media as a recruitment tool.*

Privacy concern

On the other hand, the term "privacy concern" that is the second variable adopted from Miller et al. (2011) model of inappropriate posting, refers to the desire of somebody to maintain his personal information and keep it safe from being revealed by others. In terms of student, privacy concern means that, students desire to prevent anybody form outside his/her network of friends to access their personal information. Many people seem not to be considering their personal information as the first priority of their concern. A study which has been conducted by Ponemon Institute found that 65% of social networking members did not appropriate privacy setting of their profiles accounts (Business Wire, 2010). According to Buchanan, et al. (2007) privacy concern is mostly a subjective measure, thus it differs from individual to another since each person has his own perceptions, believes and values.

Since the main purpose of social networking is to connect people around the world and sharing information between members is a basic of those social platforms, therefore it does not make users profiles private by default. Even for users who are very concerned about their privacy, privacy breaches will likely happen for many reasons. The facts showed that social networking sites have breached several times (Miller et al, 2011). For instance, in February 2013 250,000 of Twitter accounts were hacked by sophisticated hackers. The company reactivated those accounts and warned all users to be vigilant for "phishing" attacks from emails or websites disguised to look like Twitter's own (Financial Times, 2013). However, there is another form of breaching user's privacy when specific government request information about particular users for example, on the 15th of Jun 2013 the US government requested information about 18000 to 19000 users . This is another reason for users to consider how the security of their personal information is important and they have to be concerned about it (Financial Times, 2013). Therefore:

Hypothesis 2 (H 2): *Students who are concern about their privacy will have negative attitude toward using social media as a recruitment tool.*

Technology Self-Efficacy

The third variable that effects the individual attitude is Technology self-efficacy (TSE) refers to a person's ability to use technology with confidence (Marakas et al., 1998). There are two types of self- efficiency, the first one is general internet self-efficiency (GISE) which refers to "an individual's judgment of efficacy across multiple Internet application domains". The second one is Web-specific self-efficacy (WSE) which indicated to "an individual's perception of efficacy in using a specific WWW application (service) within the domain of general Internet computing" (Hsu & Chiu, 2004: 370). Hsu & Chiu (2004) in their study found that both types of internet self-efficiency GISE and WSE were proved to play vital roles forming person behaviour. This study is consistent with previous studies arguing that self-efficacy influence individual attitude. Therefore:

Hypothesis 3 (H 3): *Student's with*

perception of technology self-efficacy will have positive attitude toward using social media as a recruitment tool.

Time of Graduation

Time of Graduation is used in this study for two reasons; first one is previous studies on individual's behaviour have studied this variable as a demographic factor (Wolfe and College, 2010: Lewis, 2010: Vicknair et al, 2010). Second reason is that Miller et al. (2009) found year of study influences the student attitude in terms of inappropriate posts. Their finding shows that the freshman posts inappropriate information more than sophomore, senior and junior. They argued that this attitude of freshman may be because of their filling of distance from time of graduation which means time to enter labour market and on the same bases seniors and juniors were found least posting an appropriate posts because of their feeling being close from the labour market. Inappropriate comments of photos or information posted on social networking account may have unwanted results on university students who are looking for job. Karl et al. (2010) find that job applications and internships have been cancelled based on comments and photos posted on Facebook. Oleniczak et al. (2010) believe that making judgment about personal life of potential candidates through browsing their social profiles may not give employers an accurate image about how these candidates would perform the job (Oleniczak et al, 2010). Therefore:

Hypothesis 4 (H 4): *Year of study will have positive influence on students' attitude toward using social media as a recruitment tool.*

Methodology

Questionnaire construction

In order to achieve the purpose of this research, an online questionnaire and hand-in-hand hard copy were used to collect data. The questionnaire consists of three sections, distributed onto 330 students of the University of Huddersfield in addition to 50 hard copies distributed by hand.

In the first section the participants were asked to answer questions about their demographic factors and the frequency of using social media. The second section is asking questions about the factors influencing students' attitude (independent variables). Those factors are; perceived usefulness of using social media, technology self- efficacy and privacy concern. 4 items were adopted from Williamson et al. (2003) to measure perceived usefulness. Technology self- efficacy was measured by 10 items adopted from Hsu & Chiu (2004). 5 point likert scales from (1=strongly agree to 5=strongly disagree) were used for those two factors. Whereas, privacy concern were measured by15 items adopted from Buchanan et al. (2007) using also 5 point likert scales but from (1= not at all concern to 5= extremely concern). Finally, the last section measured students' attitude toward using social media (dependent variable). In this section 15 items were used adopted from adopted from Ahmad, (2012) using also 5 point Likert scale from (1 = strongly agree to 5 = strongly disagree).

For perceived usefulness 4 items were used adopted from Williamson et al, 2003, using 5 point scale from (1=strongly agree to 5=strongly disagree). For technology self- efficacy 10 items were used adopted from Hsu & Chiu (2004) using 5 point scale from (1=strongly agree to 5=strongly disagree). For privacy concern 15 items were used adopted from Buchanan et al. (2007) using 5 point scale from (1= not at all concern to 5= extremely concern). The last section measures students' attitude toward using social media (dependent variable). In this section 16 items were used adopted from adopted from Ahmad, S (2012) using 5 point Likert scale from (1 = strongly agree to 5 = strongly disagree).

The questionnaire was piloted with 4 undergraduate volunteered students from University of Huddersfield. The purpose of piloting the questionnaire was to evaluate item formats and sequencing; and to make sure that how long completion of the questionnaire would take, so the duration of filing the questionnaire could be provided to potential respondents. Students participated in the questionnaire piloting were asked to provide feedback of whether all questions were appropriate and easily understood, whether the sections and questions were sufficient. The time that has been consumed by the participant to answer the questionnaire in

Table 1. Descriptive Statistics

Gender		
Gender	Frequency	%
Male	57	56.4
Female	44	43.6
Age		
Age	Frequency	%
18-25	77	76.2
26-30	16	15.8
31-35	3	3
36-40	2	2
More than 40	3	3
Culture		
Culture	Frequency	%
Western	59	58.4
Non-Western	40	41.6
Year of study		
Year	Frequency	%
1	31	30.7
2	23	22.8
3	47	46.5

average was from 6 to 7 minutes. The participants have provided a valid feedback about the survey. Those comments were about using acronyms in some questions rather than full words and also about some question they found their language difficult to understand

Data analysis Techniques

The collected data analysed and interpreted is based on the structure of the theoretical framework and concepts within the area of study, for this purpose SPSS program version 20 was used to analyse those data. Descriptive statistics; frequency, simple correlation, mean, and inferential statistics; multiple regressions utilized as data analysis techniques to reach the research objectives. First, in order to measure the reliability of measurements, Cronbach Alpha test was used because this instrument is the most popular reliability test utilized by social researcher (Sekaran & Bougie, 2013) The scales were used in the questionnaire was found to be highly reliable (49 items; a= .91) according to Cronbach reliability scale.

Secondly, descriptive statistics were used to analyse demographic factors of participants. Next, Person correlation was employed to determine the relationship among the research

factors. In addition, it is used to test the hypotheses and examine the strength and direction of the linear correlation between the independent and dependent variables (Sekaran & Bougie, 2013). This research employs students' attitude toward using social media as the dependent variables and perceived usefulness of social media, students self-efficacy and privacy concern as independent variables. In addition, a multiple regressions was also used to determine the effect of the dependent variables (Social media usefulness, privacy concern, technology Self-efficacy an years of graduation) on the dependent variables (student attitude). Finally, a *t*-test was performed to compare the students' attitude scores of male and female as well as Western and non-Western.

Findings and Discussion
Sample description

The biographic information of 101 (30%) of the 330 students at the University of Huddersfield who answered the questionnaires are graphically illustrated in table (4). A total of 57 males representing 56.4% of all students participated in the questionnaire against 44 females who representing 43.6% of all students participated. Regarding age, the questionnaire classified the participants into five categories;

Table 2. Frequency of using social media:

Social Media Website	Yes		No	
	Frequency	%	Frequency	%
Facebook	99	91.1	9	8.9
Twitter	61	60.4	40	39.6
LinkedIn	37	36.6	64	63.4

where the bulk of them (76%, n=77) between 18-25 years, followed by the 26-30 group that accounted 15.8% by 16 participants. The last three age groups are considered as the least number of respondents since the normal average age of undergraduate students is ranged from 18-25. Therefore, the respondents aged 31-35, 36-40, and 40+ were only (n=3), (n=2), and (n=3) respectively. Regarding the third demographic factor; culture, 59 respondents which represents 58.4% of the entire number of the respondents were considered themselves as Western whereas, 40 respondents that represents 41.6% said they are non-Western. In addition, concerning the question three in the questionnaire "which year of study?", the majority of students who participated in this research were in the 3rd year with 47 students that are accounted for 46.5%, next, participants in year 1 were 31 representing 30.7%, and finally 23 respondents representing 22.8 were in year 2.

Descriptive Statistics
Frequency of using social media
Regarding the question about the social media website students are using, table (5) indicates the answers (yes/no) of 101 students participated in the questionnaire of three platforms that they are using (Facebook, Twitter and LinkedIn). The majority of students were using Facebook, 99 students which accounting 91.1% said yes while, only 9 students represent just below 9% said no. The second most popular platform among students was Twitter, 61 students which

accounting 60.4% answer yes, whereas 40 of them represent 39.6 who said they do not use Twitter. LinkedIn was the least popular social media platform among participated students in this research, 64 students represent 63.4% said they do not use LinkedIn against 37 students represent 36.6% said they are using it.

Using social media as a recruitment tool
The results in Table (6) indicate that the mean and standard deviation for using Facebook, Twitter, and LinkedIn as a recruitment tool were approximately (m=2.43, SD=1.49), (m=1.90, SD=1.21), and (m=1.57, SD=97) respectively. The means that, scores are below the midpoint on the 5-point Likert scale, which indicates that most of students do not use social media websites (Facebook, Twitter, and LinkedIn) as tools for finding job. In addition, standard deviation shows an acceptable distribution of responses within samples.

Inferential statistics
Pearson's Correlation
The relationship between the independents variables (social media self-efficacy, usefulness of social media, Privacy concern and year of study) and the dependent variable (students' attitude toward using social media as a recruitment tool) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality,

Table 3. Using social media as a recruitment tool:

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Facebook	101	1	5	2.43	1.492
Twitter	101	1	5	1.90	1.212
LinkedIn	101	1	5	1.57	973.
Valid N	101				

Table 4. Person Correlation between independents and dependents variables:

		Gender	Culture	Year of Study	Privacy Concern	Social media Self-Efficacy	Usefulness of Social Media	Students Attitude
Gender	Pearson Correlation	1						
Culture	Pearson Correlation	.110	1					
year of study	Pearson Correlation	-.115	-.131	1				
Privacy Concern	Pearson Correlation	.090	.048	.101	1			
Social media Self-Efficacy	Pearson Correlation	.047	-.078	.017	-.048	1		
Usefulness of Social Media	Pearson Correlation	-.004	.173	-.035	-.173	.544**	1	
students attitude	Pearson Correlation	-.004	.101	-.126	-.285**	.547**	.654**	1

Note. Statistical significance: *$p < .05$; **$p < .01$; ***$p < .001$

linearity and homoscedasticity (Miles & Shevlin, 2001). Table (7) Indicates that all independent variables had significant positive and negative correlation with the dependent variable; positive correlation with social media self-efficacy, $r = .547$, $n = 101$, $p = .00$, usefulness of social media, $r = .654$, $n = 101$, $p = .00$, and a significant negative correlation between privacy concern, $r = -.285$, $n = 101$, $p = .04$. Whereas, year of study was found have no insignificant relationship with the dependent variable. This study assumes that the independent variables have influence on students' attitude toward using social media as a recruitment tool; as it is reasonable to expect the variables of the explanatory constructs to contribute to students attitude over time. It is possible that high perceived of social media self-efficacy, usefulness will influence students' attitude toward using social media. However, all demographic factors were found to have no relationship with the dependent factor.

Multiple Regressions

Multiple regressions was conducted to examine whether social media self-efficacy, usefulness of social media, privacy concern and Year of study have impact on students' attitude toward using social media as a recruitment tool. Preliminary analyses were performed to confirm no violation on the assumptions of linearity, normality, and homoscedasticity (Tabachnick & Fidell, 2007). Moreover, the relationships among the predictor variables (social media usefulness, privacy concern social media self- efficacy, and year of graduation) were examined in this analysis and the result are showed in Table (8). The correlations between the predictor variables and the dependent variable (students' attitude) were all from negative weak to positive strong, ranging between $r = -.126$, $p < .001$ to $r = .654$, $p < .001$. Those findings specify that multicolinearity was improbable to be a problem (Tabachnick and Fidell, 2007). According to Chien (2013) a multiple regression test can be affected by multicolinearity in terms of interpretation of the findings and the way that they are obtained, such as stepwise regression. Multicollinearity will improperly influence squares estimates if VIF score above10. As a result, VIF was calculated for

Table 5. Multiple Regressions

	R	R2	B	SE	β	t	CI 95% (B)
Model	.72	.52***					
Usefulness of Social Media			1.076	.199	.461***	5.410	.68 / 1.5
Privacy Concern			-.114	.045	-.181***	-2.521	-.20 / -.02
Social media Self-Efficacy			.331	.096	.289***	3.442	0.14 / .52
Year of study			-.978	.718	-.096	-1.362	-2.4 / .44

Note. Statistical significance: *$p < .05$; **$p < .01$; ***$p < .001$

Table 6. Research Hypotheses

No.	Hypotheses	Results
1	*Student's believe of usefulness of social media will have a positive impact on their attitude toward using social media as a recruitment tool.*	Accepted
2	*Students who are concern about privacy will have their negative attitude toward using social media as a recruitment tool.*	Accepted
3	*Student's with perception of technology self-efficacy will have positive attitude toward using social media as a recruitment tool*	Accepted
4	*Year of study will have positive influence on students' attitude toward using social media as a recruitment tool.*	Rejected

each predictor to make sure that multicolinearity was not a problem and the highest VIF value among all four predictors was 1.5 Saunders et al. (2012). All predictor variables were statistically correlated with students' attitude which shows that the data was appropriately interrelated with the dependent variable for analysis by multiple linear regressions to gain reliable findings (Miles & Shevlin, 2001).

The model was statistically significant F (4, 96) = 26.40; p < .001 and the independent variables explained 52 % of students' attitude. Table (8) indicates that three predictors out of four were statistically significant, usefulness of social media scoring a higher Beta value (β = .461, p < .001) than the social media self-efficacy (β = .289, p < .001), and privacy concern (β = -.181, p < .001). This means that usefulness of social media was the best predictor of students' attitude toward using social media as a recruitment tool. Thus, the hypotheses1, 2, and 3 are supported. Whereas, Year of study was found has no influence on students' attitude toward using social media as recruitment tool and accordingly hypothesis 4 was rejected.

The following table illustrates the research hypotheses:

Charts: normality test

According to Miles & Shevlin (2001), normality assumption is an important assumption in order to determine the deviation and normal distribution, for this reason this test was performed. The chart below is using a Normal probability plot. The straight line represents the normal distribution and deviation. As it can be seen here, the residuals almost followed the straight line, deviation is insignificant, and thus, normality assumption is valid (Miles & Shevlin, 2001).

T- Test

The results in Table (10) refer to the scores and means of demographic factors. A *t*-test was performed to compare the students' attitude scores and means of male and female as well as western and non-western in order to measure the variance of participants' attitude toward using social media as a recruitment tool among the categories of those two groups. There was no significant difference in score between both groups of gender, *t* (99) = .38, *p* > .05, two-tailed with male (*M* = 51.00, *SD* = 9.05) scoring slightly higher than female (*M* = 50.91, *SD* = 8.57). This means that, male and female are to some extent have similar attitude toward using social media as a recruitment tool. T-test was also conducted to compare the students' attitude score of western and non-western. There was no significant difference in score between both groups of culture, *t* (99) = -1.01, *p* < .05, two-tailed with Western (*M* = 50.22, *SD* = 8.71) scoring higher than no-Western (*M* = 52.02, *SD* = 8.92), this indicates that western and non-

Table (7): Demographic factors score and mean

Gender	df	t	Mean		SD	
			Male	Female	Male	Female
(Male & Female)	.38	99	51.00	50.91	9.05	8.57
Culture						
(Western & Non- Western)	-1.01	99	50.22	8.71	52.02	8.92

western students are also sharing similar attitude toward using social media as a recruitment tool.

Discussion, Recommendations and Limitations

Discussion

This research aimed to examine the factors that influence students' attitude toward using social media as a recruitment tool. Precisely, the research concentrated on the attitude of undergraduate students' of Huddersfield University. Utilizing of comprehensively standardized and recognized scales of attitude and its predictors produced findings that provide vision into a country not previously researched the students' attitude toward using social media as a recruitment tool. In light of these research findings, there are significant relationship between the independent variables (usefulness of social media, privacy concern, and social media self-efficacy) and the dependent variable (students' attitude toward using social media as a recruitment tool). Further result from multiple regression showed that three out of four independent variables have influence on students' attitude. This means that regardless whether students are using social media looking for job or not, the correlation among those factors are obviously strong. While, Year of study was found have no influence on students' attitude and not statistically correlated as well. In addition, the results also revealed that demographic factors have no influence on the dependent variables (students' attitude). This evidently clarifies the most significant results of the research.

Miller et al. (2009) found that time of graduation influence students' attitude toward using social media while gender has no impact on that. However, in this research gender and the level of education of the students were found have no influence on students' attitude. Therefore hypothesis four was rejected. Furthermore, the findings were also showed that the demographic factors (culture) has no influence on the students' attitude in contrast to (Nik, 2006: Wolfe and College, 2010) studies. The findings of these studies showed that demographic factors such as race, gender and academic achievement have affected students' attitudes towards internet websites. This means that, using social media sites as a recruitment tool by students was not showing any variance or influence by students' culture, age or academic year of study. The difference in results could be due to several reasons; first, employers may not put enough effort to use social media as a recruiting tool. Having sufficient number of recruitment agencies in the UK can be also considered as another reason that slowing down the entry of social media into the recruitment process. In addition, traditional recruitment methods in this country may be more efficient in contrast to another country where jobseekers start using social media looking for jobs because traditional methods are less efficient.

Perceived usefulness of social media was found to be the best predictor of students' attitude. This means that when students perceived the usefulness of social media, their attitude toward those websites will be positively increased. This result is in line with the results attained by Moon and Kim (2001). Therefore, the hypothesis was accepted. A reason of these findings is that the internet and communications tools may be really beneficial and useful in current days, and also its contributions in facilitating people life which is increasing day after day. In addition, the continuous development of internet websites and social media platforms may increase people sense of its usefulness.

On the other hand, privacy concern was found to have negative significant effect on the students' attitude. This means that the high level of privacy concern will lead to lower level of students' attitude toward using social media as a recruitment tool. The result indicates that the students who answered this research questionnaire were highly concerned about their privacy on social media platforms. Consequently, the hypothesis was accepted. These findings can be considered as a barrier against students in order to use social media as a tool for finding job. Surprisingly, privacy concern is the most relevant factor to the participants'' demographics factors. However, the findings of this research revealed that there neither effect of demographic factors on students' attitude and nor relationship. Whereas, privacy concern was found to have strong influence on the students› attitude, these

results are consistent with result of previous studies (Miller et al, 2009; Lowry & Everard, 2011; Sheehan, 2002; Dwyer & Passerini, 2007). In other words, studying demographic factors may not lead to identical or contradictory results even though in the same study and the same participant sample such as university students.

Technology self-efficacy was found to be the second significant predictor of the students' attitude. Students were found to have high perception of self-efficacy toward using social media as a recruitment tool. This would support the findings of previous studies such as; (Hsu & Chiu, 2004; Compeau et al, 1999; El-Farra and Badawi, 2012). This result may be associated with the fact that college students are the majority users of internet websites and social media thus these findings was expected (Spinks, 2009). Moreover, the availability and affordability of internet for most people in the UK, could result in increasing their fluency of using social media websites which lead to the perceived of technology self-efficacy. Therefore, the hypothesis was accepted. All in all, the participated students from Huddersfield University showed high perceived of usefulness and self-efficacy toward using social media as a recruitment tool.

Regardless of the confirmation of those expected correlations this research uncovered a surprising result; there is no relationship between years of graduation and students' attitude toward using social media as a recruitment tool. Year of study was found have no effect on the dependent variable, this finding was not in the posited direction as it is previously hypothesised. This research predicted a positive correlation because of previous studies indicating that students at Huddersfield hospitality faculty in the 1st, year and 2nd, year have positive attitude toward looking for job (Jenkins, 2001; Penny & Frances, 2011). However, this research results indicate that Year of study has no influence on the student's attitude. Therefore, hypothesis was rejected. This shows opposite results from previous studies, and could be due to the fact that previous studies have measured the effect of Year of study on students' attitude toward different subject for example, (labour market), while, current study measured its effect on students' attitude toward using

social media as a recruitment tool. Therefore it is logic to have different results. In addition, as findings of the study revealed that students were already not using social media as a recruitment tool, thus logically, Year of study does not have any impact on students› attitude. This clarifies that, even though students in their final year of study who are eligible to enter the labour market will have no response to use social media as a tool for looking for job opportunity.

From different perspective, previous studies have shown that there are strong signals toward using of an online recruitment, and since the social networking sites are a natural extension of the Inter Net, these social websites have become widespread growing in terms of their use for employment in the United States and other countries (Schweyer, 2003; Jansen et al, 2005; Dolen et al, 2008; Vicknair et al, 2010; Pollitt, 2005). However, the usage results of this research were significantly surprising; the majority of the students of Huddersfield University who participated in this study were not using social media as a recruitment tool. This is not the case that the researcher had expected in this research based on the literature review. The findings revealed that although students have strongly perceived of social media usefulness and self-efficacy, this did not persuade them to use social media as a recruitment tool. According to Akbari et al. (2012) perception the usefulness of a technology and its ease of use are the major motivating elements for accepting that technology. Therefore, the social networking sites Facebook, Twitter and LinkedIn appear to provide the essential capabilities to be utilized as a motivating tool for using social media as a recruitment tool. However, this result may be not the case among the UK students and there is a logical question would stand out here, why students in the USA and other western countries have started using social media as a recruitment tool whereas the UK students did not? The researcher argue that there is no definite answer for this question since this kind of research are measuring individuals' attitude while people are different even among brothers and sisters. The researcher also argues that, to be western does not mean that western countries are similar in terms of culture; the fact is that each country

has its unique traditions and culture. As a result, people are different in their perceptions and attitudes even toward the same thing. In addition, the responses toward the use of social media websites as a recruitment tool to some extent were confounding especially for those students who are in their 3rd year of study. Although those students know they are going to enter the labour market after one year, and although they are active users on social media, they do not use those free websites to search for jobs. The question is what would prevent a student from using any available tool that can help him to get a job?

On the other hand, the answers of privacy concern were also somehow confusing. Students were concerned about employers who can access their personal information through social online activities. Even though, students disagreed that employers' access to their social account will affect their privacy. Another surprising finding is that, students were not concerned about other's posting on their wall or even they were not concerned about comments, posts, pictures that might be inappropriately forwarded to others. Looking at the privacy concern results as a whole, there seems to be a sort of posting paradox at play, and this corresponds to some extent with the result of the study which has been conducted by ( ).

In conclusion, the answer of the research question of this study: 'what are the factors that influence students' attitude toward using media as a recruitment tool? Is that perceived usefulness of social media, privacy concern and technology self-efficacy influence students' attitude toward using social media as a recruitment tool? Whereas, year of study and demographic factors found that have no influence on the relationship on the dependent variable.

Future Directions research

The researcher believes that, recently the phenomenon of social media has become a hot topic in the recruitment field, and there is a need for more investigations to understand this phenomenon in depth. Especially in the UK where the researcher recognized that, very limited researches have conducted to study the social recruitment case whereas in the USA for example there are some articles started to appear in the last five years. In addition, the study revealed astonishing results that students are not using social media as a recruitment tool. These findings urge for more research on the subject to gain results that can be generalized to the level of the country and thus, to make sure that students in the UK do not use social networking sites for recruitment purposes. Based on these in-depth researches, recommendations can be developed in order to help recruiters in their work and contribute into the development of a vision for the employment directions future in Britain. This research provided only a small contribution regarding the investigation of the factors that influence students' attitude toward using social in the context of recruitment practice. Hence, the following suggestions would be helpful for the researchers to consider in the future research:

- Expand the sample of the study into more than one UK University to provide reasonable response rate among the British students. This might help in generalising the finding among the whole population.

- Differentiate the sample of the study from students into other groups of jobseekers for instance unemployed people.

- This research has examined two factors of Miller et al. (2011) model on the students' attitude; therefore, it is beneficial to examine the whole model since no body have examined it before.

Finally, I hope that this study would be a simple contribution by the researcher to the concerned parties for use in scientific and practical sides.

Conclusion

This research aimed to investigate the factors that influence students' attitude toward using social media as a recruitment tool. The factors (usefulness of social media, self-efficacy, privacy concern and year of study) that have been investigated were found to have significant influence on students' attitude except year of study. The further significant findings were that the participated students do not use social media to search for job. This means that although

students have positive attitude toward using social media, however, this do not persuade them to use those websites for recruitment purposes. All objectives of this study were achieved and three out of four hypotheses were accepted while the fourth one was rejected.

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