Master Thesis – The Influence of the Social Network Site Facebook on the Users' Educational Participation Marc Graupner, M.A.*

U N I K A S S E L V E R S I T 'A' T

*Chair of Methods of Empirical Social Research, Germany

1. Motivation and Theory

Nowadays, the social network site Facebook constitutes a medium of communication medium for a large proportion of our society. Hence, there are various reasons - especially for modern social scientists - for investigating the "research area" Facebook, the interconnections between members and its role for their cognitive structures and behavior. Because of the latest Facebook formation in 2004, there are few social-scientific studies which investigate these individual and personal traits of participating actors. In our master thesis – as a first assumption for figuring out something about the issues mentioned – we conduct a whole research process about this topic. With the help of a self-designed online survey, we examine the influence of the social network site Facebook on the users' educational participation. This means we try to show, which influence has different use of Facebook has on the learning opportunities on Facebook. We executed no experiment between Facebook users and non Facebook users. For creating hypotheses, we use theoretical assumptions of Bandura's social cognitive learning theory (1979) and Marotzki's "Strukturale Bildungstheorie" (1990). The last one is a less known theory. It includes that a person has a particular education because of the group, to which the person belongs. If people change the group they will chance the education because of the changes in the reference to themselves, to the world or to the social environment. The expression "education" presents a term, which is a frame. This frame includes what you can learn because of social cognitive learning theory. Educational frames can offer interfaces.

Of course, we take these approaches for bringing together with theoretical continuations of Halbwachs (1985a, 1985b). He says that a person can be a member of more than one group. So the educational frame of a person can be a composition of the educational frames of various groups. The second theoretical continuation of Nohl and Ortlepp (2008) describes that a person can save data from out the past because of the new media. Therefore the educational frame from out the past of the educational frame of the present or future.

Altogether, our master thesis containts into two parts: educational participation and consumer behavior on Facebook. On this poster, the educational participation on Facebook (developed by Marc Graupner) is presented. As a remark: the word "friend" can here not be equated with a strong tie. It is a description of a on Facebook connected person to ego.

By the way, many thanks to our advisor Prof. Dr. Mühler, our friends, and our family for helping us all day and night.

2. Hypotheses

- The more friends a person has on Facebook, with at least one contact in the last month, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie; confirmed)
- 2. The more often a person gets new friends on Facebook, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie; confirmed)
- 3. The more data from the past (photographs in association with subjective important persons, activities, locations) are saved on the Facebook profile of a person, the higher the use of learning opportunities is on Facebook. (Strukturale Bildungstheorie; confirmed)
- 4. The more often friends post visible educational aspects (newspaper articles or similar) on Facebook, the higher the use of learning opportunities is on Facebook. (Social Cognitive Learning Theory; confirmed)
- 5. The more a person uses Facebook, the higher is the use of learning opportunities on Facebook. (Social Cognitive Learning Theory; confirmed)

Extract of the Master Thesis "The Influence of the Social Network Site Facebook on the Users' Educational Participation and Consumer Behavior. A Quantitative Empirical Research. (realized by Sebastian Sterl and Marc Graupner)

3. Implementation

Via pyramid scheme, the self-designed online survey on www.soscisurvey.de (with the help of an acquisition of expert knowledge) was distributed on Facebook, black boards, internet forums and other institutions (like Universities, Universities of Applied Sciences, student representatives, electronic data processing center of Universities etc.) all over Germany. To all participants taking part in our study, the opportunity to take part in a drawing to win four AMAZON coupons of 30€ each and/or getting an abstract of our study, is given. Before we estimated our model, we did an extensive operationalization, variables' coding and scale building, univariate and bivariate analysis, control variables and variables of hypotheses (*see below, chapter 4*). All hypothesis were confirmed. In our last step, we use the statistical method of a neural network (for an approximation of the regression function which is rarely used relating to social sciences) – especially the sensitive analysis of the exogenous variables – to comparing these values with the beta-coefficients of the final regression model. As a result, the size of beta-coefficients and the sensitive analysis (neural network) were alike from the point of view that the variables of the theoretical model are more important to explain the dependent variable than the control variables in both methods (*see chapter 5: Neural Network - Results*).

4. Results of Multiple Regression

Independent Variables		Dependent Variable: Learning Opportunities on Facebook						
independent variables		Model Number						
	r	1	2	3	4	5	6	
Variables of Theoretical Model								
Number of Facebook Friends	0,24**	0,11**	0,10**			0.07^{**}	0,06*	
Frequency of new Facebook Friends	0,27**	0,20**	0,20**			0,15**	0,14**	
Data From the Past	0,24**	0,17**	0,16**			$0,14^{**}$	0,13**	
Posts of Learning Aspects of Facebook Friends	0,33**			0,31**	0,33**	0,24**	0,26**	
Frequency of Using Facebook (per Week)1	Frequency of Using Facebook (per Week) ¹ 0,22 ^{**} 0,17 ^{**} 0,16 ^{**} 0,15		0,15**	0,15**				
Control Variables								
Age (in Years)	-0,03		-0,01		-0,02		0,00	
Education (in years)	-0,06*		-0,01		-0,03		-0,01	
Income 250 to Below 500€ ²	0,16 ⁶		$0,07^{+}$	$0,08^{*}$		$0,07^{*}$		
Income 500 to Below 1000€ ²	$0,20^{6*}$		$0,07^{+}$		0,10**		$0,08^{*}$	
Income Above 1000€ ²	0,116		0,05		0,08+		0,06	
Man ³	0,07**		$0,07^{**}$		0,11**		$0,10^{**}$	
East Germany ⁴	0,06*		$0,06^{*}$		0,04		$0,04^{+}$	
Student ⁵	0,04		0,03		0,06+		0,04	
Facebook Membership (in Years)	$0,10^{**}$		$0,05^{*}$	-	0,09**		0,06*	
(Adjusted) R ²		0,12**	0,13**	0,14**	0,17**	0,20**	0,22**	
Number of Observations	1400	1400	1400	1400	1400	1400	1400	

¹ Logarithmised Variable; ²Reference Category: Income Below 250€; ³Reference Category: Woman; ⁴Reference Category: West Germany; ³Reference Category: no Student; ⁸Result of Univariate ANOVA Based on Scheffe-Test (Relating to Reference Category) ^{**} p < 0.01; p < 0.03; p < 0.03; p < 0.03;</p>

References

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Marotzki, Winfried. 1990. Entwurf einer strukturalen Bildungstheorie. Weinheim: Deutscher Studien Verlag. Halbwachs, Maurice. 1985a. Das Gedächtnis und seine sozialen Bedingungen. Frankfurt am Main. Suhrkamp.

Halbwachs, Maurice. 1985b. Das kollektive Gedächtnis. Frankfurt am Main: Fischer.

Nohl, Arnd-Michael and Wolfgang Ortlepp. 2008. Bildung und Gedächtnis im Cyberspace. In Internet, Bildung, Gemeinschaft, Ed. Friederike von Gross, Winfried Marotzki and Uwe Sander, 75-94. Wiesbaden: VS Verlag für Sozialwissenschaften.

Rational Choice Sociology: Theory and Empirical Applications Workshop at Venice International University, San Servolo (Poster Session) November 10 till November 13, 2014 (Nov. 11, 2014)

5. Neural Network - Results

Multiple Regression (Beta-Coefficients)		Neural Network (Sensitive Analysis)		
Independent Variables Rank Order		Independent Variables	Rank Order	
Reading Educational Aspects	1	Frequency of Using Facebook	1	
Frequency of Using Facebook	2	Data From the Past	2	
Frequency of new Facebook Friends	3	Reading Educational Aspects	3	
Data From the Past	4	Number of Facebook Friends	4	
Number of Facebook Friends	5	New Facebook Friends	5	
Man	6	Age	6	
Income	7	Facebook Membership	7	
Facebook Membership	8	Man	8	
East Germany	9	Income	9	
Student	10	Student	10	
Education	11	Education	11	
Age	12	East Germany	12	

6. Neural Network - Visualization



Advisor: Prof. Dr. Mühler Duration of Process: Feb. 11 to Jul. 14, 2014 Grade: 1,0 (very good) E-Mail: marc.graupner@uni-kassel.de

Master Thesis – The Influence of the Social Network Site Facebook on Consumer Behavior

Sebastian Sterl, B.A.*

1. Motivation and Theory

Nowadays, the primary function of the social network site Facebook is to serve as a medium of communication for a large proportion of our society. Hence, there are various reasons – especially for modern social scientists – for investigating the "research area" Facebook, the interconnections between members, and its role for their cognitive structures and behavior. Because Facebook was just established in 2004, there is only a small number of social-scientific studies which investigate these individual and personal traits of participating actors. In our master thesis – as a first assumption for figuring out something about the issues mentioned – we conducted a whole research process on this topic.

With the help of a self-designed online survey, we examined the *influence of the social network* site Facebook (especially the role of Facebook friends for the respondents) on the consumer behavior. For creating hypotheses, we used theoretical assumptions of Bandura's Social Cognitive Theory (1986), Heider's Balance Theory (1946) and Festinger's Theory of Social Comparison Processes (1954). Of course, we take these approaches to connect them with theoretical continuations. Altogether, our master thesis contains two parts: educational participation and consumer behavior influenced by Facebook. On this poster, the consumer behavior affected by Facebook (developed by Sebastian Sterl) is presented.

I conclude by conveying my thanks to our advisor Prof. Dr. Mühler, our friends, and our family for helping us all day and night.

2. Hypotheses

- 1. The more an actor tends to positively closed triads, the higher the consumer behavior is influenced by Facebook. (Heider 1946; confirmed)
- 2. The more relevant a person is as a person of comparison concerning the respondent's vision of consumption (similarity of age, sex, status of friendship) –, the higher the consumer behavior is influenced by Facebook. (Festinger 1954; not confirmed)
- 3. The more relevant positive opinions of persons of comparison (Facebook friends) are, the higher the consumer behavior is influenced by Facebook. (Festinger 1954; confirmed)
- 4. The more an actor observes negative consumer's experience of Facebook friends, the higher the consumer behavior is influenced by Facebook. (Bandura 1986; not confirmed)
- 5. The more an actor observes positive social signals from persons with a high status on Facebook, the higher the consumer behavior is influenced by Facebook. (Bandura 1986; *confirmed*)

7. Future Prospects

Two thirds of participants were female, only 34 percent were male. The reasons for this phenomenon are extensively discussed in our master thesis. In a next research step there is the possibility to include the BF-10-scale (truncated Big Five-Scale) in our survey, in order to control the five dimensions of personality in a detailed way. For example, when investigating cultural differences, translating the items into English is crucial. This is absolutely necessary to analyze the huge research area "Facebook" and its opportunities worldwide. This process aims at getting a higher number of

3. Implementation

Via pyramid scheme, the self-designed online survey on www.soscisurvey.de (with the help of an acquisition of expert knowledge) was distributed on Facebook, black boards, internet forums and other institutions (like Universities, Universities of Applied Sciences, student representatives, electronic data processing center of Universities etc.) all over Germany. To all participants taking part in our study, the opportunity to take part in a drawing to win four AMAZON coupons of 30€ each and/or getting an abstract of our study, is given. Before we estimated our model, we did an extensive operationalization, coding of variables and scale building, univariate, and bivariate analysis, control variable's analysis and checking mediation variables. Next, we conducted a regression analysis with all control variables and variables of hypotheses (see below, chapter 4). In the end, three out of five hypothesis were confirmed. In our last step, we used the statistical method of an (artificial) neural network (for an approximation of the regression function which is rarely used relating to social sciences) – especially the sensitive analysis of the exogenous variables – to comparing these values with the beta-coefficients of the final regression model. As a result, the size of betacoefficients and the sensitive analysis (neural network) were completely identical (the rank order of the most important hypothesis variables is the same, see chapter 5: Neural Network - Results). An astonishing outcome.

4. Results of Multiple Regression

Independent Variable

			Mod	lel Numbei	r			
r	1	2	3	4	5	6	7	8
0.30**	0.30**	0.28**					0.12**	0.12**
0.06*			0.01	0.00			-0.01	-0.02
0.44**			0.44**	0.44**			0.32**	0.33**
-0.10**					-0.10*	-0.05*	-0.01	-0.00
0.40**					0.40**	0.37**	0.23**	0.21**
-0.17**		-0.15**		-0.17**		-0.13**		-0.15**
-0.06*		-0.03		-0.04		-0.05*		-0.03
0.091*		0.10**		0.10**		0.11^{**}		0.09**
$0.10^{1^{**}}$		0.13**		0.15**		0.14**		0.13**
-0.01 ¹		0.11**		0.09*		0.10**		0.09^{*}
-0.04		-0.01		-0.03		0.02		0.01
0.05*		0.06*		0.02		0.05+		0.03
0.11**		0.10**		0.08**		0.11^{**}		0.11^{**}
0.20**		0.16**		0.16**		0.12**		0.11**
	0.09*	0.16**	0.20**	0.27**	0.16**	0.22**	0.27**	0.33**
1358	1358	1358	1358	1358	1358	1358	1358	1358
g to Reference	Category); *	*p<0.01; *p<	0.05; *p<0.	1				
	r 0.30** 0.06* 0.44** -0.10** 0.40** 0.40** -0.17** -0.06* 0.09 ^{1*} 0.10 ^{1**} -0.01 ¹ -0.04 0.05* 0.11** 0.20** 1358 g to Reference	r 1 0.30** 0.30** 0.06* 0.44** -0.10** 0.40** -0.17** -0.06* 0.09 ^{1*} 0.10 ^{1**} -0.01 ¹ -0.04 0.05* 0.11** 0.20** 0.09* 1358 1358 g to Reference Category); *	r 1 2 0.30** 0.30** 0.28** 0.06* 0.44** -0.10** -0.10** 0.40** -0.15** -0.06* -0.03 0.091* 0.10** 0.101** 0.13** -0.01 0.13** -0.01 0.11** -0.04 -0.01 0.05* 0.06* 0.11** 0.10** 0.20** 0.16** 1358 1358 g to Reference Category); **p<0.01; *p<	r 1 2 3 0.30** 0.30** 0.28** 0.01 0.44** 0.44** 0.44** -0.10** 0.40** 0.44** -0.17** -0.15** 0.01 0.40** 0.10** 0.44** -0.17** -0.15** 0.03 0.091* 0.10** 0.10** 0.101** 0.13** 0.13** -0.01 0.11** 0.11** -0.04 -0.01 0.05* 0.10** 0.16** 0.20** 1358 1358 1358 g to Reference Category); **p<0.01; *p<0.05; +p<0.	r 1 2 3 4 0.30** 0.30** 0.28** 0.01 0.00 0.44** 0.44** 0.44** 0.44** 0.44** -0.10** 0.40** 0.44** 0.44** -0.17** -0.15** -0.17** -0.66* -0.03 -0.04 0.091* 0.10** 0.10** 0.101** 0.13** 0.15** -0.011 0.11** 0.09* -0.04 -0.01 -0.03 0.05* 0.06* 0.02 0.11** 0.10** 0.08** 0.20** 0.16** 0.20** 0.09* 0.16** 0.20** 1358 1358 1358 1358	r 1 2 3 4 5 0.30** 0.30** 0.28** 0.01 0.00 0.44** 0.44** 0.44** 0.44** -0.10** 0.44** 0.44** -0.10* 0.40** -0.15** -0.17** -0.10* -0.40** -0.15** -0.17** -0.40** -0.17** -0.15** -0.17** -0.40** -0.17** -0.15** -0.17** -0.40** -0.10* 0.10** 0.10** 0.40** -0.10* 0.10** 0.10** 0.40** -0.17** -0.15** -0.17** -0.17** -0.06* 0.03 -0.04 0.40** 0.101** 0.11** 0.10** 0.09* -0.01 -0.03 0.02 0.11** 0.02 0.11** 0.10** 0.08** 0.20** 0.16** 0.20** 0.16** 0.20** 0.27** 0.16** 1358 1358 1358 <	r 1 2 3 4 5 6 0.30** 0.30** 0.28** 0.01 0.00 0.44** 0.44** 0.44** 0.06* 0.44** 0.44** 0.44** 0.44** 0.44** -0.10** -0.10* 0.05* 0.40** 0.40** 0.37** -0.17** -0.15** -0.17** -0.13** -0.13** -0.06* -0.03 -0.04 -0.05* 0.091* 0.10** 0.10** 0.11** 0.101** 0.13** 0.15** 0.14** -0.011 0.13** 0.15** 0.14** -0.011 0.11** 0.09* 0.10** 0.02 0.05* 0.06* 0.02 0.05* 0.11** 0.10** 0.08** 0.11** 0.20** 0.16** 0.22** 0.12** 1358 1358 1358 1358 1358 1358	Model Number r 1 2 3 4 5 6 7 0.30** 0.30** 0.28** 0.01 0.00 -0.01 0.44** 0.44** 0.44** 0.32** -0.01 0.44** 0.44** 0.44** 0.32** -0.10* -0.10** -0.15** -0.17** -0.05* -0.01 0.40** -0.33 -0.04 0.37** 0.23** -0.17** -0.15** -0.17** -0.13** -0.06* -0.03 -0.04 -0.05* 0.091* 0.10** 0.10** 0.11** 0.101** 0.10** 0.10** 0.11** -0.01 -0.03 0.02 0.05* 0.091* 0.11** 0.09* 0.10** -0.01 -0.03 0.02 0.05* 0.05* 0.06* 0.02 0.05* 0.11** 0.10** 0.08** 0.11** 0.20** 0.16** 0.22** </td

observations and for analyzing international differences in willingness to participate. Furthermore, this allows to recruit respondents on other social network sites like "Google+", "Twitter" etc. On that account, the online survey can be adjusted and generalized (for instance: the word "Facebook" could be exchanged by "Social Network Site" and such). Due to the little inclination of Universities (of Applied Sciences) to participate in the study, we eventually have to find other opportunities and methods to reach our objectives. We consider to possibly write official letters (signed by an official person or institution) or calling the respective institutions.

Rational Choice Sociology: Theory and Empirical Applications Workshop at Venice International University, San Servolo (Poster Session) November 10 till November 13, 2014 (Nov. 11, 2014)

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*University of Leipzig , Institute of Sociology, Germany

Dependent Variable: Consumer Behavior Influenced by Facebook (log)
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5. Neural Network - Results

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(Нуро

Relevance of Sim Comparison

Observations of N Experience



References

Bandura, Albert. 1986. Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs New Jersey: Prentice-Hall.

Festinger, Leon. 1954. A Theory of Social Comparison Processes. Human Relations 1954 7: 117-140.

Heider, Fritz. 1946. Attitudes and Cognitive Organization. *The Journal of Psychology 21*: 107-112. http://psychclassics.yorku.ca/Heider/attitudes.htm (accessed: december 11, 2013).

e Regression Coefficients ¹)		Neural Network (Sensitive Analysis ¹)		
ent Variables	Rank Order	Independent Variables		
ositive Opinions of rison (Hypothesis 3)	1	Relevance of Positive Opinions of Persons of Comparison (Hypothesis 3)		
ositive Signals From h a High Status thesis 5)	2	Observations of Positive Signals From Persons With a High Status (Hypothesis 5)		
tively Closed Triads thesis 1)	3	Tendency of Positively Closed Triads (Hypothesis 1)		
ilarity to Persons of (Hypothesis 2)	4	Relevance of Similarity to Persons of Comparison (Hypothesis 2)		
egative Consumer´s (Hypothesis 4)	5	Observations of Negative Consumer's Experience (Hypothesis 4)		
_				

¹shown figure without control variables

Rational Choice Sociology: Theory and Empirical Applications Workshop at Venice International University, San Servolo

November 10 till November 13, 2014

Presentation of the Master Thesis "The Influence of the Social Network Site Facebook on the Users' Educational Participation and Consumer Behavior."

A Quantitative Empirical Research.

UNIKASSEL VERSITÄT

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I Motivation

Current State of Research

II Theory

Used Theories for Educational Participation and Consumer Behavior, Derivation of Hypotheses

III Methodical

Implementation

General Implementation, Operationalization, Statistical Methods, Results

IV Future Prospects

Critical Aspects, Prospective Integration of New Items

I Motivation	Current State of Research
II Theory	Used Theories for Educational Participation and Consumer Behavior, Derivation of Hypotheses
III Methodical Implementation	General Implementation, Operationalization, Statistical Methods, Results
IV Future Prospects	Critical Aspects, Prospective Integration of New Items

I Motivation

- Primary function of SNS Facebook as communication medium for a large proportion of society
- Challenge for modern social scientists: investigating "research area" Facebook, interconnections between members, and its role for their cognitive structures and behavior
- Due to new formation in 2004: currently only a few socialscientific studies which investigate these individual and personal traits of participating actors
- In our Master Thesis: realization of a research process on this important topic

1. "Strukturale Bildungstheorie" by Winfried Marotzki (1990)



source: own illustration



3. Social-Cognitive Learning Theory and Model Learning by Albert Bandura (1979)





3. Social-Cognitive Learning Theory and Model Learning by Albert Bandura (1979)

No.	Verbalization
1	The more friends a person on Facebook has with at least one contact in the last month, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie)

No.	Verbalization
2	The more often a person gets new friends on Facebook, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie)

No.	Verbalization
3	The more data from the past (photographs in association with subjective important persons, activities, locations) are saved on the Facebook profile of a person, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie)

No.	Verbalization
4	The more often friends post visible educational aspects (newspaper articles or similar) on Facebook, the higher is the use of learning opportunities on Facebook. (Social Cognitive Learning Theory)

No.	Verbalization
5	The more a person uses Facebook, the higher is the use of learning opportunities on Facebook. (Social Cognitive Learning Theory)

No.	Verbalization
1	The more friends a person on Facebook has with at least one contact in the last month, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie)
2	The more often a person gets new friends on Facebook, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie)
3	The more data from out the past (photographs in association with subjective important persons, activities, locations) are saved on the Facebook profile of a person, the higher is the use of learning opportunities on Facebook. (Strukturale Bildungstheorie)
4	The more often friends post visible educational aspects (newspaper articles or similar) on Facebook, the higher is the use of learning opportunities on Facebook. (Social Cognitive Learning Theory)
5	The more a person uses Facebook, the higher is the use of learning opportunities on Facebook. (Social Cognitive Learning Theory)

1. Balance Theory by Fritz Heider (1946)



source: own illustration, Heider 1946

2. Theory of Social Comparison Processes by Leon Festinger (1954)



source: own illustration



source: own illustration, Bandura 1976, S. 31

1. Balance Theory by Fritz Heider (1946)

2. Theory of Social Comparison Processes by Leon Festinger (1954)

3. Social-Cognitive Theory by Albert Bandura (1986)

No.	Verbalization
1	The more an actor tends to positively closed triads, the higher is the consumer behavior influenced by Facebook. (Balance Theory)

No.	Verbalization
2	The more relevant a person is as a person of comparison – concerning the respondent's vision of consumption (similarity of age, sex, status of friendship) – , the higher is the consumer behavior influenced by Facebook. (Theory of Social Comparison Processes)

No.	Verbalization
3	The more relevant positive opinions of persons of comparison (Facebook friends) are, the higher is the consumer behavior influenced by Facebook. (Theory of Social Comparison Processes)

No.	Verbalization
4	The more an actor observes negative consumer's experience of Facebook friends, the higher is the consumer behavior influenced by Facebook. (Social-Cognitive Theory)

No.	Verbalization
5	The more an actor observes positive social signals from persons with a high status on Facebook, the higher is the consumer behavior influenced by Facebook. (Social-Cognitive Theory)

No.	Verbalization
1	The more an actor tends to positively closed triads, the higher is the consumer behavior influenced by Facebook. (Balance Theory)
2	The more relevant a person is as a person of comparison – concerning the respondent's vision of consumption (similarity of age, sex, status of friendship) – , the higher is the consumer behavior influenced by Facebook. (Theory of Social Comparison Processes)
3	The more relevant positive opinions of persons of comparison (Facebook friends) are, the higher is the consumer behavior influenced by Facebook. (Theory of Social Comparison Processes)
4	The more an actor observes negative consumer's experience of Facebook friends, the higher is the consumer behavior influenced by Facebook. (Social-Cognitive Theory)
5	The more an actor observes positive social signals from persons with a high status on Facebook, the higher is the consumer behavior influenced by Facebook. (Social-Cognitive Theory)

III Methodical Implementation: General Implementation

- Inquire period: 15 February 2014 to 16 April 2014
- Pyramid scheme
- Self-designed online survey (www.soscisurvey.de)
- Distributed on Facebook, black boards, internet forums, Universities (of Applied Sciences), student representatives, EDPC of Universities)
- Drawing to win four AMAZON coupons of 30€ each and/or getting an abstract of our study



III Methodical Implementation

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12% ausgefüllt

6. Wie häufig beschäftigst du dich durchschnittlich an einem Tag mit ...

	nie					sehr häufig	
sportlichen Themen über Facebook?	0	0	0	0	0	0	
politischen Themen über Facebook?	\odot	0	\bigcirc	0	0	\bigcirc	
wirtschaftlichen Themen über Facebook?	0	\bigcirc	0	0	0	0	
kulturellen Themen (Musik, Filme, Theater oder ähnliches) über Facebook?		\bigcirc	\bigcirc	\bigcirc		\bigcirc	
sozialen Aktivitäten (Kontakt zu Freunden, Neuigkeiten aus deinem Freundeskreis etc.) über Facebook?	\odot	\odot	0	\bigcirc	\bigcirc	0	
öffentlichen Medien (News von Zeitungen, Neuigkeiten von Facebook-Profilen prominenter Personen etc.) über Facebook?	۲	0					
Items of the Dependent Variable: Learning Opportunities on Facebook							Weiter

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7. Inwieweit stimmst du den folgenden Aussagen zu?



15% ausgefüllt

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8. Wie oft lässt du dich von den Informationen bei Facebook inspirieren?

	nie					immer	
Ich gehe auf Parties, die über Facebook organisiert sind.	0	0	0	0	0	0	
Ich gehe zu Filmen ins Kino, über die ich bei Facebook informiert worden bin.	0	0	0	0	0	\odot	
Ich kaufe Computerspiele, auf die ich über Facebook aufmerksam geworden bin.	\odot	\odot	\odot	\odot	\odot	\odot	
Ich nehme an kulturellen Veranstaltungen teil (außer Kino), die ich als öffentliche Meldung bei Facebook gesehen habe.	0	۲		0			
Ich kaufe mir neue Musik, auf die ich bei Facebook aufmerksam geworden bin.	\odot	\odot	\bigcirc	\bigcirc	\odot	\bigcirc	
Ich lasse mich von Modevorschlägen auf Facebook inspirieren.		0	0	۲	۲	0	
Items of the Dependent Variable Consumer Behavior Influenced Facebook	e: I by						Weiter

18% ausgefüllt

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9. Auf welche Sachen achtest du bei Facebook?

	nie					immer	
Ich achte auf Reisevorschläge, auf die ich bei Facebook aufmerksam geworden bin.	0	0	0	0	0	0	
Werde ich auf sportliche Aktivitäten bei Facebook aufmerksam gemacht, nehme ich daran teil.	0		۲	\odot	0	۲	
Ich kaufe Filme, auf die ich bei Facebook aufmerksam gemacht worden bin.	\bigcirc	\bigcirc	\odot	\odot	0	0	
Möchte ich abends ausgehen, informiere ich mich auf Facebook, was ich machen kann.	0	0	0	۲			
Ich kaufe Kleidung, auf die ich bei Facebook aufmerksam gemacht worden bin.	0	\odot	\bigcirc	\odot	\bigcirc	\odot	
Möchte ich mir ein neues Handy kaufen, informiere ich mich bei Facebook darüber.	0		۲	۲	0	0	
Möchte ich mir ein neues technisches Gerät (außer Handys) kaufen, informiere ich mich bei Facebook darüber.	0	0	\odot	0	0	0	
Items of the Dependent Variable							
Consumer Behavior Influenced Facebook	ру						Weiter

21% ausgefüllt

III Methodical Implementation: Statistical Methods

- Extensive operationalization
- Coding of variables
- Scale building
- Univariate analysis
- Bivariate analysis (correlations, ANOVA, scatter Plots, logtransformation for reaching homoskedasticity)
- Checking of robustness due to the influence of control variables (regression analysis for each hypothesis)
- Regression analysis
- Checking of mediation influence
- (Artificial) neural network (sensitive analysis for comparing the strenghts of influence by beta-coefficients of regressions models)

	D	ependent Vari	iable: Learnir	ng Opportunit	ies on Facebo	ok						
Independent Variables	Model Number											
	r	1	2	3	4	5	6					
Variables of Theoretical Model												
Number of Facebook Friends	0,24**	$0,11^{**}$	0,10**			0.07^{**}	0,06*					
Frequency of new Facebook Friends	$0,27^{**}$	$0,20^{**}$	0,20**			$0,\!15^{**}$	0,14**					
Data From the Past	0,24**	$0,\!17^{**}$	0,16**			$0,\!14^{**}$	0,13**					
Posts of Learning Aspects of Facebook Friends	0,33**			0,31**	0,33**	0,24**	0,26**					
Frequency of Using Facebook (per Week) ¹	0,22**			$0,\!17^{**}$	0,16**	$0,15^{**}$	0,15**					
Control Variables												
Age (in Years)	-0,03		-0,01		-0,02		0,00					
Education (in years)	$-0,06^{*}$		-0,01		-0,03		-0,01					
Income 250 to Below $500 \in^2$	$0,16^{6}$		$0,07^{+}$		$0,08^{*}$		$0,07^{*}$					
Income 500 to Below $1000 \in^2$	$0,20^{6*}$		0,07+		0,10**		$0,08^{*}$					
Income Above 1000€ ²	$0,11^{6}$		0,05		$0,08^{+}$		0,06					
Man ³	0,07**		0,07**		0,11**		0,10**					
East Germany ⁴	$0,06^{*}$		$0,06^{*}$		0,04		$0,04^{+}$					
Student ⁵	0,04		0,03		$0,06^{+}$		0,04					
Facebook Membership (in Years)	0,10**		$0,\!05^{*}$		0,09**		0,06*					
(Adjusted) R ²		0,12**	0,13**	0,14**	0,17**	0,20**	0,22**					
Number of Observations	1400	1400	1400	1400	1400	1400	1400					

¹ Logarithmised Variable; ² Reference Category: Income Below 2506; ³ Reference Category: Woman; ⁴ Reference Category: West Germany; Note:

⁵ Reference Category: no Student; ⁶ Result of Univariate ANOVA Based on Scheffe-Test (Relating to Reference Category) ** p < 0.01; * p < 0.05; * p < 0.1

Dependent Variable: Learning Oppurtunities on Facebook

		Depende	nt Variable:	Consumer	Behavior I	nfluenced	by Facebo	ook (log)			
Independent Variable	Model Number										
	r	1	2	3	4	5	6	7	8		
Variables of Theoretical Model											
Tendency to Positively Closed Triads (log)	0.30**	0.30**	0.28**					0.12**	0.12**		
Relevance of Similarity to Persons of Comparison	0.06*			0.01	0.00			-0.01	-0.02		
Relevance of Positive Opinions of Persons of Comparison (log)	0.44**			0.44**	0.44**			0.32**	0.33**		
Observations of Negative Consumer's Experience	-0.10**					-0.10*	-0.05*	-0.01	-0.00		
Observations of Positive Signals From Persons With a High Status	0.40**					0.40**	0.37**	0.23**	0.21**		
Control Variables											
Age (in Years)	-0.17**		-0.15**		-0.17**		-0.13**		-0.15**		
Education (in Years)	-0.06*		-0.03		-0.04		-0.05*		-0.03		
Income 250 to Below 500€ (ref.: Income Below 250€)	0.091*		0.10**		0.10**		0.11**		0.09**		
Income500 to Below 1000€ (ref.: Income Below 250€)	0.101**		0.13**		0.15**		0.14**		0.13**		
Income Above 1000€ (ref.: Income Below 250€)	-0.01 ¹		0.11**		0.09*		0.10**		0.09*		
Man (ref.: Woman)	-0.04		-0.01		-0.03		0.02		0.01		
East Germany (ref.: West Germany)	0.05*		0.06*		0.02		0.05+		0.03		
Student (ref.: no Student)	0.11**		0.10**		0.08**		0.11**		0.11**		
Frequency of Using Facebook (per Week)	0.20**		0.16**		0.16**		0.12**		0.11**		
(Adjusted) R ²		0.09*	0.16**	0.20**	0.27**	0.16**	0.22**	0.27**	0.33**		
Number of Observations	1358	1358	1358	1358	1358	1358	1358	1358	1358		

Notes: ¹ Result of Univariate ANOVA Based on Scheffe-Test (Relating to Reference Category); ^{**}p<0.01; ^{*}p<0.05; ⁺p<0.1

Dependent Variable: Consumer Behavior Influenced by Facebook

Multiple Regression (Beta-Coefficients)							
Independent Variables	Rank Order						
Reading Educational Aspects	1						
Frequency of Using Facebook	2						
Frequency of new Facebook Friends	3						
Data From the Past	4						
Number of Facebook Friends	5						
Man	6						
Income	7	6					
Facebook Membership	8	0,06 [*] 0,14 ^{**} 0,13 ^{**}					
East Germany	9	0,26 ^{**} 0,15 ^{**} 0,00					
Student	10	0,07 0,08 0,06 0,10					
Education	11	0,04 [*] 0,04 0,06 0,22 ^{**}					
Age	12	1400					

Neural Network (Sensitive Analysis)

Independent Variables	Rank Order	
Frequency of Using Facebook	1	
Data From the Past	2	
Reading Educational Aspects	3	
Number of Facebook Friends	4	
New Facebook Friends	5	
Age	6	
Facebook Membership	7	** 50 *** 50
Man	8	
Income	9	
Student	10	PURITA.
Education	11	
East Germany	12	

Multiple Regression (Beta-Coefficients)					
Independent Variables	Rank Order				
Reading Educational Aspects	1				
Frequency of Using Facebook					
Frequency of new Facebook Friends	2				
Data From the Past	3				
Number of Facebook Friends	4				
Man	5				

Independent Variables		Dependent Variable: Learning Opportunities on Facebook Model Number						
	r	1	2	3	4	5	6	
Variables of Theoretical Model								
Number of Facebook Friends	0,24	0,11	0,10			0.07**	0,06*	
Frequency of new Facebook Friends	0.27**	0.20	0.20			0,15**	0,14**	
Data From the Past	0.24**	0.17**	0,16			0,14**	0,13**	
Posts of Learning Aspects of Facebook Friends	0.33**			0.31	0.33**	0,24**	0,26**	
Frequency of Using Facebook (per Week)1	0,22**			0,17	0,16	0,15**	0,15**	
Control Variables								
Age (in Years)	-0,03		-0,01		-0,02		0,00	
Education (in years)	-0.06		-0,01		-0.03		-0.01	
Income 250 to Below 500€ ²	0,16°		0,07*		0.08		0.07	
Income 500 to Below 1000€ ²	0.200*		0.07+		0.10**		0.08	
Incom e Above 1000€ ²	0,11°		0.05		0.08+		0.06	
Man ³	0.07**		0.07**		0,11**		0,10**	
East G erm any*	0.06		0.06		0.04		0.04	
Student ²	0.04		0.03		0.06+		0.04	
Facebook Membership (in Years)	0,10**		0,05		0,09**		0,06	
(Adjusted) R ²		0,12	0,13**	0,14	0,17**	0,20**	0,22**	
Number of Observations	1400	1400	1400	1400	1400	1400	1400	

Neural Network (Sensitive Analysis)

Independent Variables	Rank Order
Frequency of Using Facebook	1
Data From the Past	
Reading Educational Aspects	2
Number of Facebook Friends	3
New Facebook Friends	4
Age	5



	n (E	Beta	a-Co	beff	ici	ent	s)		
Independent Variables									
Relevance of Positive Opinions of Persons of Comparison (Hypothesis 3)								1	
Observations of Positive Signals From Persons With a High Status (Hypothesis 5)							:	2	
Tendency of Positively Closed Triads (Hypothesis 1)							;	3	
Relevance of Similarity to Persons of Comparison (Hypothesis 2)									
Comparison (Hyp	both	esis	2)	5 01			4	4	
Comparison (Hyp Observations of Negat Experience (Hyp	ive (esis Con esis	2) sum 4)	er's	6		، ب	4 5	
Comparison (Hyp Observations of Negat Experience (Hyp	ive (Con:	2) sum 4)	er's	6	5	Þ	4 5	
Observations of Negat Experience (Hyp	ive (2) sum 4)		4	5	Þ	4 5	
Comparison (Hyp Observations of Negat Experience (Hyp			2) sum 4) 2		4	5	Đ	4 5 /	0
Comparison (Hyp Observations of Negat Experience (Hyp Variables of Theoretical Model Tendeny to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison			2) sum 4) 2	s or er's 	3 4	5	Þ	4 5 , 0.12** -0.01	(
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Positive Closed Triads ¹ Relevance of Positive Closed Triads ¹ Relevance of Similarity to Positive Closed Triads ¹			2) sum 4) 2 0.28"	5 OI er´s 3	4 0.00 0.44**	5	D	4 5 , 0.12" -0.01 0.32"	(-(-(
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Smillarity to Persons of Comparison Relevance of Positive Conjonis of Persons of Comparison Relevance of Positive Conjonis of Persons of Comparison ¹ Observations of Negative Consumer's Experience			2) sum 4) 2 0.28"	s or er´s 	3 0.00 0.44**	-0.10*	-0.05*	4 5 / 0.12" -0.01 0.32" -0.01 0.32"	
Variables of Theoretical Model Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Observations of Negative Consumer's Experience Observations of Positive Signals From Persons With a High Status Constraints	ive (oothe 		2) sum 4) 	S OI er´s 	4 0.00 0.44**	-0.10* 0.40**	-0.05* 0.37**	4 5 / 0.12" -0.01 0.32" -0.01 0.23"	(4 (4 (
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison ¹ Observations of Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison ¹ Observations of Positive Signals From Persons With a High Status Control Variables Are (in Yers)	ive (oothe oothe ^r ^{0.30*} ^{0.44*} ^{0.40*}		2) sum 4) 2 0.25"	S OI er´s 	4 0.00 0.44**	-0.10* 0.40**	-0.05* 0.37**	4 5 , , , , , , , , , , , , , , , , , ,	()
Variables of Theoretical Model Tendency to Positive Consent's Experience (Hype Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Positive Consent's Operations Relevance of Positive Consent's Experience Observations of Positive Signals From Persons With a High Status Control Variables Age (in Years) Education (In Years)	v to pothe ive (pothe ^r 0.44" 0.40" 0.40" 0.40"		2) sum 4) 2 0.28"	5 OI er´s 	4 0.00 0.44" -0.17"	-0.10* 0.40**	-0.05* 0.37** -0.13**	4 5 / 0.12" -0.01 0.32" -0.01 0.23"	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Relevance of Souther Closed Triads ¹ Relevance of Positive Consort of Persons of Comparison Relevance of Positive Signals From Persons With a High Status Control Variables Age (in Years) Education (in Years) Education (in Years)	0.00° 0.00° 0.00° 0.00° 0.00° 0.00° 0.00° 0.00° 0.00° 0.00° 0.00°		2) sum 4) 2 0.28"	s or er´s 	4 0.00 0.44** -0.17** -0.04 0.10**	-0.10* 0.40**	-0.05" 0.37" -0.13" -0.05" 0.11"	4 5 / 0.12** -0.01 0.32** -0.01 0.23**	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Positive Signals From Persons (Comparison Cobservations of Positive Signals From Persons With a High Status Control Variables Age (in Years) Education (in Years) Income 250 to Below 3000 (ref: Income Below 2506) Income 500 to Below 3000 (ref: Income Below 2506)	0.00° 0.00° 0.00° 0.00° 0.40° 0.40° 0.00° 0.40° 0.00° 0.40° 0.00° 0.40° 0.40°		2) sum 4) 2 0.28"	5 OI 9 C r´s 3 0.01 0.44**	4 0.00 0.44** -0.17** -0.04 0.15**	-0.10* 0.40**	-0.05* 0.37** -0.13** -0.13** 0.14**	4 5 / 0.12** -0.01 0.32** -0.01 0.23**	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Relevance of Similarity to Persons of Comparison Relevance of Similarity to Persons of Comparison Relevance of Positive Consumer's Experience Observations of Positive Signals From Persons With a High Status Control Variables Age (in Years) Income 280 to Below 500¢ (ref.: Income Below 250¢) Income 500 to Below 1000¢ (ref.: Income Below 250¢) Income 500 to Below 1000¢ (ref.: Income Below 250¢)	cive (cothe		2) sum 4) 2 0.28"	0.01 0.44**	4 0.00 0.44** -0.17** -0.04 0.15** 0.09*	-0.10* 0.40**	-0.05" 0.37" -0.13" -0.05" 0.11" 0.14" 0.10"	4 5 , 0.12** -0.01 0.32** -0.01 0.23**	
Karlevance of Similaria Comparison (Hyp Observations of Negat Experience (Hyp Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Relevance of Positive Signals From Persons With a High Status Control Variables Age (in Years) Education (in Years) Income 250 to Below 5000 (ref.: Income Below 2506) Income 500 to Below 5000 (ref.: Income Below 2506) Income 500 to Below 5000 (ref.: Income Below 2506) Income 500 to Below 5000 (ref.: Income Below 2506) Income 500 to Below 5000 (ref.: Income Below 2506) Income 500 to Below 5000 (ref.: Income Below 2506) Income Above 1000 (ref.: Income Below 2506)	vy to pothe ive (othe r 0.30" 0.44" -0.17" -0.66" 0.491" -0.17" -0.66" 0.991" 0.10" -0.01" -0.04		2) sum 4) 2 0.28**	0.01 0.44**	4 0.00 0.44** -0.17** -0.04 0.10** 0.09* 0.09*	-0.10* 0.40**	0.05° 0.37° -0.13° 0.11° 0.14° 0.00°	4 5 , 0.12" -0.01 0.32" -0.01 0.23"	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Observations of Negative Consumer's Experience Observations of Positive Opinions of Persons of Comparison ¹ Observations of Positive Opinions of Persons With a High Status Control Variables Age (in Years) Education (in Years) Income 250 to Below 5000c (ref.: Income Below 2500; Income 250 to Below 1000c (ref.: Income Below 2500; Income Abour 1000c (ref.: Income Below 2500; Income Abour 1000c (ref.: Income Below 2500; Man (ref.: Weman)	xy to Dothe ive (oothe r 0.30" 0.44" 0.40" 0.40" 0.40" 0.40" 0.06° 0.44" 0.40" 0.06° 0.41" 0.06° 0.41" 0.06° 0.41" 0.00° 0.00° 0.01 0.00° 0.01 0.00° 0.01 0.00° 0.01 0.00° 0.01 0.00° 0.0°		2) sum 4) 2 0.28"	s on er´s 	4 0.00 0.44" 0.17" -0.04 0.10" 0.09 -0.03 0.02	-0.10* 0.40**	-0.05' 0.37'' -0.13'' 0.11'' 0.10'' 0.14'' 0.02 0.02	4 5 / 0.12" -0.01 0.23"	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹¹ Relevance of Similarity to Persons of Comparison Relevance of Positive Signals From Persons With a High Status Control Variables Age (in Years) Income 250 to Below 3000¢ (ref.: Income Below 250¢) Income 500 to Below 3000¢ (ref.: Income Below 250¢) Income 500 to Below 1000¢ (ref.: Income Below 250¢) Income 500 to Below 100¢ (ref.: Income Below 250¢) Income 500 to Below 100¢ (ref.: Incom	xy to pothe ive (oothe r 0.30" 0.66" 0.44" 0.10" 0.40" 0.40" 0.40" 0.40" 0.40" 0.40" 0.40" 0.06" 0.40" 0.06" 0.40"		2) sum 4) 2 0.28" 0.28"	0.01 0.44"	4 0.00 0.44" -0.17" -0.04 0.10" 0.15" 0.02 0.02 0.02 0.02	-0.10' 0.40''	-0.05' 0.37" -0.13" 0.11" 0.11" 0.11" 0.11" 0.01" 0.02' 0.05' 0.11"	4 5 , 0.12" -0.01 0.32" -0.01 0.23"	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Relevance of Positive Closed Triads ¹ Relevance of Positive Closed Triads ¹ Relevance of Positive Closed Triads ¹ Relevance of Positive Consumer's Experience Observations of Negative Consumer's Experience Discretiones South (ref.: Income Below 2506) Income Above 1000C (ref.:	2000 200 2000 2		2) sum 4) 2 0.28" 0.28" 0.13" 0.13" 0.11" 0.01 0.06" 0.06" 0.16"	0.01 0.01 0.44"	4 0.00 0.44" -0.17" -0.04 0.15" 0.09" -0.03 0.02 0.08" 0.16"	-0.10* 0.40**	-0.05' 0.37" -0.05' 0.11" 0.01" 0.01" 0.04" 0.04" 0.04" 0.02	4 5 , 0.12** -0.01 0.32** -0.01 0.23**	
Variables of Theoretical Model Tendency to Positive Closed Triads ¹ Relevance of District Model Tendency to Positive Closed Triads ¹ Relevance of Similarity to Persons of Comparison Observations of Negative Consumer's Experience Observations of Positive Signals From Persons With a High Status Control Variables Age (in Years) Education (in Years) Income 250 to Below 3000 (ref.: Income Below 2506) Income Above 10000 (ref.: Income Below 2506) Income S00 to Below 10000 (ref.: Income Below 2506) Income Above 10000 (ref.: Income Below 2506) Income Above 10000 (ref.: Income Below 2506) <td>0.30" 0.30" 0.40" 0.40" 0.40" 0.40" 0.40" 0.40" 0.11" 0.005' 0.11" 0.055' 0.11" 0.20"</td> <td></td> <td>2) sum 4) 2 0.28* 0.15* 0.15* 0.15* 0.15* 0.10* 0.13* 0.11* 0.06* 0.16*</td> <td>0.01 0.44"</td> <td>4 0.00 0.44** -0.17** -0.04 0.10** -0.03 -0.03 -0.02** 0.02** 0.27**</td> <td>-0.10° 0.40°*</td> <td>-0.05' 0.37" -0.13" -0.05' 0.11" 0.04" 0.02" 0.02"</td> <td>4 5 -0.12" -0.01 0.23" -0.01 0.23"</td> <td></td>	0.30" 0.30" 0.40" 0.40" 0.40" 0.40" 0.40" 0.40" 0.11" 0.005' 0.11" 0.055' 0.11" 0.20"		2) sum 4) 2 0.28* 0.15* 0.15* 0.15* 0.15* 0.10* 0.13* 0.11* 0.06* 0.16*	0.01 0.44"	4 0.00 0.44** -0.17** -0.04 0.10** -0.03 -0.03 -0.02** 0.02** 0.27**	-0.10° 0.40°*	-0.05' 0.37" -0.13" -0.05' 0.11" 0.04" 0.02" 0.02"	4 5 -0.12" -0.01 0.23" -0.01 0.23"	

Neural Network (Sensitive Analysis)

Independent Variables	Rank Order	
Relevance of Positive Opinions of Persons of Comparison (Hypothesis 3)	1	
Observations of Positive Signals From Persons With a High Status (Hypothesis 5)	2	
Tendency of Positively Closed Triads (Hypothesis 1)	3	
Relevance of Similarity to Persons of Comparison (Hypothesis 2)	4	
Observations of Negative Consumer's Experience (Hypothesis 4)	5	
	(and	

Multiple Regression (Beta-Coefficients)						
Independent Variables	Rank Order					
Relevance of Positive Opinions of Persons of Comparison (Hypothesis 3)	1					
Observations of Positive Signals From Persons With a High Status (Hypothesis 5)	2					
Tendency of Positively Closed Triads (Hypothesis 1)	3					
Relevance of Similarity to Persons of Comparison (Hypothesis 2)	4					

Observations of Negative Consumer's

	Dependent Variable: Consumer Behavior Influenced by Facebook								
Independent Variable	Model Number								
	r	1	2	3	4	5	6	7	8
Variables of Theoretical Model									
Tendency to Positive Closed Triads ¹	0.30**	0.30**	0.28**					0.12**	0.12**
Relevance of Similarity to Persons of Comparison	0.06*			0.01	0.00			-0.01	-0.02
Relevance of Positive Opinions of Persons of Comparison ¹	0.44**			0.44**	0.44**			0.32**	0.33**
Observations of Negative Consumer's Experience	-0.10**					-0.10*	-0.05*	-0.01	-0.00
Observations of Positive Signals From Persons With a High Status	0.40**					0.40**	0.37**	0.23**	0.21**
Control Variables									
Age (in Years)	-0.17**		-0.15**		-0.17**		-0.13**		-0.15**
Education (in Years)	-0.06*		-0.03		-0.04		-0.05*		-0.03
Income 250 to Below 500€ (ref.: Income Below 250€)	0.091*		0.10**		0.10**		0.11**		0.09**
Income 500 to Below 1000€ (ref.: Income Below 250€)	0.101**		0.13**		0.15**		0.14**		0.13**
Income Above 1000€ (ref.: Income Below 250€)	-0.01 ¹		0.11"		0.09*		0.10**		0.09*
Man (ref.: Woman)	-0.04		-0.01		-0.03		0.02		0.01
East-Germany (ref.: West Germany)	0.05*		0.06*		0.02		0.05+		0.03
Student (ref.: no Student)	0.11"		0.10**		0.08**		0.11"		0.11**
Frequency of Using Facebook (per Week)	0.20**		0.16"		0.16**		0.12**		0.11**
(Adjusted) R ²		0.09*	0.16**	0.20**	0.27**	0.16**	0.22**	0.27**	0.33**
Number of Observations	1358	1358	1358	1358	1358	1358	1358	1358	1358
Notes: ¹ Result of Univariate ANOVA Based on Scheffe-Test (Relating	to Reference	Category); '	"p<0.01; "p<	0.05; *p<0.					

Neural Network (Sensitive Analysis)

Independent Variables	Rank Order
Relevance of Positive Opinions of Persons of Comparison (Hypothesis 3)	1
Observations of Positive Signals From Persons With a High Status (Hypothesis 5)	2
Tendency of Positively Closed Triads (Hypothesis 1)	3
Relevance of Similarity to Persons of Comparison (Hypothesis 2)	4

Observations of Negative Consumer's



First Problem: Gender's Distribution (Women: 66%, Men: 34%)

First Problem: Gender's Distribution (Women: 66%, Men: 34%)

Explanation: Women are socially more compliant



Second Problem: no English translation

Second Problem: no English translation



Why is that important?: Interesting to control cultural differences between several countries, getting a higher number of observations

Second Problem: no English translation Why is that important?: Interesting to control cultural differences between several countries, getting a higher number of observations

The only way out: German and English version of the questionnaire

Third Problem: Only Analyzing Facebook Members

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Why is that important?: Interesting to observe other SNS like Google+, Twitter etc.

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The only way out: Adjusting and generalizing items, distributing questionnaires on these SNS

Fourth Problem: Little Inclination of Universities (of Apllied Sciences) to participate

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Fourth Problem: Little Inclination of Universities (of Apllied Sciences) to participate

Explanation: Too much attempts of other students; only official surveys acceptable

Possible Solution: Considering writting official letters (signed by an official person or instituion); calling the respective institutions

Fifth Problem: Predominance of Students in the Sample

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Explanation: Most of the Facebook friends are students; distribution on especially University websites

Fifth Problem: Predominance of Students in the Sample

Explanation: Most of the Facebook friends are students; distribution on especially University websites



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Thank you very much for your attention and interest!

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