Is Facebook Depressing?

A quantitative study investigating if intensive use of Facebook can be linked to development of depressive symptoms among young adults.

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2015

Student thesis, Bachelor degree, 15 HE

Social Work

Study programme in Social Work, Specialization International Social Work

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Abstract

The aim of this study is to investigate if intensive Facebook usage can lead to the development depressive symptoms among young adults. The study was conducted quantitatively by distributing 65 questionnaires to students at the University of Gävle. The questionnaires were composed to test the student’s levels of self-esteem, social comparison on Facebook and Facebook intensity. The data collected was analyzed using IBM SPSS 20 as an analysis tool for frequency descriptions. Using the social rank, social compensation and social comparison theories, theoretical conclusions were made to verify or de-verify the hypotheses.

The study found that Facebook usage in itself does not cause depression Symptoms but rather creates a platform where individuals can compare each other thereby developing feelings of envy, social anxiety, jealousy, inadequacy and inferiority. It was also found that it is not easy to tell if Facebook intensity lead to low self-Esteem or individuals with low Self-Esteem tend to have high Facebook intensity. The study also found that the association between Facebook usage and depressive symptoms was a bit different when it came to gender.

Through this study the author hopes to contribute to the knowledge needed by social workers and parents for understanding young adult’s usage of social media and the psychological impact created by intensive use of Facebook. This knowledge could be used to help social workers and parents to monitor and encourage healthy usage of social media to avoid potential problems connected to social media such as addiction, depression, anxiety, bullying and unhealthy social comparisons.

Key words: Self-esteem, Depression, Social anxiety, Facebook, subjective happiness, satisfaction with life, Gävle, Social media, Gender.
Acknowledgments

This thesis has been written and presented as a partial fulfilment of the requirement for the bachelor degree in social work, specialization in international social work at the University of Gävle April/May 2015.

Special thanks go to my supervisor Lars Westfelt, and my family for the support and guidance throughout this thesis writing.

Owen Mwiinga M.
May 2015
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1. Introduction

1.1 Background

In this section background information concerning the psychological wellbeing, the social medium Facebook and the problem formulation is presented.

1.1.1 Psychological wellbeing.

Children and young adults' psychological wellbeing is worse today as compared to the 1990s and the signs indicate that psychological related illnesses are increasing in Sweden (Bremberg, 2006; Socialstyrelsen, 2009, 2013; Östberg, 2001). The research conducted in 2013 by Socialstyrelsen (The National Board of Health and Welfare), indicated that seven percent (7%) of males and ten percent (10%) of females some kind of contact with the psychiatric clinic because they are not feeling too well psychologically. The figure below shows the development of psychological disorders among children and young adults in Sweden from 1987 to 2011.

![Figure1. Development of psychological disorders among children and young adults in Sweden, 1987 - 2001](image-url)
The figure 1 shows that the age group that is most affected by psychological illnesses ranges between the ages 18-24 years. The figure also shows that women (Kvinnor) have a higher prevalence as compared to the men (män).

According to Folkhälsomyndigheten (Public Health Agency of Sweden) increased psychosocial disorders, such as anxiety and depression have a higher prevalence and that these and other personality crises affecting young girls and boys could be attributed to the environments where the young people find themselves in, the living standards and the quality in relationships and the social contacts that young adults have with friends and family (Statens folkhälsoinstitut, 2005).

1.1.2 Facebook

Facebook was created in 2004 in the United States of America by Mark Zuckerberg and is the most popular online social networking site in the world (Ellison et al., 2007). According to facebook (http: //www.facebook.com.) there over 936 million daily active users on average for April 2015 and there are over 1.44 billion active users monthly. According Steinfield, Ellison and Lampe, (2008) and Thompson and Lougheed (2012) Facebook has a 90% usage rate among young adults in universities and high schools around the world with an average usage rate of about 117 minutes per day per person surfing the website. In Sweden today 56% of the populations of Sweden are members on Facebook with the most users aged between the 15 - 30 years spending more than 2 hour per day on the social site (Findahl, 2013).

The fact that young adults are the most users of facebook and other social networking sites, many researches have been conducted to investigate how these social networks affect young adults psychological wellbeing. Lloyd (2014) states that teenage and young adulthood is the time when people are most affected by outside influences. Lloyd also argues that online social media such Facebook greatly affect the psychological wellbeing of young adults in ways such as online mobbing and also cause feelings of inadequacy among peer groups.

Facebook allows users to create a Facebook profile where they share personal information, chat with friends and relatives, share personal pictures and activities and their emotional feelings. The medium provides users an opportunity to create an image of themselves and share with others the information that they want others to see (Maldonado, 2014).
Mazman (2011) indicated that females do not disclose as much information on internet as compared to men. This could suggest that females do not use Facebook for self-promotion purposes as men do.

1.1.3 Facebook and psychological wellbeing

Facebook is a positive platform for social interaction and staying in touch with the rest of the world and as a source of social capital, but critics have argued about the effects caused by pro-longed and dependency use of the social media as a means of communication in contrast to other forms of interaction. Ellison et al. (2007) and Maldonado (2014) argue about the distraction from face to face interaction and the distortion of normal daily life due to anxiety and social comparison created on Facebook leading to psychosocial concerns. In a recent study on Facebook, Maldonado states that it has shown that using Facebook increases stress related anxieties which affects the person’s self-image negatively, also Campisi et al. (2012) states in their study that many student experience Facebook induced stress through replying to messages, updates, activities, events, friends etc.

1.1.4 Problem formulation

At the same time that the psychological wellbeing among young adults is getting worse, there seems to be an increase in social media (Facebook) usage. This inverse correlation also known as negative correlation ignited the interest to study or investigate if there is any linkage between the two variables. According to the authors understanding of the phenomena, it is interesting to study in depth the extent to which the use of Facebook affects the psychological wellbeing of young adults.

Such a study could contribute to the knowledge base needed for clinical social workers to develop and adapt to different forms of intervention to social problems induced by social media and Facebook in particular. Social workers could learn about the dangers of social media and how to stay safe online.

1.2 Aim

The purpose of this study was to investigate if intensive use of Facebook can be linked to development of depressive symptoms among young adults in Gävle. The author hopes to
investigate this through understanding if there is any linkage between how young adults use Facebook and their psychological wellbeing. This will be investigated by use of three research questions which the author judges to be relevant for the study.

1.2.1 Research questions

The research questions were formulated in order to assist in achieving the aim. The questions chosen for this study are:

Q1. How frequent do young adults in Gävle log on to Facebook?

Q2. What is the relationship between using Facebook and depressive symptoms among young adults in Gävle?

Q3. What differences are there between gender in relation to question 1 and 2 above?

1.2.2 Hypotheses

Using the “X affects Y” theoretical models, variables such as Facebook frequency and gender, X variables that are independent while dependent variables Y in this study are social comparison on Facebook and self-esteem.

This study aims to investigate if intensive use Facebook can be linked to the development of depressive symptoms. In this case the author chose to focus on Self-esteem and social comparison on Facebook. Does Facebook intensity upgrade or down grade a user’s self-esteem? Does high intensity lead users to compare themselves with others on Facebook and in turn develop lower self-esteem? Or do users with higher levels of comparison on Facebook tend to have lower self-esteem? These are the questions that the author tries to answer in this study and the hypotheses are:

H1. Facebook intensity is negatively correlated with self-esteem.

H2. Facebook intensity is positively correlated with social comparison on Facebook.

H3. Social comparison is negatively correlated with Self-Esteem.

H4. H1, H2, H3 will not be equally true for females and males.
1.3 Scope

The study was carried out in Gävle County and among many other social media online today Facebook was chosen due to the fact that it is the largest and most popular social media today (Bertel, 2013; Mander, 2014). Young adults were targets for the sample element because they are the largest group of users of Facebook (Bertel, 2013; Findahl, 2013). At the same time it is this age group 17-30, described as young adults by UNESCO (2014) that has been reported to have higher levels of depressive symptoms.

1.4 Explanations of Concepts

In this section, theoretical concepts that were used in the study are explained and defined to make it easier for the reader to understand how the concepts have been adopted and used in this study.

1.4.1 Depressive symptoms

Depression is the most common psychological health problem experienced by young adults (Blazer, 1995 cited in Hutchison, 2003 p. 413). Depressive symptoms could include feelings of great sadness, feeling worthless, feeling tired, concentration and sleeping problems, anger, jealousy, envy, weight change and promiscuity (Steg, Buunk and Rothengatter, 2008).

In this study the author have chosen to study only how intensive use of facebook affects the users’ self-esteem and comparison characteristics.

1.4.2 Social Media

Social media or social networking sites are internet based platforms were the users are able to share personal information with friends, family and even strangers (Schutts, 2012). In this study emphasis is put on Facebook created in 2004 by Mark Zuckerberg. As explained before users are able to create a profile and share with friends and family information that they want to share. Users are also able to access friend’s personal information, see their activities, photos and friend lists.
1.4.3 Young Adult

In this study, young adults denote the age that distinguishes adolescence and adulthood. According to Hutchison (2003) what distinguishes this stage could be different depending on which scholar that defines it. Young adulthood could mean the biological, psychological, social, or the spiritual age. For the purpose of this study, young adults includes those within the ages of 17 and 30, and have attained social responsibilities such as living by themselves, got a job, have attained or are in the process of attaining education, or being involved in a significant relationship, and making lifelong commitments (ibid, p. 310).

1.5 Essay disposition

This essay is divided into (1) introduction which consists of description of depression and the symptomology and the statistics on depression. Chapter 1 has the introduction of Facebook, the problem and the relation to social work and the motivation for why the author wanted to do this study. Then the aim of the study, the research questions designed to help me achieve the aim and lastly the hypotheses. (2) Next is previous research chapter that contains the discussion from previous researches on the topic and the results that the studies revealed. In a thematic way the findings from previous researches are presented. (3) The theoretical framework and the concepts used are discussed together with the choice of the theories, their advantages and disadvantages. (4) The next chapter discusses the choice of method, reasons and advantages and disadvantages of the method chosen or not chosen. Tools of analysis, the mode of procedure and the research design are discussed. The essay credibility, ethical considerations, generalization and the limitations will be discussed in this chapter thereafter in chapter (5) the results will be presented and in chapter (6) the analysis of the results will be presented followed by the discussion, and conclusions and lastly (7) suggestions for future studies will be discussed.

2. Previous research

In this chapter, I will highlight previous researches that have been conducted in relation to my aim. The author starts by presenting the studies that have been done on Facebook use among young and young adults. Then a study on identity creation is presented and lastly depression and anxiety among young adults.
This section aims to highlight what has been done and the results that have been collected from similar previous studies. In the analysis and discussion section comparisons shall be made between the results of these study and the previous studies.

2.1 Facebook

Facebook as discussed earlier was created to establish and maintain connections with close friends, relatives and acquaintances (Ellison et al 2007). Even though there have been many positives that have been attributed to Facebook use, many researchers have also found that Facebook use can be the cause to many other social problems experienced especially by young adults. In their study Steers, Wickham & Acitelli (2014) concluded that though Facebook connects people with one another, Facebook has some negative consequences on health. They also state that these consequences are unintentional and largely depend on the individuals. For example, certain people maybe be more susceptible to comparing themselves to others and Facebook provides that platform for making the comparisons where as others persons viewing the same may not be affected in the same way.

Steers, Wickham & Acitelli (2014) also found that “Facebook may negatively impact users” but that it also very much depends on how individuals use the medium. Young adults are especially at risk to develop depressive symptoms after the comparisons on Facebook since they are still struggling with identity and thus more susceptible to peer-pressure. Also Mehdizadeh (2010) in her research found that students with higher levels of narcissism and lower self-esteem had great levels of Facebook intensity were they engage in projecting a positive self-image and become pre-occupied with cultural models such as slim bodies, excessive exercising, dieting and eating disorders.

Facebook envy according to Chou & Edge (2012) is the common problem or effect of using Facebook. In a recent study conducted on university students, it was found that the fact that we people have access to others personal information, feelings of envy and self-incompetency are triggered. Also Thompson & Lougheed (2012) found in their study that ten percent (10%) of the women studied agreed that pictures posted by others give them a bad self-body image. The stress and worries generated have the capacity to cause chronic social disorders and psychosis (Ibid).
2.2 Identity creation

A study on identity creation on Facebook among university students in the USA was conducted by Zhao, Grasmuck and Martin (2008). The study investigated how the students used Facebook and why they chose the profile pictures and the information that they share with others online.

The result for the study shows that Facebook has made it possible for users to choose the self-image that others may access. The study also showed that the type of information such as pictures, activities, status, updates, etc. that users choose to share with others play a vital role in their identity creation. In conclusion it was also found that Facebook users who feel compelled to post personal status updates usually post emotionally laden statuses that more often seek attention and confirmation and that those that post their true feelings usually do not get the confirmation they seek.

2.3 Depression and Anxiety

Twenty to forty (20-40 %) percent of Sweden’s population suffers from some kind of psychological disorder (Socialstyrelsen 2007). Depression is described in the report as a subjective experience of not feeling well, for example, feeling low, stressed and social anxiety is on the increase in the Swedish society especially among young adults and teenagers.

Schraml, Perski, Grossi, and Simonsson-Sarnecki, (2011) state that more than 30% of teenagers and young adults report of serious stress, depression and anxiety related problems. The factors that they found to cause the problems include high demand from the surrounding and from themselves, low self-esteem and negative attitude towards themselves. This can also be attributed to the stress that young adults have after moving from home to start up their lives away from parents.

2.4 Depression and anxiety among university students

There are a number of studies that have been done to investigate depression in connection with social media among college students. Moreno et al (2011) and Wright, Craig, Cunningham and Igiel (2012) conducted researches on student and the results were similar. Moreno et al (2011) found several associations between using Facebook and developing depressive
symptoms. The students that had more activities on Facebook were more likely to display symptoms of depression. It was also found that symptoms of depression on Facebook were expressed via status updates and wall posts frequency and social comparisons to friends on Facebook (Ibid).

Wright et al (2012) also found that socially depressive elements such as envy, jealousy, anxiety, eating disorders and narcissism can be associated to particular patterns of Facebook usage. Grandiose exhibitionism for example was found to be associated to Facebook behaviors that included extensive self-presentation via status updates, photos, and large numbers of friends. Low self-esteem was found to be associated to Facebook behaviors such as surveillance of friend’s profiles and extensive self-presentation via status updates, photos and videos.

2.5 Conclusion

The previous study section can be summarized that social media and particularly Facebook has a meaningful purpose in people’s lives especially when involves communication and keeping in touch. Facebook can be used as a tool to build identity and to repair broken self-esteem and for social capital. The researches also show the dark side of Facebook. When not used properly Facebook can create insecurities, low integrity, low self-esteem, privacy issues and can affect the psychological wellbeing of the users.

The authors understanding of the previous researches is that high Facebook intensity creates a platform where users compare themselves with others and generate feelings of inadequacy in those that feel that others have better lives than they are. Feelings of inadequacy in turn generate low self-esteem, anxiety, jealousy and lead to even more comparison and surveillance of others.

3. Theory

In this chapter three different theories will be introduced. The author found these theories to be of relevance to this study and the theories are used in the analysis to help explain the relationships of different findings.

According to Creswell (2009) theories in quantitative research support the relationship between proposed hypotheses and the variables tested. Creswell also states that the objective is to collect data using the theory framework and then the researcher tests the theory against the
hypothesis. This form of theoretical triangulation is important to strengthen the validity of the result.

Theories that will be used for this study include social comparison theory and social rank theory. This is because the author thinks that these theories explain the complexity of human behavior when interacting with others.

3.1 Social comparison theory

The social comparison theory was developed by Leon Festinger. The theory states that people are driven to evaluate themselves through comparing themselves with others (Taylor, Peplau & Sears, 2006). Festinger (1954), states that the individuals are driven by the need to have appraisal by comparing themselves to people similar to them.

This study uses this theory as framework to verify if the variables “self-esteem, Subjective happiness and satisfaction with life” are in any way affected negatively through comparing with others on Facebook. The disadvantage of using the social comparison theory as argued by Taylor, Peplau & Sears (2006) is that the belief of others being better than us increases stress, envy, jealousy, shame and conflicts (p.122, p 123). Through photos and updates that peers post on their walls on Facebook, people are lead to start comparing themselves to others.

3.2 Social rank theory

Social rank theory is mostly used in the study of depression. The theory states that human beings just like all animals engage in some sort of competition for food, partners, power and resources (Gilbert &Allan, 1998). Those who feel that they have failed in these areas are not depressed per se but maybe venerable to depression (Sloman et el. 2003, p.116). When the ability to attract friendship, dominance and attention fails, the theory suggests that people tend to close in and negatively evaluate themselves and feel subordinate to those they perceive better than them.

This theory is good to be used for this research as it is about power and social status in social environment and the effects of not being in the top. In the Facebook environment, where is largely about presenting a positive self-image (Hogan 2010), users are exposed not only to themselves but to others users social attractiveness. The users who feel others are more socially attractive than they are; they tend to feel subordinate which in turn may lead to envy and low
self-esteem (Ibid). The social rank theory actually suggests that developing depressive symptoms is an adaptive response to conceding that one has lost his social rank. The theory is used as a framework to understand the link between depressive symptoms and usage of Facebook.

3.3 Social compensation theory

Also called the “the poor get richer model”, this theory states that individuals turn away from face-face social interactions and instead turn to online forms of interaction when their social needs are not supported or fulfilled in real life (Amichai-Hamburger & Vinitzky, 2010; Ross et al., 2009).

In this study the theory will be used to understand if people who spend a lot of time on Facebook do so to compensate for their lack of sufficient support and attention.

4. Methodology

The purpose of this study was to investigate if intensive use of Facebook can be linked to development of depressive symptoms among young adults in Gävle. In this section, the method used in the collection of the data is described including the advantages and disadvantages of the choice of method. The sample elements are explained as well as the design and the tools of data collection and the statistical procedure of analyzing the data.

This study was carried out quantitatively with a positivist paradigm. Positivism unlike interpretivism believes that there exists an objective reality separate from the observer. The goal for the research with this philosophy is to test the ideas against empirical reality without influencing the results with personal bias (Schutt, 2012 p.83).

The aim with this study is to objectively measure the empirical reality and quantify the results objectively, thus the choice of using quantitative method for this study.

Creswell (2009) and Weber (2004) states that quantitative research design is advantageous when numeric description of trends attitudes or opinions is sought. The design is suitable for generalization to a larger population, though it is not the aim of this study to generalize the results to a wider population. This is due to the sample size and the time limit for this study. Quantitative researches are objective and minimize researcher’s personal bias (Kruger 2003).
The method used a standardized and well-structured questionnaire with standardized questions to test the variables that the author was interested in. Questionnaires are used as data collection tools are also used for the analyzing of information.

Ejlertsson (2014) states that when using questionnaires, many times it’s possible to use questions that have been constructed and used by other researchers. This is advantageous because it makes it possible to compare the results when analyzing and also it is better to use questions that have been quality certified by others. The questions in the questionnaire used for this study are standard and approved questions developed by expert researchers and they are free to be used by anyone (Diener, Emmons, Larsen, & Griffin, 1985; Ellison, Steinfield, & Lampe; Lyubomirsky, & Lepper, 1999; Rosenberg, 1965).

The advantages of using questionnaires are that they are standardized therefore making it easy to analyze the data. Ejlertsson (2014) states that the interviewer effect disappears when using questionnaires, this can be advantageous especially when it involves sensitive question that the respondent may be uncomfortable to answer in front of the interviewer. The other advantage is that questionnaires are efficient when collecting large amounts of data from a systematically identified population samples. They are cheaper and easier to administer compared to interviews and allow for confidentiality (Leary, 1995).

The disadvantages include the fact that individual do not have the possibility to express themselves as much as they wish their personal experiences. The respondent also usually do not have enough room to express themselves or to ask clarifying questions. The other disadvantage can be that the person who has difficulties in reading and writing may not answer the questionnaire correctly.

4.1 Research design

A questionnaire was distributed to all sample elements. The respondents were recruited from the university premises, for example in the corridors, cafeteria, library and some in their classrooms. The age ranges 16 – 40, (M= 25.5) were idea for this study because it gave a broader view on how different age groups use Facebook. Having a Facebook account was a requirement to take part in the study. Student that did not have a Facebook account were disqualified from participating are not part of the analysis and results.
The questionnaires were distributed to those willing to participate for immediate completion and then the author came back later to collect them after a few minutes.

4.2 Triangulation

According to Denzin (1978), triangulation is described as the combination of methods to improve the accuracy and validation. In this study theoretical triangulation was used. Different theoretical standpoints were used as a framework to investigate the phenomenon. Theories used included social rank, social compensation and social comparison theories. These theories are not being tested in this study but rather used as a framework to understand the phenomenon and to theoretically explain the hypotheses.

4.3 Essay Credibility

When conducting a research it is very important to ensure that the results are correct and the method used really collected the right kind of data to achieve the aim of the study (Rubin 2007).

To ensure credibility in this study, the author made sure that the right questions are asked and the right persons have understood the questions and answered the questions in the intended way (Ejlertsson, 2014). To ensure that this study was credible, validity and reliability concepts discussed below were used.

4.3.1 Validity

Validity according to Ejlertsson (2014), Rubin (2007) and Kvale (2007) pertains to the questions of correctness. The ability for the study to measure what it was meant to measure. Since the scales used in the questionnaires are standard scales that are approved internationally, there was little chance that they could measure something else (Diener, Emmons, Larsen, & Griffin, 1985; Ellison, Steinfield, & Lampe; Lyubomirsky, & Lepper, 1999; Rosenberg, 1965).

A test questionnaire or pilot test was drawn and administered to a smaller sample of untrained people who were personally invited to test the face validity. This tests enabled the author to later make minor changes to the grammar and order of the questions. Construct validity was the most important kind of validation for the questionnaire in this study.

Sample validity was not achieved in this study due to the sample size. The size of the sample element did not represent the whole geographical population of Gävle and the sampling method
was not random sampling. Availability sampling was used to choose the sample element due to convenience, costs and time limit of this study.

4.3.2 Reliability

Reliability reflects “consistency and trustworthiness” (Kvale, 2007, p.122). For the findings to be regarded as reliable, the findings have to be reproducible by other researchers using the same measures. Ejlertsson (2014), states that the questions asked should produce the same answers if asked to the same person at another time.

To ensure reliability in the findings similar questions were repeated in the questionnaire to see if they get the same answer (Test-retest). The test questionnaire that was given out contained questions that were also included in the main questionnaire and they both got similar answers which showed high levels of reliability. The questionnaire had an \( r = 0.65 \) correlation coefficient value which is good.

To test reliability the internal consistency method was also used in the questionnaire. Some of the variables were meant to measure different effects. However it must be mentioned that when conducting a study were the respondents are aware that they are being tested for a phenomenon there is a high risk of the Hawthorne effect. The Hawthorne effect in self-validated study means that respondents tend to answer positively about themselves when they are aware that the test is investigating their weaknesses. And since the focus in the questionnaires directly revealed that the respondents were being tested on anxiety and depression the answers could be biased.

4.3.3 Generalization

The nature of quantitative method is to “generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of this population” (Creswell, 2009, p. 146). The results of this study however cannot be generalized to a bigger population of all young adults in Gävle. The sample elements were collected using availability sampling because they were readily available and cost effective.
4.3.4 Ethical considerations.

Ethical considerations are important when carrying out a research especially when it involves human beings (Ejlertsson, 2014; Rubin, 2011). The author gave the respondents detailed information about the study and the questionnaire. The respondents were also informed that they were participating voluntarily and could stop at any time if they wished so. It is unethical to force people to partake and the results cannot be generalized to people that did not freely participate (Treadwell, 2011, p. 44).

The other ethical standpoint was on confidentiality and anonymity. The questionnaires were also designed in a way that the respondents would not be recognizable even to the researcher. Also Ejlertsson (2014), states that it is important for the study to avoid sensitive or abusive questions in the questionnaires. This is another reason why using standardized quality tested questions is important.

4.3.5 Methodological Limitations

Due to the size of the sample the study cannot be generalized to a larger population. Schaller (1992), states that a small sample is likely to produce a biased picture or incomplete view of the phenomenon. The sample element was collected from the University of Gävle which does not fairly represent or make a collect representation of the distribution of the population of Gävle. The results may differ if the study would be conducted on a population mainly from high schools or on population of formally employed persons.

The other methodological limitation was the use of self-report questionnaire. As mentioned above people tend to answer positively about themselves when they are aware that they are being tested for negative traits. This is likely to create unreliable information about what people claim they do and what they actually do.

The other limitation was the time limit allocated for the thesis, a large sample was not possible to reach and results would not be possible to analyze in the time frame given. When conducting a quantitative study, a lot of data is collected, but not all of the data can fit in this study and therefore a lot of data has to be left out to leave room for the sought after information, in short there is no room for unsolicited information.
Lastly, limitation in the credibility of the study was discovered. The tools of assessments in the questionnaires were all self-reports and this creates a risk for Hawthorn effect and perceptual cognitive bias (Krogar 2006).

4.4 Mode of procedure and tools of analysis

In this section the procedure and tools used in the analysis will be explained in a systematic way. First the sample elements and the method used in sampling will be explained then the measures used in the tests will also be explained. Different tests (scales) and what they measure and how they have been used in this study will be presented and then lastly the explanation on how the literature was chosen for this study.

4.4.1 Sampling

The method used to recruit respondents was availability sampling method. 65 (N=65) students from the University of Gävle were recruited using availability sampling method. Availability sampling means that, those that are available and willing to participate in the study were included in the sample element. This method is convenient and economically cheap. (Hayes, 2000,) (Schutt 2011), (Frankfort-Nachmias & Nachmias, 2008).

The students who completed the questionnaires were either in the cafeteria, Library and some in the classrooms within the university campus. Six students reported not having a facebook accounts therefore they were not included in the analysis.

Of the 65 respondents 33 are female and 32 are male with ages ranging from 14 – 40. (See table 1).

<table>
<thead>
<tr>
<th>Age group</th>
<th>Nr of participants</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 20</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>21 - 24</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>25 - 29</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>30 - 34</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>35 - 40</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Female = 33, and the Male= 32
4.4.2 Measures

This section will explain the scales used to measure the variables used in this study.

The facebook intensity scale was used to test how much time is spent on facebook and how much they compare themselves to their friends on the social network.

The dependent variables (y) included depressive symptomology which were measured using the Rosenberg self-esteem scale and Iowa Netherlands comparison orientation scale (INCOM). The independent variables (x) were facebook intensity which included time spent on the social media and gender.

The data collected was coded to allow for data entry and calculation using IBM SPSS Statistics 20. The nominal scales that included gender were coded:

\[ I = \text{Male and } 2 = \text{Female.} \]

**Facebook intensity measure**

Using the Ellison et al’s Facebook intensity scale (2007), (Cronbach’s alpha of 0-83) the respondents answered questions that measured their intensity. This scale is used to measure the frequency and how much time users spend on facebook but also the emotional attachment and how much facebook was integrated into their daily lives. Emotional attachment is used to measure the intensity and how much facebook means to the users. Questions about emotional attachment to the site were also incorporated to the scale. Example of questions in this measure includes:

“How often do you log in on Facebook”?

“How often do you post pictures”?

The first part of this scale contains 5 questions on intensity. The respondent could choose answers from 1- 6 (1 = Never, 2 = sometimes per month, 3 = sometimes per week, 4= sometimes per day, 5 = sometimes per hour and lastly 6 = always.) Additionally, there were 12 statements which the respondents rated:

1= strongly disagree and 5 = strongly agree.
The Facebook intensity was then computed by calculating the average to create a variable “Facebook intensity”. Users who got a score between 1 and 2 had low intensity and those that got 3 - 4 had average intensity while those that had above 5 had high intensity.

The facebook intensity scale is frequently used in facebook related studies. There are over 1,500 citations on Google scholar.

**Social comparison on Facebook**

The social comparison on Facebook was measured using a non-directional scale created for this study. The scale was a re-modification from the original social comparison scale (INCOM-Iowa Netherlands comparison orientation scale) Cronbach’s alpha= .83 (Gibbon & Buunk, 1999).

Adjustments were made by including Facebook oriented statements. This was to direct the questions towards comparisons on facebook and not just generally.

The respondents were asked to state how much they agreed with the statements on a 5 point Likert scale with answers ranging from (a) Strongly Disagree, (b) Slightly Disagree, (c) neutral, (d) Slightly agree, (e) Strongly agree.

Example of statements on social comparison included;

“*Some of my friends on Facebook seem to be having better lives than me*”

“I feel my life is as good as everyone else on my friends list”

The scale had 10 questions. Questions 1 - 6 were right skewed, meaning that they somewhat suggest that respondents hesitated to make comparisons of abilities. Question 7 - 10 are left skewed, meaning that they imply general tendencies of comparison and these questions were reverse coded. For questions 1 – 6, respondents could score;

Strongly disagree = 1 point and strongly agree = 6 points.

For questions 7 – 10 the scores were reversed;

Strongly disagree = 6 points and strongly agree = 1 point.

To measure the level of comparison on facebook, a mean score was calculated for all the scores and a variable facebook comparison was created. A high mean score of 5 – 6 indicated
high social comparison on Facebook. A score between 3 and 4 indicated average social comparison on Facebook while a score between 1 and 2 indicated low Facebook comparison.

**Rosenberg's Self-Esteem Scale (Rosenberg, 1965)**

Self-esteem reflects person’s own subjective emotional evaluations of themselves.

To measure self-esteem a ten question Likert scale was used. The scale developed by Rosenberg is used by asking five questions that are positively worded and five questions that are negatively worded (Rosenberg, 1965).

The scale (Cronbach alpha= 0.82) with 10 questions measures the global self-worthy by asking both positive and negative feelings. The scale uses a 4 point ranging from strongly agrees - strongly disagree. Questions 1, 2, 4, 6, and 7 were coded; *strongly agree* = 3, *Agree* = 2, *Disagree* = 1, *strongly disagree* = 0

Questions 2, 5,6,8,9 are reversed coded, meaning that;

*Strongly agree* =0 points, *agree* = 1points, *disagree* = 2points and *strongly disagree* = 3points.

Examples of statements in the scale included;

“*On the whole, I am satisfied with myself*”

“All in all, I am inclined to feel that I am a failure”

“I wish I could have more respect for myself”

To calculate the self-esteem score, the total range was 0 - 30 points. Higher scores above 25 points indicate high self-esteem, while scores between 15 and 24 indicated average self-esteem and scores below 15 indicated low in self-esteem. A variable self-esteem was thus created with low, average and high self-esteem.

4.4.3 Method of analysis

The data collected is analyzed with help of cross tabulation (observed counts and percentages) and a statistical measure of association. Cross tabulations provide the ability to study two variables eventual connection and how a third variable can affect the relationship between these two. Statistical measures such as correlation coefficients can then be used to
calculate a direction and strength of the association. The correlation coefficient chosen, Kendall's tau-b, is suitable when variables are ordinal scale level (Gibbons, 1993).

4.5 Literature search

The literature for this study was collected using the University of Gävle library database Discovery, Google scholar, Psycinfo and socIndex. To get the needed articles, “Facebook”, depression, social anxiety and young adults were incorporated in the search phrases. 55 articles were found on Psycinfo, 566 articles on socIndex and over 5000 on google scholar. Articles that had relevance were selected. These included articles that were written on the topic “psychological effects of social networking on young adults”. A number of books on Internet mediated communication and the psychological welfare children and young adults were also selected from the library.
5. Results

In this section the descriptive statistics of the frequencies for the dependent and independent variables are presented logically starting with descriptive statistics and later analytical frequency descriptions.

Participants who did not have a Facebook account are not included in the analysis. The participants reported using Facebook at least once per day and also reported in engaging in comparison activities while on Facebook. Gender differences were not significant though regarding specific variable some differences were reported.

5.1 Facebook Intensity

To measure the Facebook intensity and emotional attachment between gender the Facebook intensity scale was used. The scale measured beyond just how much time is spent on facebook but also the emotional attachment. How Facebook “likes” and “comments” make the respondents feel.

Table 2 represents the distribution between gender and facebook intensity of the respondents in this study.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>6</td>
<td>39</td>
<td>55</td>
<td>100 (n=33)</td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
<td>28</td>
<td>72</td>
<td>100 (n=32)</td>
</tr>
<tr>
<td>All</td>
<td>3</td>
<td>34</td>
<td>63</td>
<td>100 (n=65)</td>
</tr>
</tbody>
</table>

Table 2 above show that 72% of the men have high facebook intensity. This means that men log in to facebook often and updated their status, posted more pictures on their facebook profiles and apparently become emotionally happy when someone liked their pictures and status updates. This also means that the respondents use facebook actively rather than passively. This is in comparison to 55% females who reported having high Facebook intensity.
5.2 Facebook comparisons

The social comparison scale was reformatted and used to measure social comparison on Facebook. The scale measured the self – perception of social rank between the respondents and their friends on Facebook.

Table 3 shows a cross tabulation between social comparison on facebook and gender. The results reviewed that 52 % of females engaged more in facebook comparisons compared to 34 % males. This comparison mainly represents comparisons on social life rather than appearances and the comparison could be downwards or upwards.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>24</td>
<td>24</td>
<td>52</td>
<td>100 (n=33)</td>
</tr>
<tr>
<td>Men</td>
<td>25</td>
<td>41</td>
<td>34</td>
<td>100 (n=32)</td>
</tr>
<tr>
<td>All</td>
<td>25</td>
<td>32</td>
<td>43</td>
<td>100 (n=65)</td>
</tr>
</tbody>
</table>

5.3 Levels of self-esteem

Self-esteem is the evaluation of self- concept as worthy or unworthy. It is the evaluation that one makes about themselves. It is the self judgement of worthiness in relation to abilities, skills, social attraction and achievements. Having low self-esteem may cause an individual to experience rejection, failure, emotional instability and even physical illness. To measure self-esteem, the Rosenberg scale was used.

Table 4 below shows the cross tabulation between gender and the levels of self-esteem. The results show that 27 % of the females in the study had higher levels of self-esteem as compared to the 6 % males.

50 % of the males reported having low self-esteem compared to only 27% females.
Table 4. Level of self-esteem for men and women (%).

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>27</td>
<td>45</td>
<td>27</td>
<td>100 (n=33)</td>
</tr>
<tr>
<td>Men</td>
<td>50</td>
<td>44</td>
<td>6</td>
<td>100 (n=32)</td>
</tr>
<tr>
<td>All</td>
<td>38</td>
<td>45</td>
<td>17</td>
<td>100 (n=65)</td>
</tr>
</tbody>
</table>

5.4 Hypothesis 1.

In hypothesis 1 it is stated that “Facebook intensity is negatively correlated with self-esteem”. Table 5 below shows some of the results on that in the present study.

Table 5. Level of Self-Esteem (S-E) in relation to degree of Facebook Intensity (FI) (%).

<table>
<thead>
<tr>
<th></th>
<th>Low FI</th>
<th>Average FI</th>
<th>High FI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low S-E</td>
<td>100</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>Average S-E</td>
<td>0</td>
<td>59</td>
<td>39</td>
</tr>
<tr>
<td>High S-E</td>
<td>0</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>100 (n=2)</td>
<td>100 (n=22)</td>
<td>100 (n=41)</td>
</tr>
</tbody>
</table>

39% of the respondents who reported low self-esteem also reported having high Facebook intensity. 22% have high self-esteem and also reported high Facebook intensity. The cross tabulation does not clearly show any relation between the two variables. There is a large number of users with a low self-esteem and high intensity and also users with high self-esteem and also high intensity.

Table 6. Kendall’s tau-b correlation (Self-esteem*Intensity)

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>0.086</td>
</tr>
</tbody>
</table>

Results from table 5 was inconclusive and table 6 indicate that there is a weak positive correlation between Facebook intensity and levels of self-esteem. Therefore hypothesis 1 is supported but the strength of the correlation suggests that the association is less important.
5.5 Hypothesis 2.

According to Hypothesis 2, Facebook intensity is positively correlated with social comparison on facebook.

Table 7. Degree of Facebook Intensity (FI) in relation to degree of Social Comparison (SC) (%).

<table>
<thead>
<tr>
<th>% (n)</th>
<th>Facebook intensity and comparison, % (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Facebook intensity</td>
</tr>
<tr>
<td>Low Comparison</td>
<td>100 (2)</td>
</tr>
<tr>
<td>Average Comparison</td>
<td>0</td>
</tr>
<tr>
<td>High Comparison</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 7 above shows the results of a cross tabulation between facebook intensity and social comparison on facebook. The results show that users with high intensity also have higher levels of comparison on facebook as compared to those that have low intensity.

Table 8. Kendall's tau-b correlations (intensity* Comparison).

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Coefficient</td>
<td>1,000</td>
</tr>
<tr>
<td>Correlation coefficient</td>
<td>0.454</td>
</tr>
</tbody>
</table>
The results in table 7 show a positive correlation between facebook intensity and facebook comparison. Tau- b shows a value of 0.454 a relatively strong association and therefore hypothesis 2 is supported.

5.6 Hypothesis 3.

Hypothesis 3 states that “Social comparison on facebook is negatively correlated with self-esteem”. Table 8 below show the cross tabulation of the results found in this this.

Table 9. Kendall's tau-b correlations (intensity* Comparison).

<table>
<thead>
<tr>
<th>Social comparison on Facebook, % (n)</th>
<th>Low Comparison</th>
<th>Average Comparison</th>
<th>High Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Self-esteem</td>
<td>37.5 (6)</td>
<td>38.1 (8)</td>
<td>39.3 (11)</td>
</tr>
<tr>
<td>Average Self-esteem</td>
<td>37.5 (6)</td>
<td>57.1 (12)</td>
<td>39.3 (11)</td>
</tr>
<tr>
<td>High Self-Esteem</td>
<td>25.0 (4)</td>
<td>4.8 (1)</td>
<td>21.4 (6)</td>
</tr>
</tbody>
</table>

Table 9 above shows that 39 percentage of the respondent who compared themselves highly on facebook also have a low self-esteem. The tendency that respondents with high comparison has a large share of individuals with low self-esteem points towards a negative correlation but at the same time respondents with low comparison also has a large group of individuals with low self-esteem the picture becomes more complicated.

From the cross tabulation the results indicate a negative correlation but the symmetric measure Tau-b shows a zero correlation (Tau-b = - 0.004). Therefore hypothesis 3 is not supported.
Table 10. Symmetric Measures (Self-Esteem* Social Comparison).

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Self-Esteem</td>
<td>Kendall's tau_b</td>
</tr>
<tr>
<td>Social comparison on</td>
<td>Kendall's tau_b</td>
</tr>
<tr>
<td>Facebook</td>
<td></td>
</tr>
</tbody>
</table>

5.7 Hypothesis 4.

It is stated in hypothesis 4 that “H1, H2, H3 will not equally be true for females and males”. Table 10, 11 and 12 below show the results that have been found in this study. In relation to hypothesis 1 there is a difference in relation to males and females. Males have a negative correlation and females have a positive correlation. It can be concluded that facebook intensity affects the males self-esteem negatively and opposite for the females.

Table 11. Symmetric Measures (fb intensity and self-esteem).

<table>
<thead>
<tr>
<th>Value</th>
<th>Male</th>
<th>Kendall's tau-b</th>
<th>Female</th>
<th>Kendall’s tau-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>-0,272</td>
<td></td>
<td>0,422</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 11 below shows that the correlation is different between genders. Females have a stronger positive correlation than the males. While males also have a positive correlation, it is almost half that for females.

Table 12. Symmetric Measures (intensity and comparison).

<table>
<thead>
<tr>
<th>Value</th>
<th>Male</th>
<th>Kendall's tau-b</th>
<th>Female</th>
<th>Kendall’s tau-b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td>0,262</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td>0,641</td>
</tr>
</tbody>
</table>
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Table 13. Symmetric Measures (comparison and Self-esteem).

<table>
<thead>
<tr>
<th>Value</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Kendall’s tau-b</td>
</tr>
<tr>
<td>Male</td>
<td>Kendall’s tau-b</td>
</tr>
</tbody>
</table>

The correlation between social comparison and self-esteem is very close to zero for all respondents (see 5.6 above). But when men and females are analyzed separately a negative correlation is evident for females (Table 12). A somewhat week positive correlation is also shown for men.

6. Results, analysis and discussion

The aim of the study was to investigate the linkage between Facebook usage and depressive symptoms among young adults in Gävle. The depressive symptoms being studied in this thesis includes social comparison and low self-esteem. In order to investigate the variables in the study different scales were used to collect the data and then the computer program IBM SPSS 20 was used to analyze the data and with the help of theories, conclusions were drawn.

The Discussion part is presented together with the analysis of empirical results to verify or de-verify the hypotheses that were made in the beginning. The research analysis and discussion focuses on the association between only 3 variables (Gender, Facebook intensity, self-esteem and social comparison).

Empirically the results show almost no correlation between facebook intensity and self-esteem, Tau-b correlation shows a positive correlation though weak (0.086). This means that hypothesis 1 is supported but not in any substantial way. The result shows on the other hand that Facebook intensity is clearly related to comparison (Tau-b = 0.45) and more so for women compared to men. Hypothesis 3 is not supported while hypothesis 4 is. When analyzed separately, hypothesis 1 is supported for men. High facebook intensity for men downgrades their Self-Esteem while it is the opposite for females. Hypothesis 3 is also supported for women.
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but not for men. This means that females’ self-esteem increases the more they use Facebook or an alternative explanation could be that females with higher levels of self-esteem tend to use Facebook. This is in line with the paper by Gonzales and Hancock (2011) that suggested there is a positive correlation between Facebook use and enhancement of self-esteem. This is also in line the research done by Mazman (2011), which found that females do not reveal much personal information as males do thereby preserving their self-esteem. The positive impact can also be attributed to the fact that females use social media for communication and keeping in touch with one another. Fiske and Taylor (2008), state that males engage in self-promotional activities on social media. Such activity includes regularly posting positive statuses in the hope of relaying a positive impression and this could explain why males have a lower self-esteem.

Using the social rank theory and social compensation theories, the phenomenon could also be understood that persons with low self-esteem turn to Facebook to compensate for what they can’t achieve socially in the real world. This particularly suits males who apart from reporting having lower self-esteem but also have higher Facebook intensity.

The results revealed that females had higher levels of social comparison on Facebook as compared to males. But females still had higher levels of self-esteem as compared to the male respondents. This is in accordance to a recent research conducted by Hanna Krasnova (2013) who actually found that people who compare their social life actually benefit from having many friends online as compensation. This statement is in line with the social compensation theory. Using the social compensation theory, we could understand that Facebook compensates for the human need for self-affirmation. Through social comparison of Facebook females or some females, through showing themselves up on the popular Facebook site upgrades their self-esteem. For persons with already low self-esteem social comparison according to Burke & Ruppel (2015) tend to be defensive and see what others post as a challenge for them to compare. For example if one person post that they are having a good day, persons with low self-esteem will feel like they have to post something that seems better than what the friend has posted.

The study also found that using Facebook increases social trust and encourages users to participate in activities they would normally not in real life. However this only seems to be beneficial to people who already have a high self-esteem.
Based on the findings of this study, it can be conclude that there is an influence of facebook usage on development of depressive symptoms in young adults but it also depends largely on individual usage, their levels of self- esteem and psychological wellbeing. Facebook could be fun and helpful in staying in touch with friends and family, however depressive symptoms could develop in relation to the use of Facebook. While a lot of users may use Facebook and be exposed to personal information about other they will not develop depressive symptoms but other people who already have low self –esteem maybe affected more.

Kraut (1998) found that, spending too much time using Facebook leads the user to neglect physical and social activities leading to mental stress.

7. Recommendations

This study has reviewed that facebook is not a source of depressive symptoms. Individual usage and personal attachment to the social network site is vital for psychological wellbeing. While others may be affected negatively, others are affected positively by facebook. Young adults need to be made aware of the dangers that results from using social media such as facebook. Feelings of envy, jealousy and need to belong need to be curbed as soon as they start to surface when using facebook. Parents and teachers and support groups need to be alerted that facebook itself does not cause depression but it very much triggers feelings of subordination, comparisons, envy and inferiority.

A limitation for this study was mainly the sample element. Using this sample element the author did not have generalizable finding. The sample element in this study was small and not statistically or geographically representative of the total population target. Moreover the study was cross sectional, meaning that the questionnaire examined the respondent psychological wellbeing at a specific period in time (now). It would have been interesting to do a longitudinal study and see if the results would be different at different historical points.
References

Books and articles


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Findahl, O. (2013). Svenskarna och internet 2013: *Stiftelsen för internetinfrastruktur*


Gilbert, P. & Allan, S. (1998). The role of defeat and entrapment (arrested flight) in depression: an exploration of an evolutionary view. *Department of Psychology*, Kingsway Hospital, Derby


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**Internet sources**
http://www.regeringen.se/sb/d/108/a/67472


UNESCO (2014). *What do we mean by ‘youth’?* [Accessed 5 may 2015] Available at:
Appendix

Facebook survey

Hello! Thank you for choosing to participate in this study. The Survey is part of my social work education at the University of Gävle. The aim of this study is to investigate if there is any linkage between Facebook usage and self-esteem and personality. (Does Facebook cause anxiety and depression?)

In the survey you will be asked to answer questions about how you use "Facebook"

The study is anonymous and all the information collected will not be used for anything other than for the study purposes.

You may start now!

Gender

- Male
- Female

How old are you?

- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25+
- Other
In the following part you will be asked questions about how you use Facebook, how often, consistency and the emotional attachment to Facebook.

Use the 6 number scale when answering the next 5 questions. Please try to be open minded and honest on what best suits you.

1= Never, 2= couple of times in a month, 3= couple of times in a week, 4= couple of times in a day, 5= couple of times in an hour, 6= always

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you check your Facebook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you write status updates on Facebook?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you post pictures?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you comment on others status, pictures or videos?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you do &quot;like&quot; others updates?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Below are 10 statements. Choose the answer that you think best suits you. Please try to be open minded and honest.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I post a photo, video or change my status update I expect many &quot;LIKES&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
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<tr>
<td>When I get many likes on my posts I become very happy.</td>
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<tr>
<td>Sometimes I wish I was as adventurous as my Facebook friends</td>
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<tr>
<td>I feel my life is as good as everyone else on my friends list.</td>
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<tr>
<td>Some of my friends on Facebook seem to be having better lives than me</td>
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<tr>
<td>I only post positive and nice status updates and photos of me</td>
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<tr>
<td>I get stressed when I don't know what's happening on Facebook or cannot log in</td>
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<tr>
<td>I usually feel I &quot;MUST&quot; log in on Facebook</td>
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<tr>
<td>If Facebook would close I would be sad</td>
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<tr>
<td>I am the same person I portray on Facebook as in real life</td>
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</tr>
</tbody>
</table>
### How good is you self-esteem?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the whole, I am satisfied with myself</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I certainly feel useless sometimes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>I feel that I have a number of good qualities.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am able to do things as well as most other people.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel I do not have much to be proud of</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>At times I think I am no good at all sometimes</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I feel that I am a person of worth, at least on an equal plane with others.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I wish I could have more respect for myself.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>All in all, I am inclined to feel that I am a failure.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I take a positive attitude toward myself</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Thank you for taking part. Continue having a great day
Is Facebook depressing?

Owen Mwiinga