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The relationship between social anxiety, self-esteem, satisfaction with life and social networking among adolescents

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Abstract

Online socialising among adolescents is believed to be associated with levels of social anxiety (Orr et al, 2009; Ellison et al, 2007), satisfaction with life (Valenzuela et al, 2008; Ellison et al 2007) and, self-esteem (Gonzales & Hancock, 2011; Mehdizadeh, 2010; Kramer & Winter, 2008; Ellison et al, 2007; AOL, 2005). All participants selected (N=100) met the criteria for participating in online socialising and were at the stage of adolescence. In addition to answering demographical questions, participants were rated on Social Anxiety Scale for Adolescents (La Greca & Lopez 1998), Rosenberg Self-esteem Scale (Rosenberg 1965) and, The Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985). Results indicated no relationship between social networking, social anxiety, self-esteem and satisfaction with life within an adolescent community. However a significant correlation was found between self-esteem and social anxiety ($r = -.390, p < 0.01, 2$ tailed). Additional findings also reported significant correlations. The study has highlighted substantial use of online socialising among an adolescent population, as well as implications for future research.

Chapter 1: Literature Review and Hypotheses

The following literature review will examine research in the area of social anxiety, self-esteem, satisfaction with life and social networking among an adolescent population. It will comprise of ten sections. Section one will focus on Adolescence Development and pubertal outcomes. Following this the reader will be provided with research on social anxiety and, the relationship between social anxiety and social networking. The main studies around social networking will also be presented, followed by the positive and negative aspects of social networking. Sections seven and eight will illustrate reasons why adolescents use social networking sites, with a focus on life satisfaction and self-esteem. The reader will also be presented with reports on the relationship between life satisfaction, self-esteem and, social anxiety. Finally, a summary of the main findings and hypothesis will be provided.

1.1 Adolescence Development

Within the field of developmental psychology adolescence can be defined as “the period of biological, cognitive and psychosocial transition from childhood to adulthood” (Berger, p.341 2007). The activation of this transition is exhibited by a period of rapid physical growth and emotional alteration, known as puberty (Marceau et al, 2011; Biro et al, 2001; Grumbach & Styne, 1998). Puberty not only indicates physical maturation but, is also associated with adolescences’ psychosocial changes in terms of identity, self-consciousness, and cognitive flexibility (Hsu et al, 2010; Blakemore, 2008). Understanding the process of puberty is especially significant for psychological research.

It is believed that pubertal changes are related to many psychosocial outcomes in adolescence (Costello et al, 2003; Negriff & Susman, 2011), such as social anxiety (Parr & Cartwright-Hatton, 2009; Kashdan & Herbert, 2001).

1.2 Social Anxiety

In addition to Life satisfaction, peer interactions arguably hold a great importance for adolescent's social and behavioural functioning (Collins 1997; Berscheid 2003; Gifford-Smith & Brownell 2003). The quantity of peer interactions and the intimacy in friendships tend to increase considerably during adolescence (Berndt, 1999; Furman and Buhrmester, 1992). This increase in emotional closeness may be especially significant for the friendships of girls (Maccoby, 1998). Furthermore, the subject of friendship and social interactions is believed to be more significant during adolescence than childhood (Chang et al, 2003; Berscheid 2003).

Due to the importance of friendship and social interactions, it is not surprising that, social anxiety is thought to have its peak onset in early adolescence (Parr & Cartwright-Hatton, 2009; Kashdan & Herbert, 2001). Social anxiety is also known as social anxiety disorder (SAD) and, is similar to social phobia (Reber & Reber 2001). Social anxiety is defined as “a persistent fear of one or more social or performance situations in which the person is exposed to unfamiliar people or to possible scrutiny by others” (DSM IV, 2012). Reber and Reber (2001) also describe social anxiety as “feelings of unease and discomfort in social settings typically accompanied by shyness and social awkwardness”. Furthermore, research has suggested that “a negative self-

generated image is thought to play a role in the development and maintenance of social anxiety” (Parr & Cartwright-Hatton, 2009). This negative view of oneself is believed to be related to the psychosocial changes of self-consciousness that occur during puberty (Hsu et al, 2010; Blakemore, 2008). Interestingly, Schumacher and Roland (2010) reported that children who engaged in team sports displayed fewer social anxiety symptoms than children involved in individual sports.

1.3 Relationship between Social Anxiety and Social Networking Sites

Research has found that shyness is significantly, positively correlated with time spent on social networking sites such as Facebook (Orr et al, 2009). Shyness is described as one of the characteristics of SAD (Reber & Reber, 2001). Orr et al reported that shy individuals felt social networking sites are an appealing method of communication, than face-to-face interactions (2009). In contrast, other studies have found that youths’ self-report of internet use to be cross-sectionally correlated with low levels of social anxiety (Valkenburg & Peter, 2007), and sociability in face-to-face interactions (Birnie & Horvath, 2002).

Online environments, such as social networking sites, allow young individuals to engage in controlled settings, where they believe a “positive self-image” can be generated (Mehdizadeh, 2010). In addition to creating a positive self-image, Ellison et al (2007) found that individuals with high levels of social anxiety are more likely to engage in online socialising. Ellison also theorised that the use of online socialising is as an attempt

to compensate for social limitations, such as shyness, unease, and discomfort in face-to-face social settings (2007). Many of these characteristics are linked with social anxiety (Parr & Cartwright-Hatton, 2009; Reber & Reber, 2001; Kashdan & Herbert, 2001). Although the above findings are quite recent, the volume of research carried out to investigate the relationship between social anxiety and the use of social networking sites is inconsiderable. Therefore, this study will attempt to further investigate the relationship between social anxiety and the frequent use of social networking sites among an adolescent population.

1.4 Social Networking

“Media use provides 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). In 2000, Cable News Network (CNN) predicted that by the year 2010 teenagers would spend twenty three years of their lifetime on the internet. Today the average life expectancy of Irish teenagers today is eighty years (CIA, 2012). This suggests that on average, Irish teenagers will spend over a quarter of their lifespan on the internet. Furthermore, of those twenty three years spent online, ten years will be spent on social networking sites (Gray & Christiansen, 2011).

Among the variety of online tools now available for communication, social networking sites are one of the latest phenomena. Social networking sites are online web sites that allow individuals to create personal profiles visible to others. Particular social

networking sites popular among Irish adolescence include, Facebook, MySpace, Twitter and Bebo. The Irish Social Media Statistics (2011) reported the following results from an online survey; eighty four point two percent of all Irish internet users frequented social networking sites in December 2010. This has increased by eight point one percent since December 2009. The average Irish teenager spends eighteen hours and seven minutes online each month, with four hours and ten minutes of this time spent on Facebook. One of the main objectives to using social networking sites is an attempt to establish or increase an online social interaction (Orr et al. 2009).

Facebook's own figures estimate there are one million, eight hundred and sixty five thousand Irish accounts on their social network (Irish Social Media Statistics, 2011). Ninety percent of those accounts are used by individuals' aged between fifteen and twenty four years, and two thirds of those use Facebook every day (Irish Social Media Statistics, 2011). With regards to the social networking site called Twitter, two hundred and forty five thousand people over the age of fifteen have a Twitter account (Irish Social Media Statistics, 2011). That is seven percent of the total Irish population. It is estimated, there has been a twenty percent growth in Twitter users since 2010 (Irish Social Media Statistics, 2011).

“Since 2006, internet use and online interaction has simply become a more ‘normal’ feature of adolescence interactions” (NCTE, 2009). A recent survey by the National Centre for Technology in Education (NCTE) found seventy three percent of

Irish adolescents use the internet on a daily basis to access social networking sites (2011). On average, Irish fifteen to sixteen year olds spend eighty minutes a day online. This is below the European average of eight percent. However, forty five percent of Irish teenagers admitted they have spent less time than they should with friends, family or doing schoolwork because of the time they spend online. This compares with thirty five percent on a European level (NCTE).

The increase of online activity among today's generation of adolescents, gives rise to concerns about how internet based interactions may compare with historical face-to-face methods of communication (Lee et al, 2010; Bargh & McKenna, 2004; Tyler, 2002). It has been reported that adolescents with positive face-to-face relationships may be those most frequently using social networking sites, as an additional setting to interact (Mikami et al, 2010). Research carried out by Lee et al, (2010) in four Chinese cities reported internet communication could not predict quality of life (QoL). While face-to-face communication with friends and family members could predict QoL. The results were the same across each Chinese city (Lee et al, 2010).

Further research found that Finnish speakers favour virtual social communication instead of personal contact, whereas, Swedish speakers seem to use the internet as a tool to arrange face-to-face meetings (Surakka et al, 2011). Moody (2001) discovered that low levels of social and emotional loneliness were both associated with high levels of face-to-face communications with friends. However, high amounts of Internet use were

associated with low levels of social loneliness and high levels of emotional loneliness. These findings suggests that overall, face-to-face interactions maybe more effective than internet communications.

The above research suggests that internet use for socialising and communicating can have both positive and negative consequence (Surakka et al, 2011; Lee et al, 2010; Moody, 2001). Some of the key negative aspects of internet use highlighted in the above research include, internet use could not predict QoL and is associated with high levels of emotional loneliness. The main positive aspects of internet use outlined in the above studies are as follows; internet practise is associated with low levels of social loneliness and an alternative method to organise face-to-face meetings with friends. Consequently, this is believed to decrease levels of emotional loneliness (Moody, 2001). However there are many other positive and negative aspects associated with internet usage for socialising and communicating. The following sections will highlight both positive and negative aspects of internet socialising.

1.5 Positive Aspects of Social Networking

One of the main features of social networking sites, is it allows users to blog. “A blog is a cross between an online newsletter, a daily journal, and a diary” (Rosen, p.91, 2007). According to Herring (2004), twenty seven million blogs are online and one third of these blogs are posted by adolescents. A blog online is available for anyone to read and post a comment. This can have particular benefits for the blogger, for example many

adolescents use the blog to write about their feelings. Most often, friends will read the blog and automatically leave a comment, offering advice or counsel to their peer.

In a recent America On Line (AOL) study (2005), nearly half of the participants considered blogging a form of therapy. The study also reported that one third of bloggers write about self-help and self-esteem topics and two thirds of bloggers feel free to write about anything. Finally one out of three bloggers claimed that when they feel they need psychological help, they either write in their own blog or read other peoples blogs who are going through the same issues as them.

1.6 Negative Aspects of Social Networking

The use of online social networking sites is so prevalent, that many psychologists are lobbying to have Internet Addiction Disorder (IAD) included in the next Diagnostic and Statistical Manual of Mental Disorder (DSM-V), which is due to be published in May 2013 (Rosen, p.156, 2007). Internet addiction was first described in 1996 by psychologist Kimberly Young (Frangos et al, 2010). The primary diagnostic criterion for IAD is based on the existence of three acknowledgements and abstinence symptoms for at least twelve months. These include psychomotor agitation (e.g., tremors, shivers, nausea), anxiety and mood instability, compulsive thoughts focused on the Internet, involuntary typing movement, tireless connections to the internet, craving, and persistent online surfing in spite of compromised individual and social aspects of psychological life (Goldberg, 1995).

Specific causes of internet addiction are best described by Dr Sherry Turkle (2005), who uses the analogy of a “couch potato” to explain computer addiction. Turkle describes a “couch potato” as a passive observer, whose only control is switching channels and has no control over the content on each channel. Whereas a computer addict is an active controller, controlling most of the activities he or she engage in. Ultimately, being in control provides the person a form of positive reinforcement. The internet also allows individuals to communicate freely which in turn can cause people to become dependent on it or even addicted (Surakka et al, 2011). Other factors that influence internet addiction are, the accelerated intimacy and desire for online friendship (Rosen, p.157, 2007). It is easy and convenient for adolescents to meet people online and become friends within a matter of days or hours (Rosen, p.157, 2007).

Significantly, recent studies revealed that young internet users are more at risk for Internet addiction than adults (Ferraro et al, 2007; Chak & Leung, 2004). Furthermore, internet addiction is increasing (Walters, 2005), and research has suggested a gender difference. Males are more likely to be addicted to Internet than females (Frangos et al, 2010; Shi et al, 2005). In contrast to these findings, Yong-Zhan (2007) found no significant difference between gender and IAD. However, Yong-Zhan did report that the IAD results in adolescents aged between thirteen and seventeen are associated with family achievement. Finally, Simkova and Cincera (2004) found the most serious chat users were more likely to develop IAD.

Up to now this study has presented research on the negative aspects of social networking such as, it could not predict QoL (Lee et al, 2010), it is associated with high levels of emotional loneliness (Moody, 2001) and there is a risk of IAD (Walters, 2005; Simkova & Cincera, 2004). The main positive aspects presented on social networking include, low levels of social loneliness (Moody, 2001) and, 'blogging' can be used as a form of therapy (AOL, 2005). Many adolescents use social networking sites to 'blog' about their feelings (AOL, 2005; Herring, 2004). Most often, friends will read the blog and automatically leave a comment, offering advice or counsel to their peer (Rosen, 2007).

In addition, this paper has also discussed the rapid growth in the use of online social networking sites among today's adolescent population (Irish Social Media Statistics, 2011; NCTE, 2009). Furthermore, research has been presented on the relationship between social networking sites and social anxiety among adolescents. Individuals with high levels of social anxiety are more likely to engage in online socialising (Parr & Cartwright-Hatton, 2009; Ellison et al, 2007; Reber & Reber, 2001; Kashdan & Herbert, 2001). However, there are additional studies which suggest further explanations as to why individuals use social networking sites. The following sections will focus on two particular alternative concepts that attempt to explain why adolescents use social networking sites. These two additional concepts are life satisfaction and self-esteem.

1.7 Why Adolescents use Social Networking Sites (Life Satisfaction)

In many ways life satisfaction is believed to be the ultimate achievement of human development (Chang et al, 2003) and is considered a relevant aspect of adolescent's wellbeing and functioning (Goldbeck et al, 2007; Pavot & Diener, 2008). Satisfaction with life can be defined, as a representation of a "cognitive and global evaluation of the quality of one's life as a whole" (Pavot & Diener, 1993).

A review of the literature examining age effects on life satisfaction indicates inconsistent findings (Bisegger & Cloetta, 2005; Goldbeck et al, 2007; Shek, 2005; Huebner et al, 2004; Ravens-Sieberer et al, 2000). A European multi-site survey by Bisegger and Cloetta (2005) recently reported a decrease in life satisfaction after twelve years of age. Further research indicated a decrease in life satisfaction is more prevalent in females than males (Bisegger & Cloetta, 2005; Goldbeck et al, 2007). Ravens-Sieberer et al (2000) reported poorer levels of satisfaction with life in German adolescents, compared with children. In contrast to these findings, a large scale-survey in South Carolina found no change in life satisfaction during adolescence (Huebner et al, 2004). Further research by Shek (2005) reported no significant association between age and satisfaction with life in a study of adolescents in Hong Kong. The inconsistencies between the studies could be due to different methods of measuring life satisfaction (Ghaedi et al, 2009; Lack et al, 2009; Erhart et al, 2009). Many researchers use the quality of life scale as an alternative to the satisfaction with life questionnaire.

Research has found that family, peer, self-related (e.g., personality, cognitive attributions), and activity (e.g., participation in structure extra-curricular activities) variables are related to adolescent life satisfaction levels (Gilman & Huebner, 2006). Demographic variables (e.g., gender, socioeconomic status) appear to play a very modest role at best, in adolescence's global life satisfaction (Huebner et al, 2000). In addition to this, adolescent life satisfaction reports have been correlated with a variety of risk behaviors, such as risky sexual behavior, alcohol and drug use (Valois et al, 2002). Finally, among an adolescent population, social support has been linked as an important factor towards life satisfaction (Bishop et al, 2006; Ash & Huebner, 2001; McCullogh et al, 2000).

As outlined above, there is sufficient research to suggest numerous variables linked with levels of life satisfaction. In addition, there is also conflicting reports about the relationship between age, gender and levels of life satisfaction. Furthermore, few studies have suggested life satisfaction to be a significant factor that influences individuals' use of the internet (Valenzuela et al, 2008; Ellison et al 2007). Many former studies have recommended further investigation is required to examine the levels of life satisfaction and the use of social networking sites (Huang, 2010; Liu & Larose, 2008; Weiser, 2001). In association to this, a recent article reported that the larger the network of friends predicted higher levels of life satisfaction (Manago et al, 2012).

The following study will investigate levels of life satisfaction among adolescents. The study will also examine the relationship between levels of life satisfaction, number of hours spent on social networking sites and number of online friends. Finally, it is important to accentuate that research has been found to support the theory of a correlation between life satisfaction and self-esteem (Neto, 1993; Diener, 1984; Zhang & Leung, 2002; Allen & Patrick, 2010).

1.8 Why Adolescents use Social Networking Sites (Self-esteem)

One of the most persistent features regarding self-esteem is that individuals have a “need for self-esteem” (Kramer & Winter, 2008). Within the field of psychology self-esteem can be defined as “the degree to which the self is perceived positively or negatively; ones overall attitude towards oneself” (Baron et al, p.184 2006). Rosenberg (1989) was responsible for the initial imperative work on defining and measuring self-esteem. The development of self-esteem is fundamental for adolescents’ adaptive functioning (Elmer, 2001; La Greca, 1990). Cross-cultural studies have found that self-esteem levels are likely to decrease at the beginning of adolescents (Harter 1999; Fredericks & Eccles 2002), similar to life satisfaction levels (Bisegger & Cloetta, 2005; Ravens-Sieberer et al, 2000). This could be due to potential psychological, psychosocial, and biological changes occurring during adolescents, which can also impact on their life satisfaction (Neto, 1993; Diener, 1984, as cited by Zhang & Leung, 2002; Allen & Patrick, 2010).

Throughout puberty adolescents develop an intense fixation on the self (Frankenberger 2000). According to Elkind (1967, as cited in Passer & Smith, 2004) adolescents increased focus on oneself often leads to the development of adolescent's egocentrism or narcissism. Adolescent egocentrism can be described as the "perspective in which one is preoccupied with the self and relatively insensitive to others" (Reber & Reber 2001). Mehdizadeh (2010) reported that adolescents with high levels of egocentrism were related to greater online activity as well as some self-promotional content. Similarly, another study reported that youths' self-report of internet use was cross-sectionally correlated with self-reports of extraversion (Peter et al, 2005).

Several theorists have suggested that individuals with low levels of self-esteem are more likely to engage in online activities, such as social networking and blogging (Mehdizadeh, 2010; Kramer & Winter, 2008; AOL, 2005). The use of online socialising is considered an attempt to increase and/or maintain their levels of self-esteem (Gonzales & Hancock, 2011; Mehdizadeh, 2010; Kramer & Winter, 2008; Ellison et al, 2007; AOL, 2005).

Up to this point, this paper has presented research on the possible relationships between social anxiety and online socialising (Orr et al, 2009; Valkenburg & Peter, 2007; Ellison et al, 2007), satisfaction with life and online socialising (Valenzuela et al, 2008; Ellison et al 2007) and, self-esteem and online socialising (Gonzales & Hancock, 2011; Mehdizadeh, 2010; Kramer & Winter, 2008; Ellison et al, 2007; AOL, 2005) among an

adolescent population. Another area worth discussing is the possible relationship between all three variables; social anxiety, life satisfaction and self-esteem, among an adolescents.

1.9 Relationship between Life Satisfaction, Self-esteem, Social Anxiety

Research among adolescents has suggested a correlation between self-esteem and life satisfaction (Neto, 1993; Diener, 1984, as cited by Zhang & Leung, 2002; Allen & Patrick, 2010). Further studies on adolescents, reported a significant correlation between high levels of self-esteem and low levels of social anxiety (McCarroll et al, 2008; Clarbour & Rogers, 2004; Prinstein & La Greca, 2001).

Within an adolescent population, there is no published research found to support a possible relationship between social anxiety and satisfaction with life. However, Huebner (1991) reported a correlation between life satisfaction and general anxiety. Furthermore, Delsignore et al (2012) found that patients who suffer with Social Anxiety Disorder (SAD) have lower levels of life satisfaction. Other studies carried out on adults support a correlation between quality of life and social anxiety (Coles et al, 2004). Quality of life is theorised to be similar to life satisfaction (Lee et al, 2010).

Finally a point worth mentioning, there has been no published research to look at the relationship between these three constructs social anxiety, self-esteem and satisfaction with life, among an adolescent population. Therefore, one of the aims of this study is to

investigate the relationship between self-esteem, satisfaction with life, and social anxiety within an adolescent population. Ultimately, the findings from this study will contribute to a better understanding of healthy social development amongst teenagers, as well as adding to the emerging fields of cyberpsychology, and developmental psychology.

1.10 Summary of the main findings and Hypothesis

In summary, understanding the process of puberty which occurs during adolescents is especially significant for psychological research. It is believed that pubertal changes are related to many psychosocial outcomes in adolescence (Costello et al, 2003; Negriff & Susman, 2011). Simultaneously, today's developing adolescence is growing up in a cybernetic era, where the internet and use of online social networking sites is continually increasing.

Social networking sites are online web sites that allow individuals to create personal profiles visible to others. Social Media Statistics (2011) reported eighty four point two percent of all Irish internet users frequented social networking sites in December 2010. This has increased by eight point one percent since December 2009. One of the main objectives to using social networking sites is an attempt to establish or increase an online social interaction (Orr et al. 2009).

Ellison et al (2007) also found that individuals with high levels of social anxiety are more likely to engage in online socialising. Ellison theorised that the use of online socialising is as an attempt to compensate for social limitations, such as shyness, unease, and discomfort in face-to-face social settings (2007). Many of these characteristics are linked with social anxiety (Parr & Cartwright-Hatton, 2009; Reber & Reber, 2001; Kashdan & Herbert, 2001).

In addition to social anxiety, few studies have suggested life satisfaction to be a significant factor that influences individuals' use of the internet (Valenzuela et al, 2008; Ellison et al 2007). In association to this, a recent article reported that the larger the network of friends the higher the levels of life satisfaction (Manago et al, 2012). However, due to the minor volume of research published on the relationship between social networking and levels of life satisfaction, several former studies have recommended further investigation is required (Huang, 2010; Liu & Larose, 2008; Weiser, 2001).

Another important construct in the development of adolescents is self-esteem. Self-esteem is fundamental for adolescents' adaptive functioning (Elmer, 2001; La Greca, 1990). Cross-cultural studies have found that self-esteem levels are likely to decrease at the beginning of adolescents (Harter 1999; Fredericks & Eccles 2002). Several theorists have suggested that individuals with low levels of self-esteem are more likely to engage in online activities, such as social networking and blogging (Mehdizadeh, 2010; Kramer & Winter, 2008; AOL, 2005). The use of online socialising is considered an attempt to

increase and/or maintain their levels of self-esteem (Gonzales & Hancock, 2011; Mehdizadeh, 2010; Kramer & Winter, 2008; Ellison et al, 2007; AOL, 2005).

A number of studies have reported additional reasons why teenagers use social networking sites. A recent America On Line (AOL) study (2005), reported that nearly half of the participants considered blogging a form of therapy. The study also reported that one third of bloggers write about self-help and self-esteem topics and two thirds of bloggers feel free to write about anything. Finally one out of three bloggers claimed that when they feel they need psychological help, they either write in their own blog or read other peoples blogs who are going through the same issues as them.

In contrast to these positive motives, the use of online socialising can also be harmful to teenagers. The long term use of social networking sites have been reported to be associated with high levels of emotional loneliness (Moody, 2001) and a high risk of developing Internet Addiction Disorder (IAD) (Walters, 2005; Simkova & Cincera, 2004). With the recent phenomena of the internet and online social networking, there has been a short period of time to examine the psychological effects associated with its use. Therefore the present study will examine the following hypotheses:

1.11 Hypothesis

H1: A Pearson's R Correlation Coefficient will be used to test for a correlation between self-esteem, social anxiety and satisfaction with life among an adolescent community.

H2: A Pearson's R Correlation Coefficient will be used to test for a correlation between the number of minutes spent on social networking sites, frequency of meetings with friend's in-person and, social anxiety among an adolescent population.

Chapter 2: Methodology

2.1 Materials / Apparatus

The materials used in this study included one questionnaire booklet of five pages in length for survey conditions.

The first section of this booklet contained demographic questions pertaining to age, and gender. There were grouping questions such as frequency of face-face interaction with friends, and occurrence of online activity. Participants were asked activity based questions which provided a detailed account of the number of friends they are connected with, the number of hours spent looking at other social networking profiles and, if they played some kind of sport. The booklet also include three scales: SAS-A: Social Anxiety Scale for Adolescents (La Greca & Lopez 1998), Self-esteem Scale (RSE: Rosenberg 1965) and The Satisfaction with Life Scale (SWLS: Diener, Emmons, Larsen & Griffin, 1985). The data was collected between the 6th and 7th of February, 2012.

2.2 SAS-A: Social Anxiety Scale for Adolescents (La Greca & Lopez 1998)

The SAS-A is a self-administered questionnaire designed to measure children and adolescence's feelings of social anxiety in condition to their peer relations. "The Social Anxiety Scales include the Social Anxiety Scale for Children - Revised (SASC-R; La Greca & Stone, 1993), and the Social Anxiety Scale - Adolescents (SAS-A; La Greca & Lopez, 1998)" (as cited by the department of psychology, Miami, 2011). It is a twenty two item questionnaire answered on a five point Likert scale 1 = "definitely not true" and

5 = "definitely true". The Scores are totalled to provide an indication of social anxiety at any given time.

2.3 RSE: Rosenberg Self-esteem Scale (Rosenberg 1965)

The RSE is a reliable and valid quantitative tool for measuring self-esteem. It is a ten item questionnaire answered on a four point Likert scale 1 = “strongly agree” and 4 = “strongly disagree”. Five of the questions have positively worded statements and five of the questions have negatively worded statements. The Scores are totalled to provide an indication of self-esteem at any given time.

2.4 SWLS: The Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985)

The Satisfaction with Life Scale is a five-item scale that “is designed around the idea that one must ask subjects for an overall judgement of their life in order to measure the concept of life satisfaction” (Diener et al., 1985, pp. 71-72 as cited by Yoshioka 2011). Scores on the scale range from five to thirty five. The higher scores associate greater life satisfaction. The Scores are totalled to provide an indication of life satisfaction at any given time.

To ensure accurate responses, all participants were informed that each booklet was anonymous and were given the option to withdraw from the survey at any stage.

2.5 Participants

The total number of participants (N= 100), was made up of Secondary School Students from [REDACTED] School, [REDACTED] and [REDACTED] School, [REDACTED]. The participants were aged between thirteen and nineteen years of age (Mean = 15.43). The participants were made up of twelve males and eighty-eight females.

Participants were chosen based on the criteria that they fell under the category of adolescents and participated in online socialising via a social networking site. To ensure reliable data and, relevant participants were identified, information about practising online socialising was provided both on the cover letter and in question format in the demographic section of the questionnaire booklet.

2.6 Design

The present study employed a correlation research design. The predictor variables for this study include, gender, age, number of online friends, number of hours spent on social networking sites, number of hours spent with friends in person and, type of sports played by participants. The criterion variables include Social Anxiety, Self-esteem and, Satisfaction with Life.

2.7 Procedure

The psychological scales were obtained from Dublin Business School of arts. The questionnaire booklets were typed on a Microsoft word document using a Dell Latitude laptop computer, running a Microsoft Windows 2007 operating system. A booklet containing a demographic questionnaire, social anxiety scale, self-esteem scale and satisfaction with life scale were handed to each participant, with a cover letter explaining to the participant the nature of the survey. When all questionnaires were completed, the scores for the various scales were calculated and the data was input into SPSS 18 on a Dell Latitude Notebook computer running a Microsoft Windows 2007 operating system.

2.8 Data Analysis

Since the data did not violate any assumptions of normality, the data analysis methods used were parametric. Descriptive statistics were used to calculate mean scores while a Pearson's R correlation coefficient was used for inferential statistical calculations.

Chapter 3: Results

3.1 Descriptive Statistics

Table i.

Descriptive statistics of all relevant data

Grouping Variables	N	Social Network Users	Non-Social Network Users	Male	Female
Participants	100	94	6	12	88
Mean Age	15.43	15.40	17.83	17.83	15.10
Sport Participants	52	47	5	9	43
Non-Sports Participants	48	47	1	3	45
Team Type Sport	32	29	3	7	25
Individual Type Sport	6	4	2	1	5
Both Sport Types	14	14	0	0	14
Positive Feelings regarding Social Network Access	10	10	0	0	10
Negative Feelings regarding Social Network Access	72	72	0	8	64
Neutral Feelings regarding Social Network Access	12	12	0	0	12

Table ii.

Descriptive statistics for each criterion variable

Predictor Variables	N	Minimum	Maximum	Mean	Std. Deviation
Self-esteem	100	15	29	23.22	2.718
Social Anxiety	100	18	89	45.22	16.534
Satisfaction with Life	100	9	35	24.80	6.590

3.2 Inferential Statistics:

This section will show the inferential statistical results based on each of the two main hypotheses as well as some additional findings.

3.3 Hypothesis 1:

Hypothesis one was tested using a pearson's r correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was no significant statistical correlation between self-esteem and satisfaction with life ($r = .092, p > 0.01, 2$ tailed). There was a strong negative statistical correlation between social anxiety and self-esteem ($r = -.390, p < 0.01, 2$ tailed). There was no significant statistical correlation between social anxiety and satisfaction with life ($r = -.186, p > 0.01, 2$ tailed).

(Please refer to Table iii).

Table iii.

Pearson R Correlation Coefficient measuring the relationship between social anxiety, self-esteem and satisfaction with life

		Total RSE	Total SWL	Total SA
Total RSE	Pearson Correlation	1	.092	-.390
	Sig. (2-tailed)		.365	.000
	N	100	100	100
Total SWL	Pearson Correlation	.092	1	-.186
	Sig. (2-tailed)	.365		.064
	N	100	100	100
Total SA	Pearson Correlation	-.390	-.186	1
	Sig. (2-tailed)	.000	.064	
	N	100	100	100

Correlation is significant at the 0.01 level (2-tailed)

3.4 Hypothesis 2:

Hypothesis two was tested using a pearson r correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was no significant statistical correlation between social anxiety and number of minutes spent on social networking account ($r = -.110, p > 0.01, 2$ tailed). There was no significant statistical correlation found between social anxiety and the frequency of face-to-face meetings with friends ($r = -.068, p > 0.01, 2$ tailed). (*Please refer to Table iv & v*).

Table iv.

Pearson R Correlation Coefficient measuring the relationship between social anxiety and time spent on social networking account.

		How long would you spend on your SNA	Total SA
How long would you spend on your SNA	Pearson Correlation	1	-.110
	Sig. (2-tailed)		.293
	N	94	94
Total SA	Pearson Correlation	-.110	1
	Sig. (2-tailed)	.293	
	N	94	100

Correlation is significant at the 0.01 level (2-tailed)

Table v.

Pearson R Correlation Coefficient measuring the relationship between social anxiety and frequency of face-to-face meetings with friends

		Total SA	How often would you meet with your friends
Total SA	Pearson Correlation	1	-.068
	Sig. (2-tailed)		.501
	N	100	100
How often would you meet with your friends	Pearson Correlation	-.068	1
	Sig. (2-tailed)	.501	
	N	100	100

Correlation is significant at the 0.01 level (2-tailed)

3.5 Additional Findings:

The relationship between age and social anxiety and, age and satisfaction with life was investigated using a pearson's r correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a moderate, negative correlation between age and social anxiety ($r = -.232, p < 0.05, 2 \text{ tailed}$) and, age and satisfaction with life ($r = -.249, p < 0.05, 2 \text{ tailed}$). *(Please refer to Table vi).*

Table vi.

Pearson R Correlation Coefficient measuring the relationship between social anxiety, satisfaction with life and age

		Age of participant	Total SWL	Total SA
Age of participant	Pearson Correlation	1	-.249	-.232
	Sig. (2-tailed)		.013	.020
	N	100	100	100

Correlation significant at the 0.05 level (2-tailed)

The association between age and having a social networking account was tested using a pearson's r correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a strong positive correlation found between age and have a social networking account ($r = .311, p < 0.01, 2 \text{ tailed}$). *(Please refer to fig i)*

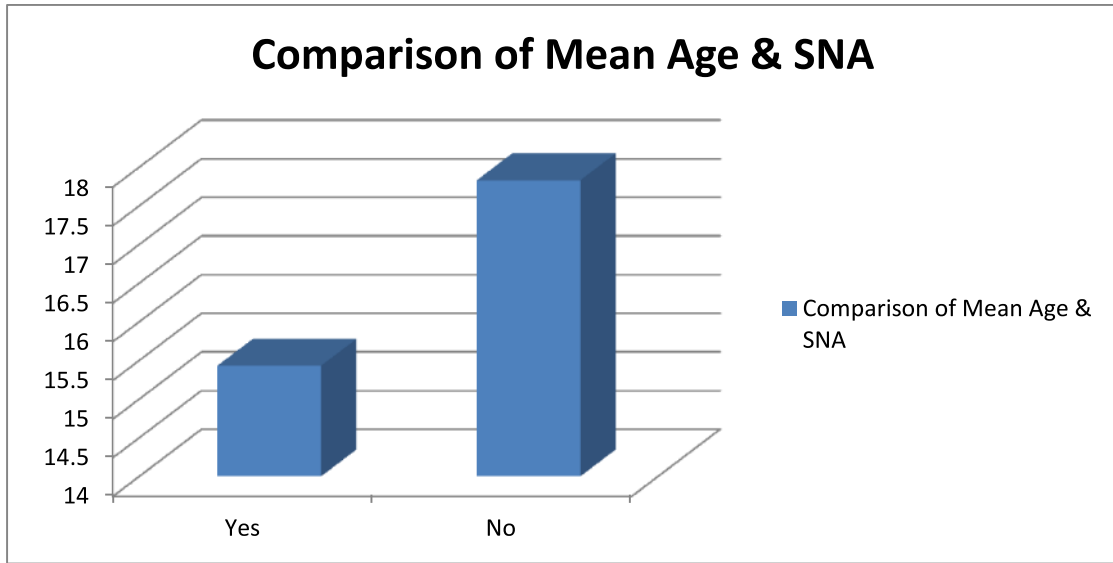


Fig. i.

A bar graph representing the comparison between mean age of participants and ownership of a social networking account (SNA).

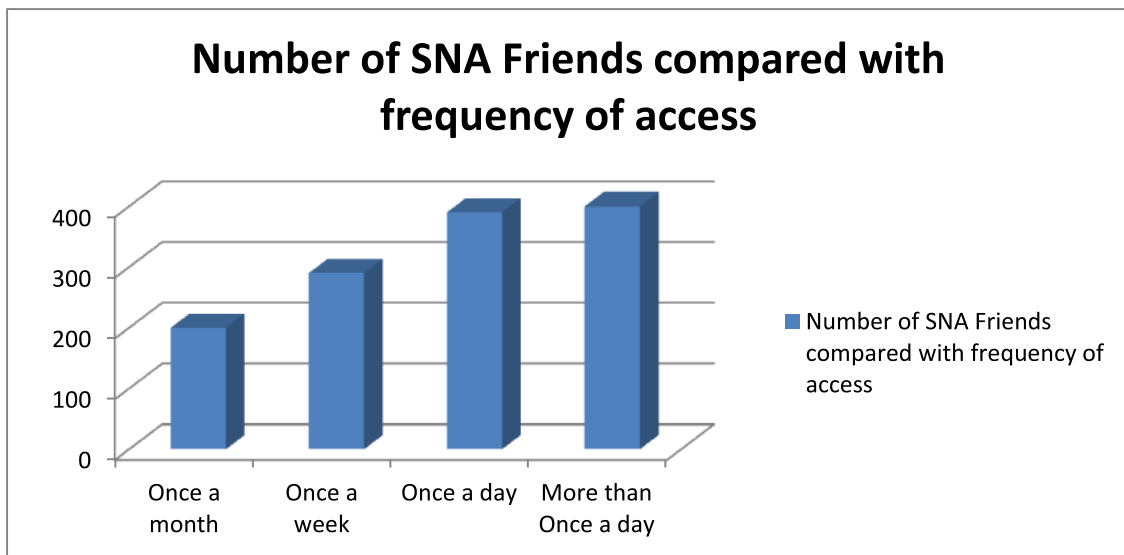


Fig. ii.

A bar graph representing the number of Social Networking Account (SNA) friends compared with the frequency of access of SNA.

Chapter 4: Discussion

4.1 Aim of the study

The purpose of this study was to analyse a possible relationship between online social networking, levels of social anxiety, self-esteem and, satisfaction with life among an adolescent population. In detail, this analysis involved taking into account the use of social networking accounts and frequencies of face-to-face meetings with friends, in order to provide more insight into the concepts of social anxiety, self-esteem and satisfaction with life.

4.2. Analysis by Hypothesis

Hypothesis 1:

Results for hypothesis one found no significant statistical correlation between self-esteem and satisfaction with life ($r = .092$, $p > 0.01$, 2 tailed). This did not support previous research which reported a significant positive relationship between the two variables (Neto, 1993; Diener, 1984, as cited by Zhang & Leung, 2002; Allen & Patrick, 2010). However, Zhang and Leung (2002) did report that the relationship between self-esteem and life satisfaction was stronger for male participants than for female participants. The gender split within this study was significantly uneven, consisting of eighty eight females and twelve males. In addition, Zhang and Leung (2002) further described the association between levels of self-esteem and life satisfaction stronger in the older people than in the younger people.

There was no significant statistical correlation between social anxiety and satisfaction with life ($r = -.186$, $p > 0.01$, 2 tailed). As there was no published research found to support a possible relationship between the two variables, the present study has highlighted the possible need for future research in this area. However, it is important to point out that previous research has shown a correlation between life satisfaction and general anxiety (Huebner, 1991). Furthermore, Delsignore et al (2012) found that patients who suffer with Social Anxiety Disorder (SAD) have lower levels of life satisfaction.

Finally, there was a strong negative statistical correlation between social anxiety and self-esteem ($r = -.390$, $p < 0.01$, 2 tailed). This finding supports previous research which reported a significant correlation between high levels of self-esteem and low levels of social anxiety (McCarroll et al, 2008; Clarbour & Rogers, 2004; Prinstein & La Greca, 2001).

Hypothesis 2:

Results for hypothesis two showed no significant statistical correlation between social anxiety and number of minutes spent on social networking account ($r = -.110$, $p > 0.01$, 2 tailed). This does not reinforce past research which suggested that youths' self-report of internet use to be cross-sectionally correlated with low levels of social anxiety (Orr et al, 2009; Valkenburg & Peter, 2007). However it may suggest some similarities between Irish and Swedish viewpoints. Surakka et al, (2011) reported Swedish speakers

used the internet as an additional tool to arrange face-to-face meetings. Further research has suggested an association between low levels of social anxiety and an increase in face-to-face interactions (Birnie & Horvath, 2002). It may indicate that Irish adolescents use their social networking account as an alternative method to organise fact-to-face meetings with friends, which would account for little or no social anxiety among online users. However, further research is needed to investigate this hypothesis.

There was no significant statistical correlation found between social anxiety and the frequency of face-to-face meetings with friends ($r = -.068$, $p > 0.01$, 2 tailed). This also does not support past studies which reported an association between low levels of social anxiety and high levels of face-to-face interactions (Valkenburg & Peter, 2007; Birnie & Horvath, 2002).

Additional results:

Using a pearson's r correlation coefficient there was a moderate, negative significant correlation found between age and levels of social anxiety ($r = -.232$, $p < 0.05$, 2 tailed). This supports previous research which suggested that social anxiety has its peak onset during adolescence (Parr & Cartwright-Hatton, 2009; Kashdan & Herbert, 2001). Furthermore, a pearson's r correlation coefficient reported a moderate, negative significant relationship between age and satisfaction with life levels ($r = -.249$, $p < 0.05$, 2 tailed). This supports previous research that found a decrease in life satisfaction after the age of twelve (Bisegger and Cloetta, 2005; Ravens-Sieberer et al, 2000). The association

between age and owning a social networking account was tested using a Pearson's r correlation coefficient. There was a strong positive correlation found between age and having a social networking account ($r = .311, p < 0.01, 2$ tailed). The older you are the more likely it is that you do not have a social networking account. Based on the above correlations, given that the mean age of participants is fifteen years old, the finding suggests a possible relationship between early adolescents, levels of social anxiety, satisfaction with life and access to a social networking account.

Finally, a bar graph representing the number of Social Networking Account (SNA) friends compared with the frequency of access of SNA indicates a possible association. Within the study it appears that the more participants use their social networking account the larger the number of online friends they are connected to. This supports previous research which reported one of the main objectives to using social networking sites is an attempt to establish or increase online social interaction (Orr et al. 2009).

4.3 Implications of the study:

The purpose of this study was to analyse a possible relationship between social networking, levels of social anxiety, self-esteem and, satisfaction with life among an adolescent population. In detail, this analysis involved taking into account the use of social networking accounts and frequencies of face-to-face meetings with friends, in an attempt to provide more insight into the concepts of social anxiety, self-esteem and satisfaction with life. There were no significant results found among self-esteem and life

satisfaction, social anxiety and life satisfaction, the use of social networking accounts and frequency of face-to face meetings with friends. However, the study has highlighted substantial use of online socialising. Consequently it is recommended future studies should investigate the possible long-term psychological effects of online socialising.

This study found a significant relationship between self-esteem and social anxiety. This finding further supports previous research which found a significant correlation between high levels of self-esteem and low levels of social anxiety (McCarroll et al, 2008; Clarbour & Rogers, 2004; Prinstein & La Greca, 2001). The cause and effect of self-esteem and social anxiety in adolescents cannot be confirmed. However, this recent finding will reinforce awareness of the relationship between the two variables. It also highlights the need for developmental psychologist, educational psychologists, psycho therapists, primary care givers and teachers to develop and deliver interventions for adolescents, targeted at increasing self-esteem and reducing social anxiety.

Additional findings of the study reported a moderate, negative correlation between age and levels of social anxiety ($r = -.232, p < 0.05, 2$ tailed). This supports previous research which suggested that social anxiety has its peak onset during adolescence (Parr & Cartwright-Hatton, 2009; Kashdan & Herbert, 2001). Similarly, a pearson's r correlation coefficient found a moderate, negative significant relationship between age and satisfaction with life levels ($r = -.249, p < 0.05, 2$ tailed). This supports previous research that found a decrease in life satisfaction after the age of twelve

(Bisegger and Cloetta, 2005; Ravens-Sieberer et al, 2000). Furthermore, a strong positive association between age and owning a social networking was also found ($r = .311$, $p < 0.01$, 2 tailed). The older you are the more likely it is that you do not have a social networking account. Based on the above correlations and, given that the mean age of participants is fifteen years old, the finding suggests a possible relationship between early adolescents, levels of social anxiety, satisfaction with life and access to a social networking account. Further research is needed to investigate this hypothesis.

4.4 Limitations of the study:

There were a number of limitations to this study. The small sample size of hundred participants may have provided inaccurate results. It may have proven more effective to have a hundred adolescents who participated in online socialising and a hundred adolescents who did not participate in online socialising. The sample of these individuals may have also provided an impact on the result, where the majority of candidates were females which did not allow for gender variance. In addition, previous research has demonstrated a cultural difference in the use of social networking sites (Surakka et al, 2011; National Centre for Technology in Education; Lee et al, 2010; Moody, 2001). Unfortunately cultural difference was not controlled for within this study. The two schools that participated in the study represented an under privileged section of the community which may have impacted on either of the dependent variables. For example previous studies have reported a positive correlation between self-esteem and socioeconomic status (Demo & Savin-Williams, 1983; Rosenberg, 1981; Rosenberg & Pearlin, 1978).

Another limitation is a single study cannot determine the possible long-term implications of using social networking sites on self-esteem, social anxiety and satisfaction with life. Perhaps incorporating both pre-test and post-test measures for these three constructs would be useful in future studies. Finally the study did not allow for confounding variables such as family matters, schooling issues or personality differences that may influence social anxiety levels, self-esteem, levels of life satisfaction, and online communication. The study could not allow for the economic status of the recession. For example if this study was carried out five years previous, during the economic boom, it may have influenced the outcome of results.

Due to the recent surge of online communication among adolescents, there has been a minimal period to examine the possible psychological effects associated with online social networking accounts. Consequently very little research has been published to support findings within this study.

4.5 Suggestions for future research:

To address limitations associated with the research, a longitudinal study would provide more accurate results associated with long-term effects of using social networking sites on self-esteem, social anxiety and satisfaction with life. A period of several months may also allow for any particular events which could influence levels of self-esteem, social anxiety or satisfaction with life for certain individuals.

To ensure in future that there is an accurate, representative result, a larger sample size would be recommended. For example, a hundred or more adolescents that participate in online socialising and a hundred or more adolescents that do not participate in online socialising. The sample size should also cover a broader sample source, such as looking at cultural differences for more generalizable findings. Furthermore, it is recommended that future studies cross-sectionally examine the relationship on socioeconomic conditions. Past research as reported a positive relationship between socioeconomic status and self-esteem status (Demo & Savin-Williams, 1983; Rosenberg, 1981; Rosenberg & Pearlin, 1978). To analyse gender differences the sample should be evenly made up male and female participants. A gender imbalance in this study with more females (88) than males (12), meant gender variances could not be tested.

Additional Findings & Future Research:

Additional findings reported a moderate, negative significant correlation between age and levels of social anxiety ($r = -.232, p < 0.05, 2$ tailed). This supports previous research which suggested that social anxiety has its peak onset during adolescence (Parr & Cartwright-Hatton, 2009; Kashdan & Herbert, 2001). Further investigation found a moderate, negative significant relationship between age and satisfaction with life levels ($r = -.249, p < 0.05, 2$ tailed). This supports previous research that found a decrease in life satisfaction after the age of twelve (Bisegger and Cloetta, 2005; Ravens-Sieberer et al, 2000).

Furthermore, an association between age and owning a social networking account was found to have a strong positive correlation ($r = .311, p < 0.01, 2$ tailed). The older you are the more likely it is that you do not have a social networking account. Based on the above correlations, given that the mean age of participants is fifteen years old, the finding suggests a possible relationship between early adolescents, levels of social anxiety, satisfaction with life and access to a social networking account. Therefore it is suggested that future studies further investigate this possible relationship. Additionally, it is also recommended that future studies focus on the different stages of adolescents, early, middle and late stages. This will provide more accurate association between age and the use of social networking sites.

4.6 Conclusion

The aim of this study was to analyse a possible relationship between online social networking, levels of social anxiety, self-esteem and, satisfaction with life among an adolescent population. In detail, this analysis involved taking into account the use of social networking accounts and frequencies of face-to-face meetings with friends, in order to provide more insight into the concepts of social anxiety, self-esteem and satisfaction with life. Results indicated no relationship between social networking, social anxiety, self-esteem and satisfaction with life within an adolescent community. However a significant correlation was found between self-esteem and social anxiety. The cause and effect of self-esteem and social anxiety in adolescents cannot be determined. However, this recent finding will reinforce awareness of the relationship between the two variables. It also highlights the need for developmental psychologist, educational

psychologists, psycho therapists, primary care givers and teachers to develop and deliver interventions for adolescents, targeted at increasing self-esteem and reducing social anxiety.

The results from additional statistical tests has, highlighted the substantial use of online socialising among an adolescent community. Addition findings have also suggested the need for future research to control for limitations in the current study. Today's teenagers are growing up in a virtual world where nearly everything is computerized. "We must see the internet as a new social environment in which universal adolescent issues such as identity, sexuality and a sense of self-worth are played out in a virtual world in ways that are both new and old. Adolescents are basically co-constructing their own environments" (Greenfield & Yan, 2006).

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Appendices

Appendix A: Questionnaire cover page

Hello,

You are being invited to participate in a questionnaire as part of an undergraduate research project. **This is not a test and there are no right or wrong answers**

What is the Purpose of this study?

The aim of the study is to understand the use of online social networking sites such as Facebook among teenagers.

Why have I been chosen?

You have been selected because you are a teenager who may or may not use social networking sites.

Special Criteria

When I have all the questionnaires back I will write a report on the possible relationship between the use of social networking sites social anxiety, satisfaction with life and self-esteem.

What will happen if I volunteer?

Your participation is entirely voluntary. If you initially decide to take part, you can subsequently change your mind without difficulty. If you agree to participate, you will be requested to complete a questionnaire, which will last no longer than 20 minutes.

This is completely anonymous and confidential – No one is going to know who answered which questions because you do not put your name on the questionnaire. So please try to be honest in your answers.

Thank you for taking the time to read this.

Yours sincerely,

Tara Kinsella

Appendix B: Demographic Questionnaire

Please circle the relevant answers to the following questions:

Gender:

Male Female

Age: _____ years

Do you play sport?

Yes No

If yes please indicate what type of sport you play: _____

How often would you meet up with your friends?

Once a day More than once a day once a week once a month

Do you have a Social Networking Account?

Yes No

If yes please select from the following:

Facebook Bebo Twitter MySpace Other _____

How often do you use your Social Networking Account?

Once a day More than once a day once a week once a month

How long would you spend on your social networking account? 10, 20, 30 or 60 minutes

When using your social networking account, would you spend more time on your own Social Networking page or others social networking page? _____

**How many friends are you connected with through your social networking site?
_____**

**How would you feel if you could not gain access to your social networking site?
_____**

Appendix C: Social Anxiety Questionnaire

THIS IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS.

Please answer each item as honestly as you can. Use these numbers to show **How Much You Feel** something is true for you.

1 = Not at all

2 = Hardly ever

3 = Sometimes

4 = Most of the time

5 = All of the time

Now let's practice on these sentences first. How much does each describe how you feel?

a. I like summer vacation 1 2 3 4 5

b. I like to eat spinach 1 2 3 4 5

1. I worry about doing something new in front of others 1 2 3 4 5

2. I like to do things- with my friends 1 2 3 4 5

3. I worry about being teased 1 2 3 4 5

4. I feel shy around people I don't know 1 2 3 4 5

5. I only talk to people I know really well 1 2 3 4 5

6. I feel that peers talk about me behind my back 1 2 3 4 5

7. I like to read 1 2 3 4 5

8. I worry about what others think of me 1 2 3 4 5

- | | |
|---|-----------|
| 9. I'm afraid that others will not like me | 1 2 3 4 5 |
| 10. I get nervous when I talk to peers I don't know very well | 1 2 3 4 5 |
| 11 I like to play sports | 1 2 3 4 5 |
| 12. I worry about what others say about me | 1 2 3 4 5 |
| 13.I get nervous when I meet new people | 1 2 3 4 5 |
| 14. I worry that others don't like me | 1 2 3 4 5 |
| 15. I'm quiet when I'm with a group of people | 1 2 3 4 5 |
| 16. I like to do things by myself | 1 2 3 4 5 |
| 17. I feel that others make fun of me | 1 2 3 4 5 |
| 18: If I get into an argument, I worry that the other person will
not like me | 1 2 3 4 5 |
| 19. I'm afraid to invite others to do things with me because they
might say no | 1 2 3 4 5 |
| 20. I feel nervous when I'm around certain people | 1 2 3 4 5 |
| 21. I feel shy even with peers I know well | 1 2 3 4 5 |
| 22. It's hard for me to ask others to do things with me | 1 2 3 4 5 |

Appendix D: Self-esteem Questionnaire

THIS IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS.

Please answer each item as honestly as you can. Use these letters to show **How Much You Feel** something is true for you.

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Now let's practice on these sentences first. How much does each describe how you feel?

a. I like chocolate **SA A D SD**

b. I like to eat spinach **SA A D SD**

1. On the whole, I am satisfied with myself **SA A D SD**

2. At times, I think I am no good at all **SA A D SD**

3. I feel that I have a number of good qualities **SA A D SD**

4. I am able to do things as well as most other people **SA A D SD**

5. I feel I do not have much to be proud of **SA A D SD**

6. I certainly feel useless at times **SA A D SD**

7. I feel I am a person of worth, at least I am as good as everyone else **SA A D SD**

8. I wish I could have more respect for myself **SA A D SD**

9. All in all, I am inclined to feel that I am a failure

SA A D SD

10. I take a positive attitude towards myself

SA A D SD

Appendix E: Satisfaction with Life Questionnaire

THIS IS NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS.

Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number in the box for that item. You can use the same number more than once. Please be open and honest in your responding.

- **7 - Strongly agree**
- **6 - Agree**
- **5 - Slightly agree**
- **4 - Neither agree nor disagree**
- **3 - Slightly disagree**
- **2 - Disagree**
- **1 - Strongly disagree**

In most ways my life is close to my ideal.

The conditions of my life are excellent.

I am satisfied with my life.

So far I have gotten the important things I want in life.

If I could live my life over, I would change almost nothing.