Facebook use and its relationship with Personality Traits, Self-Esteem, and Internet Self-efficacy among college students

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Abstract

Social networking sites like Facebook are used by thousands of people every day. This study explores Facebook intensity and its relationship with personality traits, self-esteem, and internet self-efficacy. Data was used from a sample of 80 undergraduate students (38 male, 42 female) between the ages of eighteen and twenty six. A negative significant relationship was established between Facebook intensity and self-esteem. Results also indicated that Facebook intensity had a positive significant relationship with personality traits. In addition, when the five personality traits were tested in a separate test, without self-esteem and self-efficacy, no correlation was found. Lastly, no relationship was found between internet self-efficacy and Facebook intensity. These results highlight the role self-esteem, personality traits, and internet self-efficacy has on Facebook usage. This research extends previous research by indicating that there was no relationship between internet self-efficacy and Facebook intensity as prior research fails to demonstrate this. Suggestions for limitations and further directions were discussed.
Introduction

Social networking sites have become very popular in today’s society. They have had a dramatic influence on people’s lives in recent years, being a popular method of communication to family and friends. According to the Oxford Dictionaries website (2014), a social network site is a website that enables users to communicate with each other by posting messages, images, information and comments about themselves for others to see. With the growth of social networking sites, for many people it has become the main form of communication with friends, family and even strangers, spending much of their free time on such sites like Facebook. Social networking sites provide many people with a great opportunity to share information and a quick and easy way to communicate and co-operate with friends and family. Many researchers believe that communicating through technology may hinder face-to-face relationships and perhaps replace it. Other researchers propose that it is a great source of staying socially connected and developing relationships with friends (Pettijohn, LaPiene&Horting, 2012). Social network usage provides young people with “an important backdrop for the social, emotional, and cognitive development of youth, accounting for a large portion of their time”, (Jackson et al., 2008, Roberts et al., 2005).

The world’s largest social networking site, Facebook, had over 1 billion users in 2012 (Smith, Segall, and Cowley, 2012). Facebook is a quick and simple way of accessing other people’s personal information (Pettijohn, LaPiene&Horting, 2012). Facebook users create an online profile where they display information about their personal lives; exchange messages with others and can also upload photos. Over 700 billion minutes are spent on Facebook by users every month (Facebook, 2011). According to RTE (2013) website, Facebook is the most popular social networking site in Ireland, with 1.3 million Facebook users. This increase of online activity among today’s generation of young people causes increased concerns about
how communication through the internet and how this may impact with communication in a
traditional face-to-face manner in years to come (Lee et al., 2010, Bargh & McKenna, 2004,
Tyler 2002).

“Since 2006, internet use and online interaction has simply become a more ‘normal’
feature of adolescence interactions” (NCTE, 2009). People use social network sites to carry
out a variety of purposes, mainly including; self-expression and presentation of oneself with
an image to identify their unique profile. (Gosling, Gaddis and Vazire as cited in Wilcox and
Stephen, 2013). Social network sites have both positive and negative impacts on the well-
being of social networking users, for example; they can have positive effects on one’s self-
esteeem, but, it can also have a negative impact on one’s behaviour (Wilcox and Stephen,
2013). Gonzales and Hancock (2011) agree that social network usage can affect someone’s
well-being in a positive way and as a result, it also increases one’s self-esteem. Wilcox and
Stephen (2013) proposed that social network sites may enhance ones self-esteem as young
people take care in what type of images they display on their social network page. Lenhart
(2009) concluded that three-quarter of internet users under the age of twenty five have a
social network profile page, and users of Facebook are usually between eighteen to thirty one
years of age.

In reviewing previous research on social network sites, there is limited research that
examines internet self-efficacy and its relationship with Facebook use. Previous studies in
relation to Facebook tend to focus less on internet self-efficacy and more on self-efficacy and
its relationship with Facebook. A study found by Jongsung (2013) that supports this
statement looked at the relationship between Facebook Usage and Self-Efficacy among
athletes at university level.
Online social networking sites (SNS) such as Facebook have grown rapidly in recent years, being used by millions of people throughout the world. As more and more people join social networking sites, it is important to know the interests of people using it and why. Furthermore, finding out the type of personalities that typically use Facebook or correlate more with Facebook can help the editor of Facebook to change the social networking site, in order to accommodate many other personality traits and encourage them to use it. This study will also provide information on how social networking sites correlate with the self. Previous research carried out by Türkiye (2012) revealed that 9 out of 10 young people devote half of their free time on SNS.

This research seeks to fill this gap by providing research and looking at the relationship between internet self-efficacy and Facebook use. This study will add to this research area, by testing undergraduate students on their levels of self-esteem and time spent on Facebook per day. The present study sought to investigate the relationship between Facebook use and levels of self-esteem. The second purpose is to examine internet self-efficacy and its relationship with Facebook usage, and thirdly to explore the relationship between personality traits and Facebook usage. The following section reviews literature and their relationship with Facebook use.

**Literature Review**

**Self-Esteem**

Weiten defined self-esteem as a person’s overall self-evaluation of his or her worth (Weiten as cited in Mehdizadeh, 2010). There are two sub types of self-esteem. Implicit is an “automatic, unconscious self-evaluation” and “explicit self-esteem is a more conscious,
reflective self-evaluation’’ (Weiten as cited in Mehdizadeh, 2010, p. 358). People have a crucial requirement to uphold their self-esteem (Krämer and Winter, 2008). They feel the need to seek for a positive presentation both online and offline. Therefore, individuals are more enthusiastic to enhance their self-esteem through online activities (Krämer and Winter, 2008). Nevertheless, Krämer and Winter (2008) did not find any relationship between high and low self-esteem and self-presentation.

Schlenker (1980) stated a very important fact about self-esteem, he proposed that all humans have a “need for self-esteem” and that it is very important to maintain your self-esteem. When people get encouraging feedback from others on their social network profile it increases their well-being and self-esteem (Valkenburg, Peter and Schouten, 2006). People use social networks to fulfil social needs such as self-presentation and self-expression (Toubia and Stephen as cited in Wilcox and Stephen, 2013). This can have an influence on the way people feel about themselves. People usually enjoy the advantages they get from social network sites when they are feeling low (Ellison, Steinfield, and Lampe 2007). People can decide what is displayed on their social network page (Wilcox and Stephen, 2012). Simply browsing social network sites has shown to momentarily increase self-esteem (Gonzales and Hancock, 2011).

Ellison et al (2007) found that people with low self-esteem look for opportunities while browsing that create benefits for their self-esteem. This can result in spending longer hours on Facebook. This relates to Mehdizadeh’s (2010) study, which found a negative correlation between self-esteem and the time spent on Facebook and how many times they checked their Facebook page per day. This indicates that individuals with lower self-esteem want to increase their self-esteem by participating more on social networking sites. Having the opportunity to edit your online profile page has shown to increase self-esteem and serve
as a form of self-awareness (Gonzales & Hancock, 2011). Gonzales and Hancock (2011) carried out an experiment where participants were allowed to change personal information on their profile. This showed that self-esteem was enhanced when exposed to one’s profile (Gonzales & Hancock, 2011).

The ‘objective self-awareness’ theory proposes that the self can be experienced as a subject and an object. When assessing one-self against social standards positive effects may happen when the individual's consideration is regulated towards the self as an object. Breckler (2006) stated that ‘upward comparisons’ usually compare themselves to others that are better off. ‘Downward comparisons’ is the opposite, comparing oneself to someone who is worse off. In regards to Facebook, people compare themselves to others by viewing their content online. This can be negative or positive, which results in influencing one’s self-esteem. Gonzales and Hancock (2010) carried out a study with consideration of ‘objective self-awareness. They looked at the relationship between Facebook and self-esteem.

Additionally, Manago, Taylor and Greenfields (2012) explored the relationship between audience size and self-esteem. Their study was based on Greenfields (2009) theory of social change which explains how levels of technology are changing across generations. They predicted a positive relationship between audience size and self-esteem as people with larger friends perform for an audience. Their results showed that higher self-esteem was associated with larger audiences (Manago, Taylor and Greenfields, 2012).

Other research carried out by Wilcox and Stephen (2013) investigated social networks, self-esteem, and self-control. Their findings concluded that social networks increase self-esteem for individuals that concentrate on strong ties (close friends) during social network use. As a result this reduces self-control for individuals that focus more on strong ties (Wilcox and Stephen, 2013). Gonzales and Hancock (as cited in Wilcox and
Stephen, 2013) also found that social networks can increase self-esteem. Self-esteem will be influenced by what a person looks at while browsing their social network (Wilcox and Stephen, 2013).

Mehidizadeh’s (2010) study and Ellison et al’s (2007) study both relate to the current study being carried out. Mehidizadeh found a negative correlation between self-esteem and Facebook intensity which directly supports the hypothesis for the present study. This is also supported with Ellison et al’s theory that individuals with low self-esteem look for opportunities while browsing the internet to create benefits for themselves and their self-esteem. Other research for example Manago et al’s (2012) investigation on the relationship between audience size and self-esteem failed to look the relationship between Facebook intensity and self-esteem. Were people with lower self-esteem levels spending more time on Facebook performing for their audience? The present study investigates the relationship between self-esteem and Facebook intensity which adds to research in this area. It is important to consider self-esteem levels as it is an important aspect of each individual, and thus, making this one of the main reasons for carrying out this study.

**Personality Traits**

Funder (1997) defined personality traits as ‘an individual’s characteristic pattern of thought, emotion, and behaviour, together with the psychological mechanisms – hidden or not – behind those patterns’. In other words, personality is what makes people different. Ross, Orr, Sisic, Areseneault, Simmering & Orr as cited in Özguven & Mucan (2013) define the personality factors as follows: Neuroticism is defined as an individual’s tendency to experience unpleasant emotions and expect bad things to happen to them. Extraversion is
defined as an individual’s tendency to express himself/herself socially in an outgoing manner. Openness to experience is defined as the appreciation of alternative perspectives, intellectual curiosity, and the desire of artistic pleasures. Agreeableness is defined as a tendency to be reliable, sympathetic, and cooperative. Conscientiousness is defined as a tendency to plan ahead and be diligent and fair. Researchers for numerous years have used the Big Five Inventory in their research for many years (McCrae & Costa, 2004).

A review of the literature examining personality traits and Facebook use indicates inconsistent findings. Studies have explored personality types of people who participate in social networking sites and have found different results. Past examination has discovered relationships between Facebook use and extraverted personality (Correa, Hinsley, & du Zuniga, 2010) where Pettijohn, LaPiene, and Horting (2012) study found no relationship between extraversion and Facebook time spent online. Pettijohn et al (2012) also found no relationship between Facebook intensity and narcissism, whereas Buffardi and Campbell (2008) and Mehdizadeh (2010) found a relationship between narcissism and Facebook intensity.

In the study by Ross and colleagues (2009), a positive relationship was found between extraversion and more specific types of Facebook activities. Amichai-Hamburger, Wainapel, and Fox (2002) examined the role of personality characteristics in partiality for online in comparison to face-to-face interactions. Their study concluded that people are more likely to communicate over the internet, whereas extroverted people are more likely to communicate face-to-face. For the current study, the different personality traits will be explored and examined on how they link with Facebook intensity.

Additionally, Wilson, Fornasier and White (2010) discovered that openness had no impact on social networking use. This is in contrast to 'openness to experience' and social
networking sites. Ross, Orr, Sisica, Areneault, Simmering and Orr (2009) found that those higher in levels of openness to experience had been connected with better online sociability. Wilson, Fornasier and White (2010) also carried out an investigation on the role of personality and self-esteem on young adults. They also tested their social networking use levels and their intrapersonal characteristics to predict social networking use. Their results showed that individuals that scored low on conscientiousness spent more time on Facebook, while extroverted people use Facebook a lot more and have the tendency to be more addictive. Both neuroticism and agreeableness had no influence on Facebook use, and openness had no impact on social networking use.

The current study has looked at the five personality traits: Extraversion, agreeableness, conscientiousness, neuroticism, and openness. The main aim of this study is to find a positive relationship between Facebook use and the five personality traits, as prior research has failed to find a positive relationship between all five personality traits and Facebook intensity. It hypothesizes that there will be a positive correlation between extraversion and Facebook intensity, a positive correlation between agreeableness and Facebook intensity, a positive correlation between conscientiousness and Facebook intensity, a positive correlation between neuroticism and Facebook Intensity, and a positive correlation between openness to experience and Facebook Intensity. The current study will make a good contribution to the literature as there has always been mixed results from examining all five personality traits. This study will also look at the relationship between self-esteem and internet self-efficacy. Therefore, as these three variables have not yet been examined together before in relation to Facebook use, this is one of the main reasons for carrying out this study.
**Internet self-efficacy**

The internet is a ‘place’ in which diverse types of material is displayed and viewed by users through a web browser (Evans, 2010). People use it for a number of different reasons, for instance, to communicate with others, to buy things online or for enjoyment purposes (Kraut, Robert, Vicki Lundmark, Kiesler, Mukhopadhyay, and Scherlis, 1997). People become more familiar with the internet and learn how to use it better the more they use it. Daugherty, Eastin, and Gangadharbatla (2005) defined internet self-efficacy as ‘’confidence in their ability to successfully understand, navigate, and evaluate content online’’ (p. 71). In other words the greater someone’s ability to perform tasks, the greater their ability to take part in user-generated content sites. Bandura (1977) also defined self-efficacy as "the belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). Individuals evaluate their ability to perform in comparison with others. ‘’As internet self-efficacy increases (i.e., beliefs) then attitudes towards the object of those beliefs will also increase’’ (Ajzen and Sexton, 1999, p. 118). Therefore, one should have a more positive approach towards social networking sites as their internet self-efficacy increases.

Eastin (2002) carried out a laboratory experiment which gives supporting evidence. He allocated subjects with high levels of internet self-efficacy with tasks that were technology oriented. It was hypothesised that people with higher levels of internet self-efficacy were more capable of carrying out a technology oriented task. Thus, it is sensible to accept that certainty in one's capacity to use the web absolutely impacts the readiness to receive and use social networking sites, since beliefs are connected with actual behaviour (Gangadharbatla, 2008).
The current study uses the Internet Self-efficacy Scale (Torkzadeh and Van Dyke, 2001). This scale is also used in Torkzadeh and Van Dyke’s study which showed that those with higher self-efficacy tend to participate more often in technology-based activities and proceed longer in coping efforts (Torkzadeh and Van Dyke, 2001).

According to Social Cognitive Theory, self-efficacy can have an impact on one’s determination and effort in carrying out a difficult task (Gist, 1987). Eastin and LaRose (as cited in Junqi, Zhuo and Mei, 2011) proposed that people with higher internet self-efficacy used the internet more often, and Whitty and McLoughlin (as cited in Junqi, Zhuo and Mei, 2011) stated that people are more likely to use the internet for entertainment purposes who have higher internet self-efficacy. This is related to the present study as it hypotheses to find to find individuals with higher levels internet-self efficacy using Facebook more. Junqi, Zhuo and Mei (2011) concluded that people with low self-efficacy are more likely to find internet tasks difficult, such as downloading videos and using software.

Furthermore, self-efficacy researchers emphasized that internet users with higher levels of internet self-efficacy and people that are more able to handle difficult situations on the internet are more inclined to challenging use of the internet (Junqi, Zhuo and Mei, 2011). Stacy, Newcomb and Bentler study, and also Newcomb and McGee’s study (as cited in Junqi, Zhuo and Mei, 2011) provide supporting evidence on this with the findings that sensation seeking is associated with behaviours such as drinking and smoking. Sensation seekers are more likely to suffer from the negative effects of internet use (Junqi, Zhuo and Mei, 2011). The current study will also focus on the levels of internet self-efficacy, and its influence on Facebook use.

The findings from this study will contribute to a better understanding of internet self-efficacy and its relationship with Facebook. Given that previous studies focus more on self-
efficacy and not on internet self-efficacy. For example, Gangadharbatla (2008) revealed that Internet self-efficacy, collective self-esteem, and need to belong all have positive effects on attitudes toward social networking sites. There is very little studies carried out on internet self-efficacy and social networking, and thus, leaving a gap in the literature. Bandura (1977, 1986) proposed that one’s expectations of their personal efficacy come from four different sources of information: verbal persuasion, performance accomplishments, emotional arousal and vicarious experiences. Gist (1987) suggests that self-efficacy can also improve skills. Those with high self-efficacy have a tendency to participate more in task-related activities; this can improve self-efficacy. Individuals with low self-efficacy have the tendency to take part in less challenging activities (Bandura, 1977, 1982). Therefore, one of the main reasons this study focuses on internet self-efficacy is to find a positive correlation between internet self-efficacy levels and Facebook intensity, through the Facebook Intensity Scale (Ellison, Steinfield & Lampe, 2007 scale and the Rosenberg Self-esteem scale (Rosenberg, 1965). It is important to understand if one’s expectations of their personal efficacy have an influence on their social networking browsing skills. The hypothesis for the present study is that there will be a positive correlation between the two, as browsing the World Wide Web is challenging for many people.

The present study

The present study is specifically interested in the relationship between Facebook intensity, personality traits, self-esteem, and internet self-efficacy. Previous research has not studied the relationship between Facebook intensity and these three variables which makes this an important and unique contribution to the literature. The currents study hypothesis is to find a positive correlation between internet self-efficacy and Facebook intensity, a negative
correlation between self-esteem and Facebook intensity, and a positive relationship between all five personality traits and Facebook intensity.

This study used Facebook in its investigation as it is the most common social networking site in the world. Online social networking sites such as Facebook has grown rapidly in recent years, and is used by millions of people throughout the world, therefore, it is important to know the type of people using it more. Previous research carried out by Türkiye (2012) revealed that 9 out of 10 young people devote half of their free time on social networking sites. This current study will add to this research by testing undergraduate students on their levels of self-esteem and levels of internet self-efficacy and linking it to the duration spent by individuals on Facebook per day.

Students completed questionnaires comprised of three sections to explore these hypotheses. The questionnaires devised by the researcher assessed personality traits, self-esteem levels, internet self-efficacy and Facebook intensity. Personality traits were assessed by using John, Donahue and Kentle’s (1991) Big Five Inventory scale. Self-esteem levels were assessed through the Rosenberg self-esteem scale (1965). Internet self-efficacy levels were assessed through the Torkzadeh and Van Dyke’s (2001) Internet self-efficacy scale, and finally, the Ellison, Sceinfield and Lampe’s (2007) Facebook intensity scale measured frequency and duration of Facebook use and also emotional connections and integration into daily activities.

A multiple regression test was carried out to test the relationship between Facebook intensity and the five personality traits: extraversion, agreeableness, neuroticism, conscientiousness, and openness. A second multiple regression test was then carried out to measure correlations between Facebook usage, and the three predictor variables self-esteem, Internet self-efficacy and Facebook usage.
The main aim of the current study was to investigate the relationship between Facebook usage and the three variable self-esteem, personality traits, and internet self-efficacy, and also to broaden current knowledge in the area by examining these variables together.

**Main Hypotheses**

**H1:** There will be a negative correlation between self-esteem and Facebook usage.

**H2:** There will be a positive correlation between internet self-efficacy and Facebook usage.

**H3:** There will be a positive correlation between extraversion and Facebook usage.

**H4:** There will be a positive correlation between agreeableness and Facebook usage.

**H5:** There will be a positive correlation between conscientiousness and Facebook usage.

**H6:** There will be a positive correlation between neuroticism and Facebook usage.

**H7:** There will be a positive correlation between openness to experience and Facebook usage.
Methodology

Participants

A total of 80 undergraduate students took part in this study. Students were recruited mainly from Dublin Business School and from a number of different colleges in Ireland through convenience sampling. 50 students were from a third year psychology class, while the other 30 participants were recruited through convenience sampling by asking friends to participate. The sample consisted of 38 males and 42 females and were aged between 18 and 26 (M=25.81, SD=4.28). The Participants were required to be over eighteen years of age and to have a Facebook account.

Design

The design of this study was a non-experimental quantitative design using correlation. The criteria variable was Facebook intensity and the predictor variables were personality traits, self-esteem and internet self-efficacy. The data collected from the questionnaires were analysed using SPSS version 21. Descriptive statistics were used to analyse differences and similarities between Facebook intensity and each of the variables.

Materials

All participants completed a number of questionnaires. The questionnaires consisted of 4 major sections assessing the participants Facebook use, personality traits, self-esteem and internet self-efficacy, along with two questions asking the participant’s age and gender. A copy of the questionnaire booklet is provided in the appendix.
**Facebook Intensity**

The Facebook Intensity scale (Ellison, Steinfield & Lampe, 2007) was used to measure the frequency and duration of Facebook use and emotional connections and integration into daily activities. This scale consisted of 8 items. Participants were instructed to score the level to which they agreed with each item according to a five-point likert-type scale ranging from 1 = ‘’strongly disagree’’ to 5 = ‘’strongly agree’’. A ten point ordinal scale was used on question 7 where 1 = 10 or less, 2 = 11–50, 3 = 51–100, 4 = 101–150, 5 = 151–200, 6 = 201–250, 7 = 251–300, 8 = 301–400, 9 = more than 400, and 10 = more than 1000 friends. An ordinal scale was used on question 8 where 1 = 0-14min, 2 =15-29min, 3 = 30-44min, 4 = 45-59min, and 5 = 60min or more. This scale included statements like ‘’Facebook is part of my everyday activity’’, ‘’I feel out of touch when I haven't logged onto Facebook for a while’’, and, ‘’in the past week, on average, approximately how much time per day have you spent actively using Facebook?’’. The Cronbach Alpha for Facebook intensity was .352, which is below the cut-off point .7.

**Personality Traits**

Personality traits were measured using the Big Five Inventory (BFI) (John, Donahue & Kentle, 1991) which was composed of 44 items that included statements like ‘’is talkative’, ‘’is relaxed, handles stress well’’, and ‘’likes to reflect, play with ideas’’. The response categories ranged from 1 = ‘’disagree strongly’’ to 5 = ‘’agree strongly’’. Participants were instructed to score the level to which they agreed with each item. Reverse score was carried out on all negatively-keyed items. The BFI was designed to assess the ‘’Big Five’’ personality dimensions of extraversion, conscientiousness, agreeableness, neuroticism and openness. The Cronbach Alpha for personality traits was .737, which is above the cut-off point .7.
Self-Esteem

Self-esteem levels were measured using the Rosenberg Self-Esteem scale (Rosenberg, 1965) consisting of 10 items. Participants were instructed to score the level to which they agreed with each item according to a four-point likert-type scale, where 0 = “strongly agree” and 3 = “strongly disagree”. Reverse score was carried out on questions 2, 5, 6, 8, and 9. A high score would indicate a high level of self-esteem. The self-esteem scale contains statements like “on the whole, I am satisfied with myself”, “I certainly feel useless at times”, and “I take a positive attitude toward myself”. The Cronbach Alpha for self-esteem was .903, which is above the cut-off point.

Internet Self-efficacy

Internet self-efficacy levels were assessed using the Internet Self-Efficacy scale developed by Torkzadeh and Van Dyke (2001) which consisted of 17 items. This scale included statements like “I feel confident browsing the World Wide Web (WWW)”, “I feel confident encrypting my e-mail messages that I send” and “I feel confident recovering a file I accidentally deleted”. Participants were instructed to score the level to which they agreed with each item. A five-point likert-type scale was used ranging from 1 = “strongly disagree” and 5 = “strongly agree”. High levels on this scale would suggest high levels of internet self-efficacy. The Cronbach Alpha for internet self-efficacy was .891, which is above the cut-off point.

Procedure

As participants entered the room they were informed of the study. Participants were told that the questionnaires would take about 10 minutes to complete and to answer as honest as possible. The author then handed out the questionnaire booklet to each participant. A copy
of this questionnaire is provided in the appendix. An information sheet was attached to the front of the questionnaire booklet where participants were made aware of confidentiality and that their answers would remain strictly anonymous. Participants were assured that the study was completely voluntary and they could withdraw from participation at any time. It was also made clear to students that they must be over eighteen and a Facebook member to take part in the study. Both the author and the authors supervisors email address was provided in the information sheet. A copy of the information sheet is provided in the appendix. Written instructions were given at the start of each questionnaire instructing the participants to score the level to which they agreed with each item. The first scale was the Rosenberg Self-Esteem Scale (Rosenberg, 1965), the second scale was the Internet Self-Efficacy Scale (Torkzadeh and Van Dyke, 2001), the third scale was the Facebook Intensity Scale (Ellison, Steinfield & Lampe, 2007), and the last scale was the Big Five Inventory (John, Donahue & Kentle, 1991).

The questionnaire booklet had a detachable page at the end which contained helplines such as Aware and the Samaritans. After the questionnaires were all completed, which took around 10 to 15 minutes, the author collected them from each participant and thanked them for taking part. The Statistical Package for the Social Sciences (SPSS) software version 21 was then used to analyse the data and test the relationships between the variables.
Results

Descriptive Statistics

The sample consists of 38 males and 42 females of whom fall in the age group of 18 to 26 years (M=25.81, SD=4.28). An Independent Sample T-test was carried out to assess the mean and standard deviation of the participant’s age group. All participants completed the Rosenberg Self-Esteem scale (Rosenberg, 1965), the Facebook Intensity scale (Ellison, Steinfield & Lampe, 2007), the Internet Self-Efficacy scale (Torkzadeh and Van Dyke, 2001) and the Big Five Inventory (John, Donahue & Kentle, 1991).

Table 1: Descriptive statistics of psychological measures

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook Intensity</td>
<td>25.81</td>
<td>4.28</td>
</tr>
<tr>
<td>Personality Traits</td>
<td>151.53</td>
<td>14.15</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>8.91</td>
<td>6.27</td>
</tr>
<tr>
<td>Internet Self-Efficacy</td>
<td>35.85</td>
<td>9.99</td>
</tr>
</tbody>
</table>

Table 1 shows the mean and standard deviation of Facebook intensity, personality traits, self-esteem, and internet self-efficacy. Reliability was assessed through Cronbach’s alpha, and all except the Facebook intensity scale exceed the generally accepted guideline of .7.

Table 2 shows the statistic, degree of freedom, and significant value of gender, age group, Facebook intensity, personality traits, self-esteem, and internet self-efficacy.
Table 2: Shapiro-Wilk table of Normal distribution

<table>
<thead>
<tr>
<th>Variables</th>
<th>Statistic</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>.636</td>
<td>80</td>
<td>.000</td>
</tr>
<tr>
<td>Age Group</td>
<td>.366</td>
<td>80</td>
<td>.000</td>
</tr>
<tr>
<td>Facebook Intensity</td>
<td>.982</td>
<td>80</td>
<td>.320</td>
</tr>
<tr>
<td>Personality Traits</td>
<td>.986</td>
<td>80</td>
<td>.515</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>.950</td>
<td>80</td>
<td>.004</td>
</tr>
<tr>
<td>Internet</td>
<td>.966</td>
<td>80</td>
<td>.032</td>
</tr>
</tbody>
</table>

Self-Efficacy

Note: significant at 0.5 level

df = degree of freedom

Inferential Statistics

Table 3: Correlation table of Facebook intensity, extraversion, agreeableness, neuroticism, conscientiousness, and openness

<table>
<thead>
<tr>
<th>Pearson Correlation</th>
<th>Facebook Intensity</th>
<th>Extraversion</th>
<th>Agreeableness</th>
<th>Neuroticism</th>
<th>Conscientiousness</th>
<th>Openness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook intensity</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>.160</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>.012</td>
<td>.373</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.080</td>
<td>-.364</td>
<td>-.527</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>-.141</td>
<td>.190</td>
<td>.334</td>
<td>-.218</td>
<td>1.000</td>
<td></td>
</tr>
<tr>
<td>Openness</td>
<td>-.001</td>
<td>.051</td>
<td>-.87</td>
<td>-.177</td>
<td>.119</td>
<td>1.000</td>
</tr>
</tbody>
</table>

Note: significant at .05 level

a. dependent variable: Facebook intensity scale

b. predictors: Extraversion, agreeableness, neuroticism, conscientiousness, openness

Table 3 shows the correlations between the dependent variable Facebook intensity and extraversion, agreeableness, neuroticism, conscientiousness, and openness. Multiple regression was used to test whether extraversion, agreeableness, neuroticism,
conscientiousness, and openness were predictors of Facebook Intensity. The results of the regression indicated that no predictors explained 0.4% variance ($R^2 = -.004$, $F(5, 74) = .94, p = .461$). The correlation coefficient results of extraversion, agreeableness, neuroticism, conscientiousness, and openness are shown in table 4.

Table 4: Multiple Regression Analysis of extraversion, agreeableness, neuroticism, conscientiousness, and openness

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Estimates</th>
<th>Standard Error</th>
<th>Standardized Estimates</th>
<th>t value</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td>Beta</td>
<td></td>
<td></td>
<td>Tol</td>
</tr>
<tr>
<td>Extraversion</td>
<td>.316</td>
<td>.218</td>
<td>.180</td>
<td>1.448</td>
<td>.152</td>
<td>.818</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>-.044</td>
<td>.183</td>
<td>-.035</td>
<td>-.239</td>
<td>.812</td>
<td>.604</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>-.271</td>
<td>.183</td>
<td>-.179</td>
<td>-1.479</td>
<td>.143</td>
<td>.863</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>-.112</td>
<td>.215</td>
<td>-.073</td>
<td>-.520</td>
<td>.605</td>
<td>.646</td>
</tr>
<tr>
<td>Openness</td>
<td>-.014</td>
<td>.317</td>
<td>-.005</td>
<td>-.043</td>
<td>.966</td>
<td>.902</td>
</tr>
</tbody>
</table>

Note: significant at .05 level

The main aim of this study was to examine the relationship between Facebook use, self-esteem, personality traits, and internet self-efficacy. It was hypothesised that there would be a negative correlation between self-esteem and time spent on Facebook, a positive correlation between internet self-efficacy and time spent on Facebook, and a positive correlation between personality traits and Facebook intensity. A Multiple regression test was used to test the relationship between Facebook use, personality traits, self-esteem, and internet self-efficacy. The results of the regression indicated that three predictors explained 6% of the variance ($R^2 = .06$, $F(3, 76) = 2.76, p = .048$). It was found that personality traits significantly predicted Facebook use ($\beta = -.307, p = .014$, 95% CI = -.166 - .020) as did self-
esteem ($\beta = .292$, $p = .024$, 95% CI = .370 – .027). However, internet self-efficacy did not significantly predict Facebook use ($\beta = .091$, $p = .425$, 95% CI = .058 - .136). Table 5 lists the R-square and estimated coefficient values.

Table 5: Multiple Regression Analysis of Facebook Intensity, personality traits, self-esteem, and internet self-efficacy

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Estimates</th>
<th>Standard Error</th>
<th>Standardized Estimates</th>
<th>t value</th>
<th>Sig.</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>40.258</td>
<td>6.082</td>
<td>6.619</td>
<td>.000</td>
<td>.802</td>
<td>1.247</td>
</tr>
<tr>
<td>Personality</td>
<td>-.093</td>
<td>.037</td>
<td>-.307</td>
<td>-2.53</td>
<td>.014</td>
<td>.802</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>-.199</td>
<td>.086</td>
<td>-.292</td>
<td>-2.31</td>
<td>.024</td>
<td>.745</td>
</tr>
<tr>
<td>Internet Self-Efficacy</td>
<td>.039</td>
<td>.049</td>
<td>.091</td>
<td>-.802</td>
<td>.425</td>
<td>.920</td>
</tr>
</tbody>
</table>

Note: sig at .05 level

a. dependent variable: Facebook intensity scale

b. predictors: personality traits, self-esteem, internet self-efficacy


The results from the Internet self-efficacy scale show that participants have a strong connection with Facebook. 33% of the over 24 age group agreed with the statement ‘I feel out of touch when I haven’t logged onto Facebook for a while’, and only 24% agreed in the 18-24 age group. 39% of the 18-24 age group have more than 400 friends on Facebook, while 56% of the over 24 age group have more than 400 friends on Facebook. A large number of participants spend more than 60 minutes per day on Facebook, 72% in the 18-24 and 89% in the over 24’s.
Discussion

The aim of this study was to find a relationship between Facebook use and the variables self-esteem, internet self-efficacy, and personality traits. This study also aimed to clarify and add to previous research in the area. The hypothesis that Facebook use has a correlation with self-esteem, personality traits, and internet self-efficacy was confirmed. The hypothesis that Facebook intensity would have a positive correlation with all five personality traits was not confirmed.

The Facebook Intensity Scale (Ellison, Steinfield & Lampe, 2007) was used to measure the frequency and duration of Facebook use and emotional connections and integration into daily activities. The Internet Self-Efficacy scale developed by Torkzadeh and Van Dyke (2001) was used to assess Internet self-efficacy levels of participants. Personality traits were measured using the Big Five Inventory (John, Donahue & Kentle, 1991) and self-esteem levels were measured using the Rosenberg Self-Esteem scale (Rosenberg, 1965).

80 undergraduate students were surveyed to examine these variables. It was found that personality traits significantly predicted Facebook use as did self-esteem. However, internet self-efficacy did not significantly predict Facebook use. 72% in the 18-24 and 89% in the over 24’s spend more than 60 minutes on Facebook per day, however it should be noted that only 9 participants fell within the over 24 age group. This result is higher than Ellison et al’s (2007) study, 10-30 minutes, but is constant with studies being carried out more recently (Sheldon, 2008).

The first hypothesis tested in the current research was whether there was a negative correlation between self-esteem and time spent on Facebook. This hypothesis was supported as spending a lot of time on Facebook was negatively related to self-esteem. This suggests
that the lower your self-esteem levels are the more time you spend on Facebook. These findings support Mehdizadeh's (2010) findings that there is a negative correlation between time spent on Facebook and self-esteem. Ellison et al (2007) found that students with low self-esteem benefit from using Facebook as it can expand their social capital. Gonzales & Hancock (as cited in Wilcox & Stephen, 2013) found that social networks can increase self-esteem. Similarly, Krämer & Winter (2008) stated that people who want to raise their self-esteem levels are more eager and more likely to take part in activities to do so. This supports the current research’s results as people with lower self-esteem levels spend more time on Facebook. Breckler (2006) proposed that people on Facebook compare themselves to others by viewing their content on their profile. This can influence a person’s self-esteem but can be either in a negative or positive way. Regarding the current study, people with higher self-esteem spend less time on Facebook and therefore spend less time viewing other people’s contents in comparison to people with low self-esteem. For future research it would be necessary to investigate whether self-presentation is one of the main reasons people with low self-esteem levels engage more on Facebook, as individuals are trying to raise their self-esteem levels perhaps through self-presentation. Furthermore, other aspects of Facebook should be considered, for example, how many ‘likes’ someone gets for a photo or a status update as this could possibly enhance one’s self-esteem.

The second hypothesis tested was whether personality traits had a significant correlation with Facebook use. This hypothesis was supported as the current study found a significant relationship between personality traits and Facebook use. This is supported by past research as it also found positive relationship between Facebook usage and personality traits. Correa, Hinsley, & du Zuniga (as cited in Pettijohn, 2012) found a relationship between Facebook use and extraverted personality, while Ross et al (2009) found a relationship
between Facebook use and other personality traits. This supports the resent study as a significant relationship was found.

This study also hypothesised that there would be a positive correlation between extraversion and Facebook intensity, a positive correlation between agreeableness and Facebook intensity, a positive correlation between conscientiousness and Facebook intensity, a positive correlation between neuroticism and Facebook Intensity, and a positive correlation between openness to experience and Facebook Intensity. However, when a multiple regression test was carried out to test the relationship between these variables and Facebook, no correlation was found. This may have been because the sample size was too small, as this study was carried out on 80 undergraduate students. Further research should perhaps look at a larger sample size to support this hypothesis. It should also look at different age groups as the majority of this study was carried out on 18-24 year olds.

When Ross et al (2009) examined self-reports of Facebook use and personality no relationship was found. A study carried out by Özguven & Mucan (2013) found that the personality traits extraversion, neuroticism, and agreeableness were not related to social media use. This is similar to the present study as no relationship was found between extraversion, neuroticism, agreeableness, and Facebook usage. Further research should examine the different personality traits and its correlation with what information one shares about them online. Certain personality traits may tend to share different information or share different content online.

The third hypothesis tested in the current research was whether there was a positive relationship between internet self-efficacy and Facebook usage. However, no statistical significance was found to support this relationship. This suggests that internet self-efficacy levels did not have an influence on time spend on Facebook. This is in contrast to previous
research carried out by Eastin and LaRose (as cited in Junqi, Zhuo and Mei, 2011) stating that people with higher internet self-efficacy levels spend more time on the internet. Little research has been carried on this topic, especially looking at the correlation between social networking site like Facebook and internet self-efficacy. Therefore, there is very little evidence to support this study’s results. Future research should use different questionnaires in their research to test internet self-efficacy as this could responsible for the inconsistent results.

The impact internet self-efficacy has on social networking sites suggests sites like these need to be made easier to navigate, as not all people are on the same efficacy level. Most sites are meant to be easy to use, so attitudes towards a certain website can be influenced by how the Web site owner designs it. Confidence levels of users can also be easily affected, thus making a site easier to work can enhance a customer’s confidence levels. User’s self-control can be enhanced when website designers make things like uploading a photo or updating a blog easier. Internet self-efficacy depends on aspects, such as ”prior computer experience, time spent online, and physical limitations that may not be under the direct control of marketers and SNS owners” (Gangadharbatla, p. 23-24, 2008). Not only users with low internet self-efficacy levels, but users with high self-efficacy levels need to be considered. Certain sites may not be enhancing their efficacy levels. A lot of further research is needed to explore these concepts and implications (Gangadharbatla, 2008).

There are numerous strengths in this study. Such as, the findings add to prior research in regards to Facebook use and its relationship with self-esteem, personality traits, and internet elf-efficacy, whilst presenting a new perspective. This study has looked at these three variables together and there correlation with Facebook usage, a study like this has not been conducted before and therefore adds a vital contribution to literature. The study has added to
the understanding of Facebook use in college students as well as showing that there is always a potential need for further research on each topic.

Limitations and Further Research

Although the findings of this study are useful, it has several limitations and needs further research. Firstly, this research was carried out only on undergraduate students. Although college students are one of the main groups using Facebook, there are still questions to be answered about the generalizability of results outside student populations, as this sample was used merely within the population of Dublin Business School, and thus, further research is needed on a wider sample. In particular, age groups and different careers. Secondly, the sample size of the current study was very small, only 80 participants, therefore a larger sample size would be beneficial.

Other limitations in this study include convenience sampling. 30 participants took part in the study through convenience sampling, which may have biased the sample to those who are more interested in Facebook and more active on the site. Further studies could instead use random sampling. Hampton, Goulet, Rainie, & Purcell (2011) found that females communicate more on Facebook, and therefore, perhaps largely influencing the results. 42 females took part in this study and 38 males.

Finally, as the World Wide Web is always changing, selecting items to test internet self-efficacy will be challenging. Therefore, further research may need to update questions regarding the internet and self-efficacy which may find different and beneficial results. The scale used for this study to examine internet self-efficacy establishes great reliability,
discriminant validity and worthy convergent. However, no significant relationship was found between Facebook use and internet self-efficacy.

**Conclusion**

Overall, the results of this study have a number of implications for understanding Facebook users. However, the results do clarify that self-esteem levels have a positive significant correlation with Facebook use, as well as personality traits. Secondly, this study also found that more than 70% of the participants spend more than 60 minutes per day on Facebook, and over 28% say they would be sorry if Facebook shut down. Inclusive, these results highlight the role self-esteem, personality traits, and internet self-efficacy has on Facebook usage. These results are related to college students, and future research could possibly examine if these interrelations or implications are accurate in other populations.
References


Sheldon, P. The relationship between unwillingness to communicate and students’ Facebook use. Journal of Media Psychology. 67-75.


Appendix

Information Sheet

Dear participant,

My name is Laura O’Hanlon and I am a final year psychology student in Dublin Business School. This research, examining Facebook use among college students, is being conducted as part of my final year project and will be submitted for examination.

You are invited to take part in this study and participation involves completing and returning the attached anonymous survey. **You must be a Facebook user to complete this survey.** If any of the questions do raise difficult feelings for you, contact information for support services are included on the final page.

Participation is completely voluntary and you are not obliged to take part.

Participation is anonymous and confidential. Therefore, it will not be possible to withdraw from participation after the questionnaire has been collected. All participants must be over 18 years of age to complete the questionnaires.

The data collected from the questionnaires will be transferred from the paper record to electronic format and stored securely on a password protected computer. Data will then be destroyed approximately one year after the data has been collected. **It is important that you understand that by completing and submitting the questionnaire that you are consenting to participate in the study.**
If you would like further information on this study or have any questions regarding this research study please contact me at . My supervisor can be contacted at

Thank you for taking time to complete this survey.

1) Are you male or female?
   Male □
   Female □

2) What age are you?
Questionnaires

Below is a list of statements dealing with your general feelings about yourself and about Facebook.

If you **strongly agree** with the statement circle **SA**.

If you **agree** with the statement circle **A**.

If you **disagree** with the statement circle **D**.

If you **strongly disagree** with the statement circle **SD**.

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On the whole, I am satisfied with myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>At times, I think I am no good at all.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I feel that I have a number of good qualities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I am able to do things as well as most other people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I feel I do not have much to be proud of.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I certainly feel useless at times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I feel that I’m a person of worth, at least on an equal plane with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I wish I could have more respect for myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>All in all, I am inclined to feel that I am a failure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I take a positive attitude toward myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Below is a list of questions dealing with internet use.

If you **strongly** disagree with the statement circle **SD**.

If you disagree with the statement circle **D**.

If you **neither agree nor disagree** with the statement circle **NAND**

If you agree with the statement circle **A**.

If you **strongly** agree with the circle **SA**.

<table>
<thead>
<tr>
<th></th>
<th>I feel confident surfing the World Wide Web (WWW)</th>
<th>SD</th>
<th>D</th>
<th>NAND</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel confident browsing the World Wide Web (WWW)</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>2</td>
<td>I feel confident finding information on the World Wide Web (WWW)</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>3</td>
<td>I feel confident decrypting e-mail messages</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>4</td>
<td>I feel confident decrypting e-mail messages that I receive</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>5</td>
<td>I feel confident encrypting my e-mail messages that I send.</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>6</td>
<td>I feel confident decrypting my e-mail messages</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>7</td>
<td>I feel confident encrypting my e-mail messages before sending them over the Internet</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>8</td>
<td>I feel confident encrypting my e-mail messages</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>9</td>
<td>I feel confident sending a fax via the computer</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>10</td>
<td>I feel confident receiving a fax on my computer</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I feel confident scanning pictures to save on the computer</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>13.</td>
<td>I feel confident making changes on a home computer</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>14.</td>
<td>I feel confident downloading from another computer</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>15.</td>
<td>I feel confident creating a home page for the World Wide Web (WWW)</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>16.</td>
<td>I feel confident recovering a file I accidentally deleted.</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>17.</td>
<td>I feel confident editing (size, colour) a scanned picture.</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>18.</td>
<td>Facebook is part of my everyday activity</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>19.</td>
<td>I am proud to tell people I'm on Facebook</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>20.</td>
<td>Facebook has become part of my daily routine</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>21.</td>
<td>I feel out of touch when I haven't logged onto Facebook for a while</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>22.</td>
<td>I feel I am part of the Facebook community</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>23.</td>
<td>I would be sorry if Facebook shut down</td>
<td>SD</td>
<td>D</td>
<td>NAND</td>
<td>A</td>
<td>SA</td>
</tr>
<tr>
<td>24.</td>
<td>Approximately how many TOTAL Facebook friends do you have?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>In the past week, on average, approximately how much time PER DAY have you spent actively using Facebook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others*? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>Disagree</td>
<td>Neither agree</td>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Strongly</td>
<td>a little</td>
<td>nor disagree</td>
<td>a little</td>
<td>strongly</td>
</tr>
</tbody>
</table>

**I am someone who…**

1. _____ Is talkative
2. _____ Tends to find fault with others
3. _____ Does a thorough job
4. _____ Is depressed, blue
5. _____ Is original, comes up with new ideas
6. _____ Is reserved
7. _____ Is helpful and unselfish with others
8. _____ Can be somewhat careless
9. _____ Is relaxed, handles stress well.
10. _____ Is curious about many different things
11. _____ Is full of energy
12. _____ Starts quarrels with others
13. _____ Is a reliable worker
14. _____ Can be tense
15. _____ Is ingenious, a deep thinker
16. _____ Generates a lot of enthusiasm
17. _____ Has a forgiving nature
18. _____ Tends to be disorganized
19. _____ Worries a lot
20. _____ Has an active imagination
21. _____ Tends to be quiet
22. _____ Is generally trusting
23. _____ Tends to be lazy
24. _____ Is emotionally stable, not easily upset
25. _____ Is inventive
26. _____ Has an assertive personality
27. _____ Can be cold and aloof
28. _____ Perseveres until the task is finished
29. _____ Can be moody
30. _____ Values artistic, aesthetic experiences
31. _____ Is sometimes shy, inhibited
32. _____ Is considerate and kind to almost everyone
33. _____ Does things efficiently
34. _____ Remains calm in tense situations
35. _____ Prefers work that is routine
36. _____ Is outgoing, sociable
37. _____ Is sometimes rude to others
38. _____ Makes plans and follows through with them
39. _____ Gets nervous easily
40. _____ Likes to reflect, play with ideas
41. _____ Has few artistic interests
42. _____ Likes to cooperate with others
43. _____ Is easily distracted
44. _____ Is sophisticated in art, music, or literature
Detachable sheet

**Helplines:**

**Aware:** Provide face to face depression support groups nationwide, along with phone and online support options:
Helpline: 01 661 7211
Email: wecanhelp@aware.ie
72 Lower Leeson Street, Dublin 2

**Samaritans:** An organisation available to listen to any problem a person may have.
Helpline: 1850 609090
Email: jo@samaritans.org
112 Marlborough Street, Dublin,