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**An investigatory study of
Self-Consciousness, Body-Esteem,
With relation to Facebook usage.**

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(Psychology specialization) at DBS School of Arts, Dublin.

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Table of contents	Page
Acknowledgements	3
Abstract	4
Introduction	5
Methodology:	20
Participants	20
Design	21
Materials	21
Procedure	22
Reliability	24
Results:	26
Descriptive statistics	28
Inferential statistics	29
Discussion	34
References	42
Appendix	48

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Abstract

The aim of the current study was to investigate the relationship between Facebook intensity, body-esteem and self-consciousness including private and public self-consciousness. Participants were asked to complete a questionnaire that was comprised of three different scales measuring Facebook intensity and social connectedness, self-consciousness and body-esteem. Eighty-six participants took part in the study, all of which were female students, full and part time undergraduates and transition year school students. The predictor variable was the subject's score in the Facebook intensity scale, and the criterion variables were body esteem and self-consciousness. The results reported that there was a significant relationship between body esteem scores and Facebook intensity. It was concluded that Full time students spent more time on Facebook than transition year students and part time students, and this had an effect on part time student's self-consciousness levels. 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. . 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). "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). 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 5 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). With respect to adolescents, a 2011 EU-wide project by the London School of Economics yields the richest data. According to this, 75% of 13-14 year olds and 88% of 15-16 year olds in Ireland have a social networking account. A fifth of teenagers use Facebook to contact people they have not met in real life, while a tenth of Irish teenagers display their

address or phone number on their Facebook profile, and over half display the name of their school. (Livingstone, Olafsson and Staksrud, 2011). McAndrew and Jeong in 2012 found that older users in their sample spent less time on the Facebook website than those younger participants.

The recent growth of Facebook to over one billion users has given people a massive virtual stage on which they can perform. Facebook is easily accessible with more than half of the users using it on their mobile devices. Facebook's mission statement is "to give people the power to share and make the world more open and connected" (Facebook.com, 2012). 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) One of the more prominent facets of this body of research is the study of correlations between Facebook usage and its effects on the self, such as the existing research examining how Facebook can influence inherent traits such as productivity, work ethic, self-esteem and many more.

So far, few studies have specifically examined the relationship between overall Internet exposure and body esteem concerns. One study has looked at a small sample of adolescent girls who were recruited from a high school. Tiggemann & Miller. (2010) reported that Internet exposure was correlated with body image concerns, including a drive for thinness in the young female adolescents. They found in the study recorded that there were no relationships with time spent on You-Tube, Google, or MSN, but that the time spent on Facebook was related to body image. The authors of the paper hypothesised that it was the communal activeness of social networking sites that distinguished them from other

Internet sites. I.e. Facebook from Google. 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)

Research carried out by Tiggemann & Slater (2013) examined the relationship between the variables of internet exposure, body image, within adolescent girls, with the focus being on a networking site known as 'Facebook'. 75% of the girls in the study had a Facebook profile and were on Facebook around 1.5 hours daily. Facebook users scored significantly higher on their body image concerns than those who didn't have a profile. This study was replicated by Tiggemann & Miller (2010) to replicate and have a broad representation of the relationship between Internet exposure and body esteem concern in a much larger and more diverse sample of adolescent girls. Furthermore, 95% of the girls had access to the Internet in their own home. The time spent on the Internet was significantly related to the thin ideal, body surveillance, and drive for thinness. Facebook users scored significantly more highly on all body image concern measures than non-users.

The research carried out by Tiggemann & Slater (2013) and Tiggemann & Miller (2010) show similar representations of the use of the internet. Both studies show that Facebook has a major role in adolescent's lives and how they look at themselves towards others. The differences between both are one study shows a drive for thinness while the other shows the individual comparing themselves to others on the Facebook website.

Related research was carried out by Andela, Auzoult, & Truchot, (2014). It examined if there was a relationship between public self-consciousness, private self-consciousness (self-reflectiveness and internal state awareness), and two emotion-regulation strategies:

cognitive reappraisal and expressive suppression. 59 employees of a public hospital completed a survey. Public self-consciousness was not associated with either emotion-regulation strategy, while both dimensions of private self-consciousness were related to the strategies. While self-reflectiveness was correlated with expressive suppression, internal states awareness was associated with cognitive reappraisal.

Many studies with specific regard to Facebook have been limited to student populations. This is probably for two reasons, the first being ease of access for the researchers. The second is probably because Facebook was originally a university phenomenon (Phillips, 2007). However, as its current users are drawn from the wider population, this focus on students in more recent studies could be seen as a limitation of the studies, taking away from their generalizability.

Facebook:

The most popular features of the Facebook site include member profiles, which will contain personal background information and display of a user's list of friends including most recent and oldest friends. Facebook allows photo sharing among users, together with functions such as tagging and commenting on photos, these will appear on friends 'news feed' for everyone to see. Users are also allowed to create and contribute applications, taking advantage of the open-source platform of the Web site (Papacharissi, 2009)

Facebook is by far the most popular social networking site (SNS), with 96% of students reporting use of this site (Smith & Caruso, 2010). The widespread usage of Facebook among college students has led researchers to consider what impact Facebook has on various

aspects of their lives. Particularly, the ease of access to social interactions via Facebook has likely had psychological impacts on college students (Manago *et al.*, 2012)

It has been suggested that there may be a link between time spent on Facebook, eating disorders, and body dissatisfaction (Cohn, 2012; Enayati, 2012). Despite popular speculation of Facebook and body image, there is little empirical work on this topic.

Facebook seems to be an important part of college students who have Facebooks in their everyday lives. Indeed, adolescents have been referred to as the “defining users” of the Internet. (Valkenburg 2009). It is evident that it has been integrated into their daily routines (Debatin *et al.*, 2009). Potentially how individuals feel about Facebook may be linked to feelings about their appearances. This targets individuals who are more emotionally integrated with Facebook to be more concerned with their looks. Facebook is a highly visual SNS; for those who are concerned with their appearance, it may be a place where they can continually “work on” their appearance by’ virtually’ i.e.) editing the photo before putting it as their profile picture. Given these unrealistic ideals students are encouraged to embody, it is not surprising that most college students are dissatisfied with their bodies (Gillen & Lefkowitz, 2006; Yates, Edman, & Aruguete, 2004),

Although there is literature on why individuals use Facebook (Anderson, Fagan, Woodnutt, & Chamorro-Premuzic, 2012), little is known about how users relate to the site itself, including the emotional connection individuals have to it. This paper will look at the relationship between students who are on Facebook a lot versus those whom are on it for shorter periods of time. Facebook variables included in the scale involve the number of friends on Facebook, time spent on Facebook, and connection strategies for the site.

Studies have found that use of SNSs in general has a positive relationship with users' social self-esteem and well-being (Kalpidou, Costin, & Morris, 2011; Steinfield et al., 2008). Some have focused on Facebook intensity as an explanatory variable for individuals' psychological well-being (Ellison *et al.*, 2007, 2011; Valkenburg, Peter, & Schouten, 2006).

The Facebook Intensity Scale also has a subscale for Social Connectedness, high levels of social connectedness have been found to predict lower levels of depression and anxiety, as shown in a study of secondary school students by Lester, Waters & Cross, (2013).

Self-Consciousness:

The current study adds to previous research by adding in factors of self-consciousness the scale represents Private Self-Consciousness (Private SC), Public Self-Consciousness (Public SC), and Social Anxiety. (Fenigstein, Scheier, and Buss (1975) suggest that the dispositional tendency of a person to direct attention to the self can be further divided into public self-consciousness (attention to one's physical appearance or one's concerns about being appreciated by others) and private self-consciousness (attention to one's personal feelings or introspective behaviours) In contrast, Social Anxiety represents apprehensiveness about negative evaluation, reflected in items such as "I feel anxious when I speak in front of a group". 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. This links in with a females self-consciousness as extraversion links with the public self.

Also, this research is being done in Ireland, when previous research has been done in the USA and Australia. Adding in the factor of self-consciousness factor allows the participants to show their 'inner self'.

Private self

Private self-consciousness relates to a person's own attention to personal feelings or introspective behaviours. (Fenigstein, Scheier, & Buss, 1975). Previous studies have primarily focused on private self-consciousness. Private SC is associated with awareness of internal sensations (Scheier, Carver, & Gibbons, 1979), attitude consistency (Scheier, 1980), and higher correlations between self-report and behaviour (Scheier, Buss, & Buss, 1978). Private SC appears to be more strongly related to depression than Public SC, whereas Public SC appears to be more strongly related to anxiety than Private SC (Mor & Winquist, 2002). In reference to specific syndromes, social anxiety appears to be more strongly related to public self-focus than private self-focus, and generalized anxiety appears to be equally related to the two types of self-focus (Mor & Winquist, 2002)

Public self

PSC (public self-consciousness) is defined as the individual's "tendency to think about those self-aspects that are matters of public display, qualities of the self from which impressions are formed" (Scheier & Carver, 1985, p. 687). A general premise of PSC is that people high (versus low) in PSC are more likely to consider themselves as a social being and tend to make decisions based on them self and how they are seen in other people's eyes (Fenigstein, Scheier, & Buss, 1975). Public self-consciousness items referred to physical

appearance consciousness or worry about others' evaluations. For example: "Before I leave my house, I check how I look".

People of high public self-consciousness are more likely than other individuals to engage in self-protective strategies such as self-handicapping (Shepperd & Arkin, 1989) and to withdraw from embarrassing social encounters (Froming, Corley, & Rinker, 1990

Social anxiety

Social anxiety, which is rooted in social awkwardness and concerns about what might occur. Embarrassment occurs following a series of social norms which can happen to anyone (Miller, 1996)." Although the social anxiety that characterize shyness may make people prone to embarrassment" (Bruch et al., 1997), individuals with a susceptibility to embarrassment do not typically show the self-presentational acts associated with shyness (Miller, 1995). Embarrassment is clear from both shyness and social anxiety, and it is likely to influence behaviour only when there is a risk for impropriety. Regardless of their social competence, people high in embarrassment worry about violating social norms and readily become flustered whenever they do so (Miller, 2009). Richards (2012) from the Social Anxiety Institute highlights that social anxiety is a fear of being judged and evaluated negatively by other people, leading to feelings of inadequacy, embarrassment, humiliation and depression.

Internal state awareness, which reflects the consciousness of a person's own emotional and physical states, is negatively linked to shame and social anxiety (Watson, Morris, Ramsey, Hickman, & Waddell, 1996), as well as tendencies to boredom (Seib & Vodanovich, 1998). It is also linked to positive aspects of the self, such as general and social

self-efficacy (Watson, Milliron, & Morris, 1995). By being aware of their internal states, the undergraduate students may be much more sensitive to the discrepancy between their actual physical and emotional inner states and Facebook intensity. When Facebook users post status updates and opinions they are open to being judged by others. The amount and type of feedback received from friends could lead to those negative feelings. This research will outline if people using Facebook are socially anxious.

In virtual social interactions those with lower self-esteem and higher social anxiety in real life spend more time on the internet, perhaps seeking connections or distraction, but in fact more likely to have fewer friends than those who thrive interpersonally in the real world (Kraut et al. 2002). Sheeks and Birchmeier (2007) showed that a preference for mediated communication is connected to shyness and is in line with findings that people with social anxieties have increased need for control that can be satisfied more easily in asynchronous communication. 207 undergraduate students in a US Midwestern University participated in a study to test the notion that Facebook use is associated with increased friendship quality for shy individuals, Baker and Oswald's (2010) results showed that Facebook was positively associated with satisfaction, importance and closeness with Facebook friends for relatively shy individuals. Social anxiety is defined by the DSM as a "persistent fear of one or more situations in which the person is exposed to an unfamiliar people or the scrutiny by others "(DSM-IV, 2013)

Body esteem

Body Esteem Scale (BES) is used in this study to assess the knowledge the students have of their own body esteem relating to their Facebook usage. (Mendelson, Mendelson, & White, 2001). Body esteem is measured using the Body Esteem scale by Franzoi and Shields (1984). From early childhood and onwards our body image affects our thoughts, emotions and behaviours in everyday life (Cash, 2004). Body-esteem is a term that refers to a person's inner picture of his or her outward appearance and is often referred to as body image. It has two components: perceptions of the appearance of one's body, and emotional responses to those perceptions. It has been defined as a "person's perceptions, thoughts and feelings about his or her own body" (Grogan, 1999) and as "the picture of our own body which we form in our own mind" (Schilder, 1950) Body-esteem, self-esteem and body satisfaction/dissatisfaction has generally been thought of to be a female preoccupation (Orbach, 1993)

For females, characteristics of body esteem include sexual attractiveness and weight concern. Sexual attractiveness includes how a female feels about her body scent whereas weight concern relates to how a female feels about her appetite (Franzoi & Shields, 1984, pg. 174)

According to Franzoi and Shields (1984, pg. 173), body esteem is "an important dimension of general self-esteem". Previous studies examining the relationship between body esteem and self-esteem showed no significant gender differences (e.g. Franzoi and Herzog, 1986; Lerner and Karabenick, 1974; Lerner, Karabenick, and Stuart, 1973; Pliner, Chaiken, and Flett, 1990). However, later research found significant gender differences regarding body esteem (Mendelson, Mendelson, and White, 2001). More specifically,

Mendelson *et al.*'s study found that females had lower appearance and weight scores than did males (2001, pg. 103).

In the 19th century, women with tiny waists and large busts came to be valued in society. It was desirable for an upper-class man to be able to span a woman's waist with his hands. If women were too frail to work, plantation owners could justify the use of slaves (Fallon, 1994). In these times, much emphasis was placed on female fragility, which then made a woman a more attractive candidate for marriage.

During the time of World War 2, curves became more accepted; Bettie Page, who flaunted curves and long legs, was the icon of feminine beauty (Reel, 2013, pg. 204). In the 1950s, actress Marilyn Monroe's curvaceous figure became the ideal female body (Reel, 2013, pg. 204). Although her figure was admired, models were seemingly getting skinnier at the time (Reel, 2013, pg. 204). Throughout history, female ideal figures have changed so often and have been unattainable. Hence, it is important to recognise and understand the historical and existing perceptions of the ideal female body.

Breckler (2006) 'Upward comparisons' for Facebook are understood as the tendency to compare the self to others perceived to be better off. On the other hand, downward comparisons involve comparing oneself to someone perceived as worse off. These two types of comparisons can be observed in the context of Facebook if a person harshly evaluates their own profile-presentation against another person's which 'appears to have it all'. Such a criticism would reduce the person's sense of body-esteem. The EU Kids Online project found that 39% of children aged 11-16 say it is "a bit" or "very true" that they find it easier to be themselves on the Internet than with people offline. (O'Neill, Grehan and Olafsson, 2011).

Research on body esteem is crucial because low body esteem has been linked to depression and eating disorders (Denniston, Roth, and Gilroy, 1992; Jackson, Sullivan, and Rostker, 1988; Mintz and Betz, 1986; cited in Henriques & Calhoun, 1999, pg. 357). In general, few studies had investigated whether the level of pubertal development could influence body esteem in both groups: boys and girls. This is why this study is focusing on the body esteem of Irish young woman.

Specific Rationale for this Study

While the number of studies in this area is increasing, thus far, few have been located in Ireland. In addition, few have focused on adolescents. The studies of body esteem, self-consciousness and online behaviour that have focused on adolescents either pre-dated Facebook or focus on other social networking types.

The Internet is central to the lives of many adolescents. An adolescent who turns 18 this year (2015) was born in 1997, just two years after government funding of the World Wide Web ended, commercial companies took over as Internet Service Providers and began to provide dial-up Internet access, and as a result, the Internet began to become widely available in people's homes (Zakon, 2011). This means that today's teenagers have grown up in a world where they do not remember a time before the internet.

Moreover, the ease of these new ways of interacting means that adolescent and the adults in this study are constantly with their peer group, albeit in a virtual way. If adolescents' in group identity is related to their self-esteem/body esteem and self-concept / self-consciousness (Shaffer and Kipp, 2010, p. 617), this increased contact with the larger group with whom they identify, share and spend their time may be having a powerful impact, and it is that impact this study will attempt to investigate.

Aims of the study

So, the aim of this research is to offer clear understanding of the variables body esteem, self-consciousness including private self-consciousness and public self-consciousness alongside social anxiety and Facebook intensity. This research is an essential building block for high quality research.

The specific aim of this study is to investigate how body esteem and self-consciousness are related to Facebook usage in adolescents and female woman.

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.

Hypotheses are:

- There will be a significant difference between time spent on Facebook in Part time students, full time students and transition year students.
- There will be a significant difference between transition year students part time and full time student's self-consciousness.
- There will be a relationship with hours spent on Facebook for all students body esteem
- There will be a significant difference between body esteem and private self-consciousness in Transition Year students, Full Time students and Part time students.

Methodology

Participants

The total number of participants for the study is 86. These 86 people included transition year students from a secondary school, full time and part time undergraduate students in Dublin Business School. Broken down the participants of transition year in total were thirty two, undergraduate part time students being twenty eight and full time students being twenty six. Transition year students were chosen to avoid disruption to Leaving Certificate classes. All participants participated as good will. The age range for these participants was from fourteen years up to age fifty six with the mean age being thirty five. There was no gender split in the study as females were only being tested. The Participants were required to have a Facebook account. The classes within the year groups were chosen at random. Students that were absent on the day the questionnaires were distributed were not included in the study. No incentive was offered to the participants and participation was voluntary. The principals of the schools acted in loco parentis and consent did not need to be obtained from parents.

Design

The design of this study was a within subjects design, each group was only examined once and it was a non-experimental quantitative design using correlation.

The criteria variable was Facebook intensity and the predictor variables were Self Esteem and Self Consciousness. The data collected from the questionnaires were analysed using SPSS version 22. Descriptive statistics were used to analyse differences and similarities between Facebook intensity and each of the two variables.

There were three experimental groups being transition year students, full time undergraduate students and part time undergraduates. These participants were assigned to groups regarding their education status.

Materials

The materials used in the study consisted of several pen and paper self-report Questionnaires. All participants completed a number of questionnaires. The questionnaires consisted of three major sections assessing the participants Facebook use, self-consciousness and self-esteem along with two questions asking the participant's age and educational status. The study also used standardised instruments, consisting of the Facebook Intensity Scale (Ellison, Steinfield & Lampe, 2007) the Facebook Connection Strategies Scale (Ellison, Steinfield & Lampe, 2011), The body Esteem scale (Franzoi & Shields, 1984) and Self-Consciousness Scale (Scheier, M. F., & Carver, C. S. (2013)). A copy of the questionnaire booklet is provided in the appendix.

Procedure:

Ethical clearance was granted by the Dublin Business School Department of Psychology Board of Ethics. Written consent was granted by the principals of the schools involved, in loco parentis, two months before the research was carried out.

Arrangements were made with lecturer's days before the study was conducted. As participants entered the room they were informed of the study. Participants were told that the questionnaires would take about 15 minutes of their time to complete and to answer the questions also for them to be as honest as possible and completed under exam conditions to ensure confidentiality. Each participant was then handed out the questionnaire booklet. They were informed that if they did not possess a Facebook account, they should not complete the questionnaire.

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, also they could not get their questionnaire back after it had been handed in. Participants were assured that the study was completely voluntary and they could withdraw from participation at any time. It was also made clear to all students that they must be a Facebook member to take part in the study. The booklet contained written instructions which were given at the start of each questionnaire instructing the participants to score the level to which they agreed with each item. None of the students withdrew from the study. Assistance in reading the questionnaire and clarification on the meanings of words, questions or instructions used were provided to the students if necessary. The transition year students were allowed a full 40-minute class period to complete the

questionnaire, while the full time and part time college students were allowed maximum 20 minutes. The majority finished within 10-15 minutes, but some students used the whole time allotted.

The first scale was the Self-Consciousness Scale (Scheier, M. F., & Carver, C. S. (2013) the second scale was The Body-Esteem Scale (Franzoi & Shields, 1984) the third scale was the Facebook Intensity Scale (Ellison, Steinfield & Lampe, 2007). A further page was handed out while students filled out the survey; it contained helplines such as the Samaritans and Teenline. After the questionnaires were completed, which took around 10 to 15 minutes; they were collected from each participant which was then thanked for taking part.

Copies of the consent letter, explanation sheet, questionnaire and debriefing sheet are included in the appendices.

Reliability and Validity of the surveys

Facebook Intensity

The Facebook Intensity scale (Ellison, Steinfield & Lampe, 2007) was used to measure the frequency and duration of Facebook use along with connection strategies. This scale consisted of 7 items (as question number 6 was left out not by choice). A measure of Facebook use was a better measure than simply asking about average time spent on the site and more valid than self-report about activities. The scale also incorporates the user's emotional connection to the site and how it integrates into the user's daily life. 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". For question 6 'Approximately how many TOTAL Facebook friends do you have?' answers were shown on a likert scale 0-100 100-250 250-500 500-1000 1000+ and participants were asked to circle their answer. On question 7 a five point likert scale was used again, from 0-15minutes, 15-30 minutes, 30-60minutes, 1-2hours, 3 hours+. Again, participants were asked to circle their answer. This scale included statements like "Facebook is part of my everyday activity", 'I feel I am part of the Facebook community'.

For the questions on connection strategies there were 4 questions in total. 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". This scale included statements like 'I use Facebook to meet new people. The Cronbach Alpha for Facebook intensity was .948, which is below the cut-off point 7.

Body Esteems scale

The Body-Esteem Scale (Franzoi & Shields, 1984) was used to measure how participants felt about their own body and how they perceive people view their body. This questionnaire consisted of 21 questions in total with a likert scale ranging from 1-5, Never = 1. Seldom = 2. Sometimes = 3. Often = 4. Always = 5. This scale included statements like 'I like what I look like in pictures', 'other people consider me good looking' and 'my weight makes me unhappy'. Participants were instructed to score the level to which they agreed.

Self-Consciousness scale

Self-Consciousness Scale (Scheier, M. F., & Carver, C. S. (2013) was used to measure how self-conscious the participants are in general. This questionnaire consisted of 22 questions in total. Participants were instructed to score the level to which they agreed with each item according to a 4 point likert scale with 3= a lot like me 2= somewhat like me 1= a little like me = 0= not like me at all. This scale included statements like 'I am concerned about my style of doing things', 'It's easy for me to talk to strangers' and 'Before I leave my house I check how I look'. Participants were instructed to score the level to which they agreed.

Results

Analysis of the collected data was performed using the statistics program SPSS

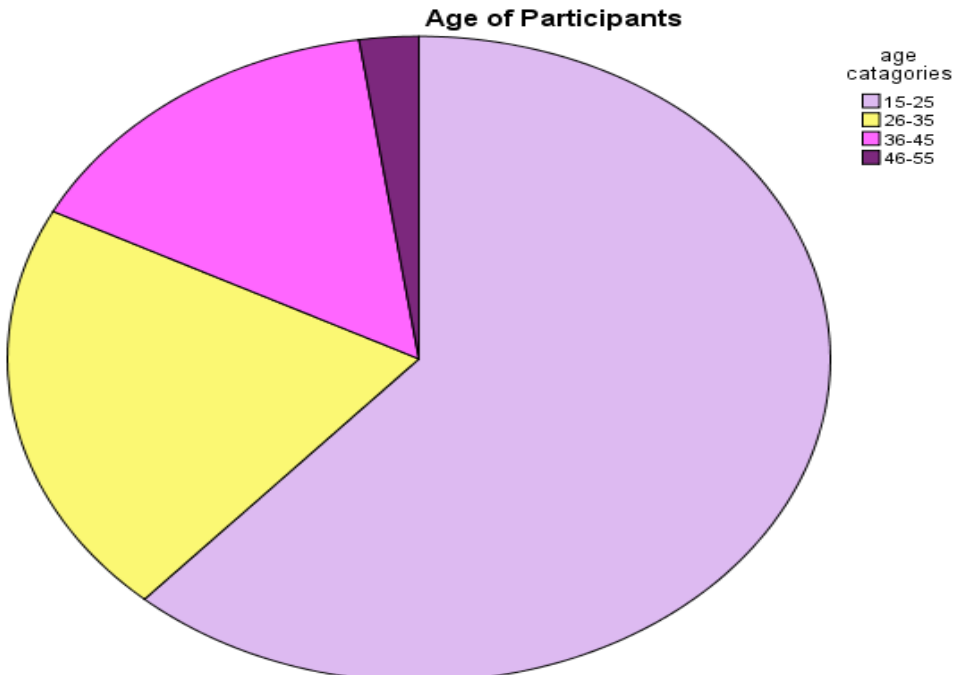
(Version 22.0) in order to determine whether the hypotheses were true.

1.1 *Demographics*

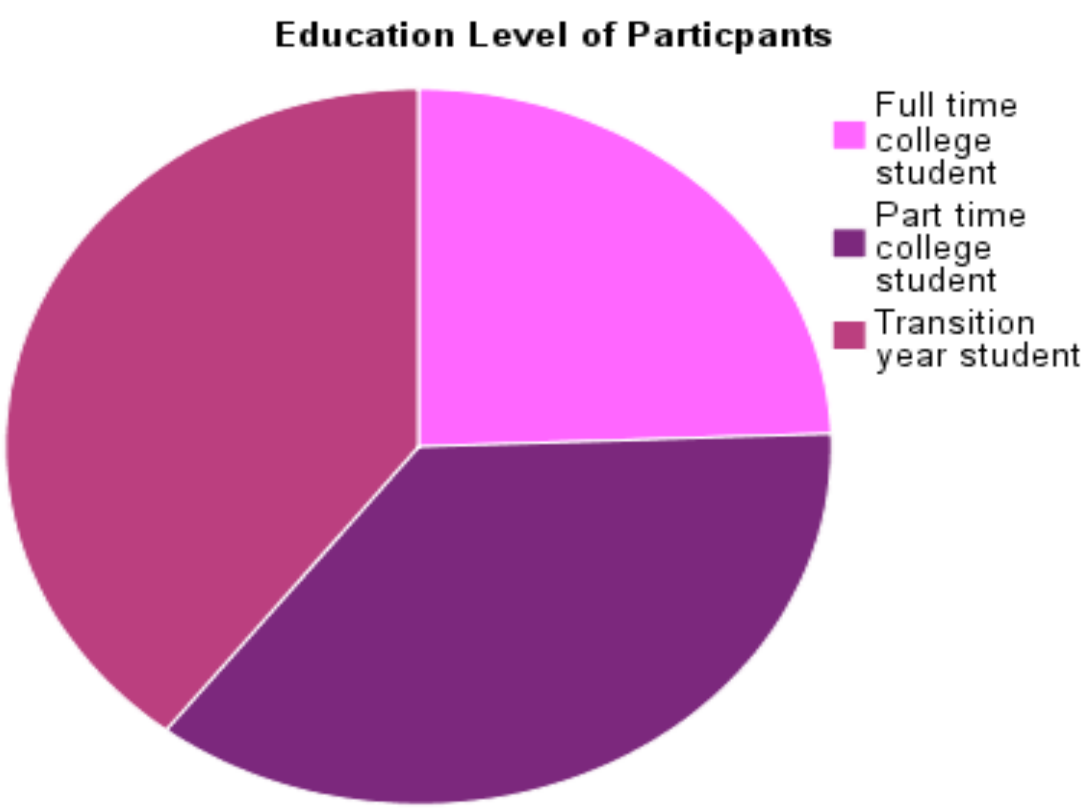
From the 86 respondents to the survey, the ages of participants and frequencies indicated that 62.00% (N) = 53 were aged between 15 and 25, with 20.09% (N) = 18 falling into the 26-35 (N) =13 year old category and 15% were aged between 36 -45 (N) = 2 and which can be seen in Graph 1.

From the 86 participants who have done the survey 24% (N) = 21 Full Time college students, 36% (N) = 31 were Part Time college students, 39.5% (N) = 34 were transition year students. Chart 2 illustrates the education levels of the students.

Graph1.



Graph2.



1.2 Psychological Measures

Table 1 shows the mean and standard deviation of Self-Consciousness, Body-Esteem, Facebook Intensity, Private Self Consciousness and Public Self Consciousness. Reliability was assessed through Cronbach's alpha, and all except the Facebook intensity scale exceed the generally accepted guideline of .7. In the Facebook Intensity scale, question 6 had been left out not on purpose

Table 1 *Descriptive Statistics of Psychological Measures*

Variable	Mean	Standard Deviation
Self-Consciousness	43.23	9.10
Body-Esteem	55.76	9.75
Facebook Intensity	3.10	1.06
Private Self	16.70	4.25
Public Self	13.98	4.14

Inferential statistics

There will be a significant difference between time spent on Facebook in Part time students, full time students and transition year students.

The results of the Kruskal-Wallis analysis indicates that there is a significant difference in the medians that time spent on Facebook between students did differ significantly ($\chi^2(2) = 0.46, p < .000$).

For full time students (N)= 21 and the mean being 65.88 for Part Time students (N)31= 20.52 and Transition year students (N)= 34 (50.63). The Chi- square result for total time spent on Facebook is 59.36.

Graph 3 beneath shows the amount of time students spend on Facebook on a daily basis. The graph indicates the difference between Part Time students Facebook use showing they do not spend more than 30-60 minutes daily on Facebook where as Full Time and Part Time students spend 3+ hours a day. Also, no Full Time student was on Facebook for 15-30mins.

Graph3.

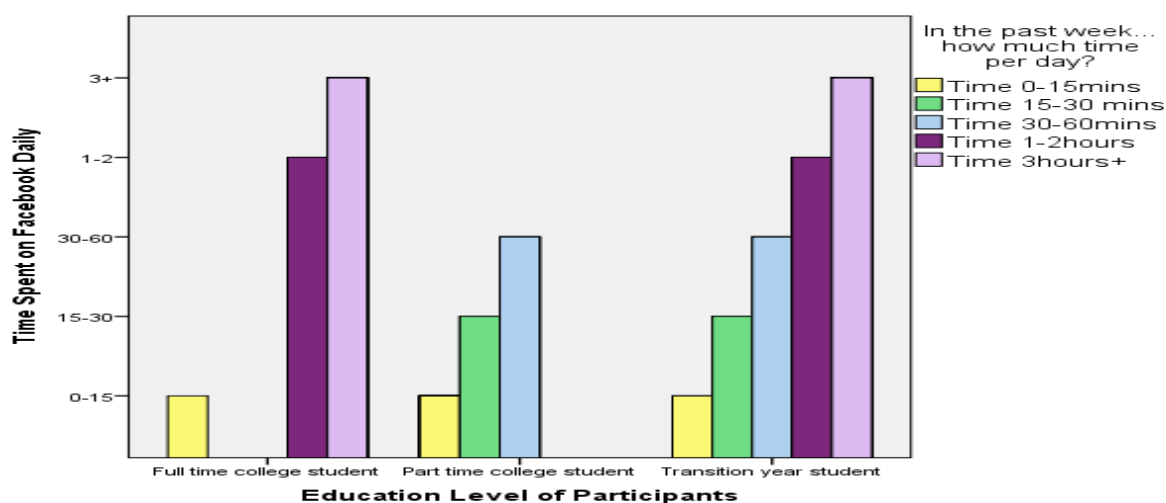


Table 2 shows the statistic, degree of freedom, and significant value of Self-Consciousness as a whole, with Full Time, Part Time and Transition year students.

A one-way analysis of variance showed that self-consciousness differed significantly between the three student groups. ($F(2, 83) = 10.94, p < .001$). More specifically Tukey HSD post hoc analyses highlighted that full time college students ($M = 48.23, SD = 4.38$) are more self-conscious than part time college students ($M = 38.00, SD = 11.60$) and transition year students ($M = 44.01, SD = 6.06$). Thus, highlighting that the high levels of self-consciousness can be seen more in full time college students than other students. Table 2 shows the descriptive statistics for self-consciousness and graph 4 shows the education level of the participants and their level of self-consciousness.

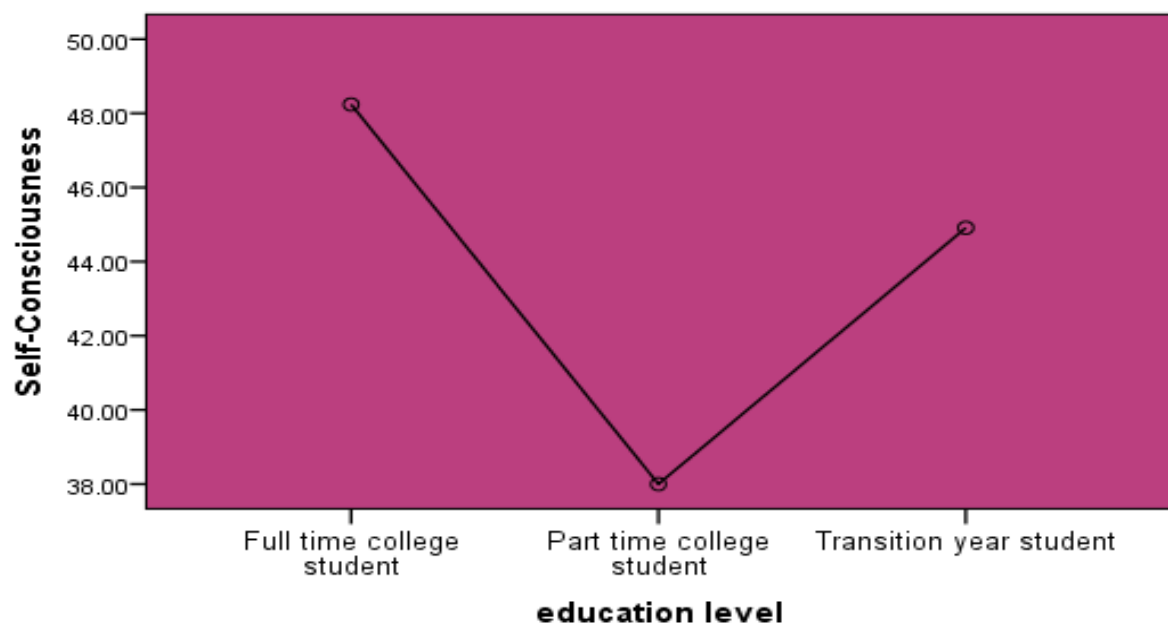
Table 2: *ANOVA table*

Variables	Groups	Mean	SD	F	dfs	P
Self-Consciousness	Full Time	48.23	4.38	10.94	2,83	.000
	Part Time	38.00	11.60			
	Transition	44.01	6.06			

P is significant at .05 levels.

DF= degrees of freedom.

Graph4.



A Spearman's rho correlation found that there was a significant association between Facebook and Body esteem for all students. ($R_S(86) = .322^{**}$, $p = .003$). Overall, there was a strong, positive correlation between Facebook and students body esteem.

Full time college student Body Esteem and Facebook Intensity (FBI) showed ($r(21) = 0.425$, $p > .055$, 2-tailed). Part Time students showed ($r(31) = -.369^*$, $p < .041$ 2-tailed). Transition year students showed up ($r(34) = -.050$, $p > .777$ 2-tailed)

A Spearman correlation coefficient found that there is no relationship between body esteem and intensity of Facebook use for Full Time and Transition year students, but there was a significant relationship for Part Time students. Correlation is significant at 0.05 levels (2-tailed)

A one way ANOVA showed that Body Esteem for Full time students ($M=60.38$, $SD=12.40$) and Part time students ($M=49.70$, $SD= 7.21$) and transition year students ($M= 58.44$, $SD= 7.00$). $F(2) = 12.113$, $P<.000$. Full time college students are significantly different to part time college students.

A one way ANOVA between three groups showed a significant difference on Private Self Consciousness. Full time students ($M=19.76$, $SD= 3.20$) and Part Time students ($M= 15.0$, $SD = 4.74$ and Transition year students ($M= 16.2$, $SD = 3.36$).

$F(2) = 9.47$, $P<.000$. There is a significant difference between full and part time college students and there is no significant difference between part time and transition year students on their Private Self Consciousness.

Table 4 shows the difference between Private Self Consciousness and all students.

Table 4: *ANOVA table*

Variables	Groups	Mean	SD	F	dfs	p
Body-Esteem	Full Time	60.38	12.40	12.11	2	.000
	Part Time	49.70	7.21			
	Transition	58.44	7.00			
Private Self	Full Time	19.76	3.19	9.47	2	.000
	Part Time	15.06	4.74			
	Transition	16.26	3.36			

P is significant at .05 levels.

Discussion

The aim of this study was to find a relationship between Facebook use and the variables Self-Consciousness, including Private Self and Public Self, and Body Esteem. This study also aimed to clarify and add to previous research in the area. What was accepted and what 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 Self-Consciousness Scale by (Scheier, M. F., & Carver, C. S. (2013) was used to assess how self-conscious the students were including subscales for public and private-self scales, public anxiety was asked in the questionnaire but was not tested by data. Body Esteem scale for Adults and Adolescents by (Mendelson, B.K., Mendelson, M.J. and White, D.R. (2001) was used to look at participants Body-Esteem overall. Further research supporting this infers that across gender, females report more issues and greater concern about their weight and 'drive for thinness', leading to lower self-esteem and body-esteem, whereas males reported a greater drive for muscularity.

The first hypothesis tested in the current research was whether there will be a significant difference between times spent on Facebook in Part time students, full time students and transition year students. There was difference between Part Time students Facebook use showing they do not spend more than 30-60 minutes daily on Facebook where as Full Time and Part Time students spend 3+ hours a day. Australian adolescents, like their counter parts elsewhere are increasingly turning to other forms of media, most notably the Internet. Both Australian and US's youth are reported to spend an average of more than 1.5 hours online per day outside of schoolwork. Indeed, adolescents have been

referred to as the “defining users” of the Internet. (Valkenburg 2009). This past research by Valkenburg supports the hypotheses showing that adolescents do spend more than 1.5hrs daily on the internet.

Again, differences were found in terms of age group, with the younger group spent more time on Facebook per day. This seems to mirror the results found by McAndrew and Jeong (2012) who found that older users in their sample spent less time on the site, even though their sample’s mean age was almost twice that of the current study.

The second hypotheses tested if there would be a significant difference between transition year students part time and full time student’s self-consciousness. However, when a one-way analysis of variance was carried out to test the difference between all the students and it showed that the high levels of self-consciousness can be seen more in full time college students than other students. The absence of a significant relationship between Facebook intensity and part time and transition years self-consciousness in the present study also fails to support some of the previous studies conducted around self-consciousness.

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 there was no relationship found with extraversion which can be related to public self, there was also no relationship found for Private-Self. This current study is in contrast to previous research which links using Facebook with a positive influence on users lives, such as the enhancement of self-esteem (Gonzales & Hancock, 2011) or an increase in overall life satisfaction (Ellison et al, 2007; Vanazuella et al, 2009).

The third hypotheses tested in the current research suggested there will be a relationship with hours spent on Facebook and all students' body esteem. Breckler (2006) proposed that people on Facebook compare themselves to others by viewing the content on their profile. This can influence a person's body-esteem but can be either in a negative or positive way. Regarding the current study, people with higher body esteem spent more hours on Facebook. For Future research it would be necessary to investigate whether body-esteem 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 profile photo or a status update as this could possibly enhance ones self-esteem, or decrease it if there was not many likes. However, according to Gingras et al (2004) body image dissatisfaction has become so widespread and prevalent in society that it is commonly termed a 'normative discontent', and this is especially evident among women.

The study by Mehdizadeh, (2010) linked participants with low self-esteem to increased Facebook use, and while a correlation was found in the current study, it must be noted that the study by Mehdizadeh also linked narcissism levels with the self-esteem scores when comparing Facebook use, so perhaps lack of further complimentary variables to partner with self-esteem may be the reason for the absence of this particular correlation in the present study. Research by Steinfield et al., reported, in contrast to the Mehdizadeh, (2010) study, that participants with lower self-esteem scores benefitted greatly from the use of Facebook in comparison to those with high self-esteem, in terms of productivity while online, specifically social capital.

In contrast, 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 from Facebook to do so.

This study also hypothesised that there would be a significant difference between body esteem and private self-consciousness in Transition Year students, Full Time students and Part time students.

Body-esteem, self-esteem and body satisfaction/dissatisfaction has generally been thought of to be a female preoccupation (Orbach, 1993), one of the reasons only females were being looked at in this research. Research carried out by Nauert (2011) discovered women have comparable self-esteem during adolescence and early adulthood and that, self-esteem increases during adolescence, then slows in young adulthood. For this study it shows Private Self-Consciousness is lowest in Part Time Students, with Full Time students having the highest mean of Private Self.

Limitations

A subsequent limitation was the sample size. The current study gathered data from 86 participants, and they were all female participants. A bigger sample may have established a better or more conclusive result as it would have provided a more accurate description of body esteem.

The Facebook usage was another limitation. In the demographic data section of the questionnaire the researcher did not consider any college students to not have a Facebook Profile, therefore, those who had no Facebook Profile could not participate. However, it was the case that the researcher was only looking for participants with Facebook. It may have also served useful to have a much wider age range, since the research was aimed at 86 students the age range could have been extended to cater for younger students from the age of 12 onwards as well as undergraduates, postgraduates and the older population. There were also problems with the Facebook Intensity questionnaire as question number 6 was left out not on purpose. A Chronbach's Alpha was run to test the reliability. Peer pressure on women and men emerged as more important than media influences. (Sheldon, 2012)

Furthermore, the choice of data was Quantitative Research, which held its own limitations as it restricted the participants in their choice of answer, forcing them to answer questions using a Likert Scale. If the data were to be Qualitative, an in depth analysis could have been carried out and as a result, the data collected may have differed. For time considerations, qualitative research was not possible to complete.

Finally, general limitations for the present study are that it did not account for variables such as peer pressure, as previous research has shown that peers are the most influential factor that contributes to women's low body esteem. Peer pressure on women and men emerged as more important than media influences (Sheldon, 2012).

Strengths of the research

This study focused on self-consciousness both private self and public self along with body image in female adolescents and woman with regard to their use of Facebook. There were several significant findings. It shows that full time students were most effected by their body esteem and in their private self, with part rime students being least affected by their body esteem and private self. Full time students are most self-conscious as a whole, yet they spend the same amount of time on Facebook as Transition year students.

Further Research

Future studies of this area should acquire a larger sample size as the total participants of 86 may restrict the ability to generalise the findings of the study, also with a smaller sample size some aspects of the demographics may become redundant. In the future by having both male and female participants this would increase the sample size as well as using other participants not just students.

As well as this, future research may look at possible correlations between such variables as those used in this study and a different social networking site, for example Twitter and Instagram, which has become increasingly popular in the last few years. Depending on the research, any number of variables could be added to this study, for example testing neuroticism or narcissism along with Life Satisfaction against the use of social networking sites.

Further Research could also look at Facebook Connectedness as it was not used in this research but would be interesting to see if Social Connectedness is higher in Transition year students than Part Time students as suggested in Lester, Waters & Cross, (2013). High levels of social connectedness have been found to predict lower levels of depression and anxiety, as shown in a study of secondary school students.

This research does demonstrate that there are links between body esteem, self-consciousness and Facebook use, even if those links are not as clear and straightforward as hypothesised. Despite some of the results proving to be insignificant, the present study expands on the knowledge of a currently popular area examining social networking, while

also providing the basis for further research on this topic.

It is to be hoped that further research can build on these results .

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Appendix

Final Year Research Project

On body esteem, Facebook and how self-conscious people are.

Dear Participant,

My name is Avril Dunne I am a final year psychology student studying in Dublin Business School.

As a part of my course I have to conduct a research project on a topic of my choice. The areas I have chosen to research is body esteem, Facebook and how self-conscious females are. The participants I have chosen as part of my research are transition year students and undergraduate students.

So, I am inviting you to take part in my research by completing the following survey.

Your participation in this research is voluntary; it should take no longer than 15 minutes to fill out the survey. All information is anonymous so please do not include your name on the survey.

If you do choose to participate in this research please answer all questions as truthfully as possible.

The data that is being collected will provide useful information regarding how individuals feel about their body and the influence of Facebook.

Thank you for your time.

If you have any questions feel free to email me at:



Kind Regards,

Avril Dunne.

Facebook Intensity Scale (FBI)

The Facebook Intensity scale is used to measure Facebook usage beyond simple measures of frequency and duration, incorporating emotional connectedness to the site and its integration into individuals' daily activities. You are free to use the Facebook intensity scale (FBI) as long as correct attribution is used.

Directions:

For questions indicated how often you agree with the following statements. Circle the appropriate number beside each statement.

Strongly Disagree = 1. Disagree = 2. Neutral = 3. Agree = 4. Strongly Agree = 5.

- | | |
|--|-----------|
| 1. Facebook is part of my everyday activity | 1 2 3 4 5 |
| 2. I am proud to tell people I'm on Facebook | 1 2 3 4 5 |
| 3. Facebook has become part of my daily routine | 1 2 3 4 5 |
| 4. I feel out of touch when I haven't logged onto Facebook for a while | 1 2 3 4 5 |
| 5. I feel I am part of the Facebook community | 1 2 3 4 5 |

6. Approximately how many TOTAL Facebook friends do you have? *

0-100 100-250 250-500 500-1000 1000+

7. In the past week, on average, approximately how much time PER DAY have you spent actively using Facebook?*

0-15minutes 15-30minutes 30-60minutes 1-2hours 3 hours+

1. I use Facebook to meet new people.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

2. I have used Facebook to check out someone I met socially.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

3. I use Facebook to learn more about other people in my classes

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

4. I use Facebook to learn more about other people living near me:

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Body Esteem Scale for Adolescents & Adults.

Directions:

For questions indicated how often you agree with the following statements.
Circle the appropriate number beside each statement.

Never = 1. Seldom = 2. Sometimes = 3. Often = 4. Always = 5.

1.	I like what I look like in pictures.	1 2 3 4 5
2.	Other people consider me good looking.	1 2 3 4 5
3.	I am proud of my body.	1 2 3 4 5
4.	I am preoccupied with trying to change my body weight.	1 2 3 4 5
5.	I think my appearance would help me get a job.	1 2 3 4 5
6.	I like what I see when I look in the mirror.	1 2 3 4 5
7.	There are lots of things I'd change about my looks if I could.	1 2 3 4 5
8.	I am satisfied with my weight.	1 2 3 4 5
9.	I wish I looked better.	1 2 3 4 5
10.	I wish I looked like someone else.	1 2 3 4 5
11.	People my own age like my looks.	1 2 3 4 5
12.	My looks upset me.	1 2 3 4 5
13.	I'm as nice looking as most people.	1 2 3 4 5
14.	I'm satisfied with how I look.	1 2 3 4 5
15.	I feel I weight the right amount for my height.	1 2 3 4 5
16.	I feel ashamed of how I look.	1 2 3 4 5
17.	My weight makes me unhappy.	1 2 3 4 5
18.	My looks help me to get dates.	1 2 3 4 5
19.	I worry about the way I look.	1 2 3 4 5
20.	I think I have a good body.	1 2 3 4 5
21.	I look as nice as I'd like to.	1 2 3 4 5

Self-consciousness Scale

Please answer the following questions about yourself by circling the answer you think is most appropriate on the answer sheet.

For each of the statements indicate how much each statement is like you by using the following scale:

3= a lot like me 2= somewhat like me 1= a little like me 0= not like me at all

Please be as honest as you can through out and try not let your response from one question influence your response to another. There are no right or wrong answers.

- | | | | | | |
|---|---|---|---|---|--|
| 1. I am always trying to figure myself out | 3 | 2 | 1 | 0 | |
| 2. I am concerned about my style of doing things | 3 | 2 | 1 | 0 | |
| 3. It takes me time to get over my shyness in new situations | 3 | 2 | 1 | 0 | |
| 4. I think about myself a lot | 3 | 2 | 1 | 0 | |
| 5. I often care a lot about how I present myself to others | 3 | 2 | 1 | 0 | |
| 6. I often day dream about myself | 3 | 2 | 1 | 0 | |
| 7. It's hard for me to work when someone is watching me | 3 | 2 | 1 | 0 | |
| 8. I never take a hard look at myself | 3 | 2 | 1 | 0 | |
| 9. I get embarrassed very easily | 3 | 2 | 1 | 0 | |
| 10. I am self-conscious about the way I look | 3 | 2 | 1 | 0 | |
| 11. It's easy for me to talk to strangers | 3 | 2 | 1 | 0 | |
| 12. I generally pay attention to my inner feelings | 3 | 2 | 1 | 0 | |
| 13. I usually worry about making a good impression | 3 | 2 | 1 | 0 | |
| 14. I'm constantly thinking of my reason for doing things | 3 | 2 | 1 | 0 | |
| 15. I feel nervous when I speak in front of a group | 3 | 2 | 1 | 0 | |
| 16. Before I leave my house I check how I look | 3 | 2 | 1 | 0 | |
| 17. I sometimes step back (in my mind) in order to examine myself from a distance | 3 | 2 | 1 | 0 | |
| 18. I am concerned about what other people think of me | 3 | 2 | 1 | 0 | |
| 19. I am quick to notice changes in my mood | 3 | 2 | 1 | 0 | |
| 20. I'm usually aware of my appearance | 3 | 2 | 1 | 0 | |
| 21. I know the way my mind works when I work through a problem | 3 | 2 | 1 | 0 | |
| 22. Large groups make me nervous | 3 | 2 | 1 | 0 | |