Attention and Social Comparison on Facebook
A Quantitative Study about Adolescents’ Psychological Wellbeing

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ABSTRACT

The purpose of this quantitative study with a logical positivistic perspective was to explore to what extent Facebook had an effect on the psychological wellbeing amongst adolescents in southern Sweden. Adolescence is a difficult time when the adolescents face a number of challenges, this may be reasons for why some adolescents have low psychological wellbeing. A survey was conducted with 100 adolescents, ages 15 to 20, which then was presented and analyzed with help from Erikson’s Psychosocial Theory and the Social Comparison Theory. This revealed the attention adolescents got on Facebook, in form of “likes” and comments, had no significant impact on their psychological wellbeing. Additionally, the social comparisons on Facebook made adolescents compare themselves to fictive improved identities. However, this comparison had no significant relation to the adolescents’ psychological wellbeing, this because most adolescents were aware that the identities on Facebook did not display all aspects of a person.

Keywords: Satisfaction of life, Self-esteem, Social Network Sites, Subjective happiness, Sweden
PREAMBLE

I would like to give a special thank you to the organizations and schools which agreed to participate in this study as well as to the adolescents who filled in the questionnaires. Without your participation this study would not have been able to be implemented. I would also like to give a special thank you to my supervisor, Lars Westfelt for all the help throughout the study, as well as to Emma Seldert and Lennart Nilsson.

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1 INTRODUCTION

Already in fourth grade I realized some of my peers were feeling down as well as using self-destructive means to hurt themselves. During my pre-high school years the emotional unhappiness, stress and anxiety levels increased among my peers as well as within me. During my school years (1997-2009) my perception has been psychological wellbeing has decreased among many of the youths around me. Furthermore, Statistics Sweden stated the feelings of worry, anxiety and anxiousness increased among adolescents in Sweden during the past twenty years (Sjöberg, 2010, p.11). Because of this increase, these personal issues are becoming social issues in Sweden, which will need social workers attention so the increase will not continue. According to Erikson’s Psychosocial Theory adolescents may experience role confusion during the years of adolescence when trying to find their identity, which may result in decreased mental health (Parrish, 2011, p.67). This theory has been known for decades. The question is; what has changed during the past years that may have decreased adolescents’ psychological wellbeing in Sweden?

One thing different today is that adolescents grow up in a world of technology using Social Networking Sites (SNS), such as Facebook, daily. These sites allow individuals to post information about their personal lives, activities as well as like and dislike their online friends’ posts. This may make it easier for the adolescents to criticize each other and compare themselves to others. According to Moreno’s and Kolb’s article Social Networking Sites and Adolescent Health (2012, pp.601-603) it has been shown that the adolescents who get a greater number of positive reactions (more “likes” and positive comments) to their posts and SNS profiles experience higher self-esteem and satisfaction with their life. The correlation between SNS and adolescent’s wellbeing is a fairly new field to study. However, there has been significant increase of studies within this field during the past years (Ahn, 2011, p.1443), reason for this may be the increase of SNS usage.

In this quantitative study it was explored to what extent Facebook had an effect on the psychological wellbeing amongst adolescents in southern Sweden. The quantitative approach was used to get a broad and objective result. Questionnaires were handed out to adolescents,
ages 15 to 20, in different areas in Skåne, southern Sweden. The result of the study was with a logical positivistic approach analyzed and discussed using earlier research and the theories: Erikson’s Psychosocial Theory and the Social Comparison Theory.

1.1 Aim and research questions
The aim of this study was to explore to what extent Facebook had an effect on the psychological wellbeing amongst adolescents in southern Sweden.

The research questions were developed to be able to meet the purpose of the study. The main research questions were as following:

- Do the attention adolescents get on Facebook affect their psychological wellbeing?
- Do the social comparison on Facebook affect adolescents’ psychological wellbeing?

1.2 Hypothesis
From studying earlier research and theories the hypotheses of this study were created: (1) the attention adolescents get on Facebook affect their psychological wellbeing both positively and negatively. (2) The social comparison on Facebook affects adolescents’ psychological wellbeing negatively if they perceive their Facebook friends to be better than themselves.

1.3 Essay disposition
The second chapter consists of a presentation of empirical information from previous research concerning Psychological Wellbeing and the quality of Facebook usage. This is preceded by the third chapter which consists of a presentation of the theoretical framework, here relevant information related to Social Work are presented about Erikson’s Psychosocial Theory and the Social Comparison Theory. Next, the methodology is presented in chapter four, which consists of information about the research design, mode of procedure, tools of analysis, essay credibility and limitations. In chapter five the results are presented by tables and graphs constructed in IBM SPSS Statistics 20 and Excel, as well as written explanations of what has been found. The result is divided into three different themes, which are divided into subthemes to answer the research questions and aim of the study. The sixth chapter consists of an analysis of the result in relation to previous research and the theoretical framework. In the seventh and final chapter a discussion is made, the results are summarized and presented in order to answer the aim. This is followed by a discussion about theories and previous research, and methodological discussion. This is followed by suggestions for further research.
Last in the thesis the reference list is presented and after that the four appendix, which consists of letter of consent and questionnaires in both Swedish and English.

1.4 Explanation of concepts

- **Adolescence** - In Erikson’s Psychosocial Theory adolescence is explained to be the time period when the individual is in between 12 and 20 years of age (Parrish, 2011, p.68). In this study this is narrowed down and the focus group are adolescents/youths between 15 and 20 years of age.

- **Facebook** - Facebook (www.facebook.com) was invented in 2004 so students at the Harvard University website could connect and communicate with each other, since then it has evolved and today it is the most visited website worldwide (Moreno & Kolb, 2012, p.602), with over 1 billion active members in 2012 (Facebook, n.d.). On Facebook’s website it is posted that “Facebook’s mission is to give people the power to share and make the world more open and connected” (ibid).

- **Psychological wellbeing (PSW)** - as seen in other studies (Ahn, 2011) psychological wellbeing has been measured by using the Satisfaction of Life Scale. Therefore, this is used in this study as well, but to add more dimensions it was decided to use Subjective Happiness Scale and Self-esteem Scale as well to measure the psychological wellbeing in this study. This because psychological is described as “mental or emotional as opposed to physical in nature” (Webster Dictionary, n.d.) and wellbeing is stated to be “a contented state of being happy and healthy and prosperous” (ibid). The three scales used are believed to gather these three definitions of the concept wellbeing in an emotional (psychological) way.

- **Social Network Sites (SNS)** – Another word for SNS is Social Media. SNS allow users to share information about themselves, e.g. to create profiles, post information (i.e. status updates, pictures, videos) about their personal lives, activities as well as comment, and like other users posts. Facebook users can also tag their friends in their pictures, which connect the picture to their friend’s name (Moreno & Kolb, 2012, pp.601-602). Facebook is one type of SNS.
2 PREVIOUS RESEARCH

The previous research is presented within two different themes. First previous research about adolescents Psychological Wellbeing (PSW) is being presented, where some of the reasons behind the decrease of PSW are being discussed as well as the gender differences within this field. Secondly previous research about Social Network Site (SNS) usage are being presented, where it is being described how SNS are used, the importance of the attention adolescents get on Facebook, social comparison on Facebook, and how adolescents construct their own profiles. All of this was used when analyzing and discussing the result to broaden the phenomenon shown.

2.1 Psychological wellbeing among adolescents

Adolescence is a developmental time when a lot of changes occur in an individual’s life, both biologically and socially. These transitions increases the individuals stress levels and expose them to more life challenges (Ge, 2001, p.404). This is a time of high drama, insecurities and frequent mood swings (Moreno & Kolb, 2012, p.605). Social changes in the individuals’ lives occur when the youths break lose form their parents and try to learn and develop new social roles in order to establish their social position in relation to others, this without parental supervision. The peer relationships become more fundamental to the adolescents and they therefore get more influenced by them. Furthermore, this is a time when the individual is exposed to new social situations, e.g. parties, which may result in that the youths get closer to friends, but also get in contact with strangers (Sarkova, et al., 2013, p.147). Adolescents are highly affected by how others perceive their appearance, thoughts and identities. Therefore, they are more likely than other age groups to falsely assume things which positively or negatively affect their perception of themselves (Kang, et al. 2013, p.2).

In Sweden today 22,7 percent of the individuals between 16 and 24 years old suffers from feelings of anxiety, worry and anxiousness (Statistics Sweden, 2013, p.25). Furthermore, according to an article by Statistics Sweden these feelings have increased among adolescents during the past twenty years (Sjöberg, 2010, p.11). The transitions and challenges an individual face during adolescence may all be of significance to the depression rates found among youths (Ge, 2001, p.405). It is also found the majority of mental disorders emerge prior to adulthood (Merikangas, et al., 2010, p.6), which may indicate the vulnerability of this
time period in an individual’s life.

2.1.1 Gender differences
It has been shown there are gender differences when it comes to depression rates among adolescents, more girls are shown to be depressed than boys already at the ages of 13 or 14, which continues throughout all ages of adolescence (Ge et al., 2001, p.413). Early-maturing girls have especially a difficult time to adjust when they experience negative and stressful life events during adolescence. This may partly explain why girls are at higher risk of being depressed than boys during this time (ibid, p.406).

2.2 Usage of Social Networking Sites (SNS)
Adolescents today grow up in a world of technology that involves SNS usage and the majority of adolescents have access to Internet (Moreno & Kolb, 2012, p.601). Facebook is the most used SNS throughout the world and at least 94 percent of adolescents from the USA use this on a regular basis, which is more than any other age group (Kang, et al., 2013, p.1). It is simply expected of individuals to be a part of SNS by the society and this is also changing the expectations of peer-relationships (Cabral, 2010, p.5). According to an article in Bloomberg Business Week (Stone & Frier, 2014, p.1) there were 1.23 billion active members on Facebook in January 2014. This indescribable popularity alone shows the power SNS has over the world population, and the SNS population keeps growing (Cabral, 2010, p.5). This means most adolescents live in two different worlds, both on the Internet and offline in the social environment. How the youths interact are similar both off- and online, however their online behavior and how they are presenting themselves online is getting more intensified than their behavior in the offline social environment (Ivcevic & Ambady, 2012, p.290). Furthermore, it has been found the frequency of how much adolescents use SNS are not as important as the quality of their usage, i.e. their behaviors on Facebook, when it comes to their mental health (Feinstein, et al. 2013, p.161).

SNS is a very complex phenomenon to study. Nevertheless, the increase of SNS usage, both by itself and within other media tools, highlights the importance of understanding the effects of these sites (Ahn, 2011, pp.1435-1441). For adolescents Facebook is an important medium to develop friend relationships and interact with these friends, for self-expression and peer feedback. Facebook allows its members to post information (i.e. statusupdates, pictures, videos) about their personal lives, activities as well as like and dislike other people’s posts.
Facebook users can also tag their friends in their pictures, which connect the picture to their friend’s name. This makes it easier for youths to display information; both in text, video and picture format, which may have potential influence on other, especially younger, adolescents. This way Facebook give adolescents the opportunity to shape their own identities by choosing what information to post about themselves. It is also a good medium for individuals that have other interests than their peers in the offline social environment, this may help these individuals to develop an identity they otherwise would not have been able to (Moreno & Kolb, 2012, pp. 603-605). Consequently, Facebook can increase social relationships, but it can also intensify feelings of jealousy and envy (Nitzburg & Farber, 2013, p.1183).

2.2.1 Attention on Facebook
What motivates some SNS users may be to achieve Internet fame and gather viewers, while others restrict their privacy settings so their profile only can be shown to a closer network of friends. How respective SNS are structured influences the networking behavior. For instance, individuals on Facebook are consistently rated as physically and socially attractive when they have attractive friends, get many “likes” and positive comments. If they get many negative comments or less “likes”, they are seen as not as attractive (Ahn, 2011, pp.1437-1441). It has been shown that the adolescents who experience a greater number of positive reactions (more likes and positive comments) to their Facebook profile experience higher self-esteem and satisfaction with their life (Moreno & Kolb, 2012, pp.601-603). Adolescents tend to pay large attention to the feedback they get on Facebook and by this judge if they are better or worse than others. Individuals who get more peer acceptance feel higher satisfaction with themselves (Kang, et al. 2013, p.2). It has been found that adolescents see things written on Facebook as true which makes this medium act as a “superpeer” to the adolescents (Moreno & Kolb, 2012, p.603). Furthermore, the feedback individuals get on Facebook influences the development of their social identities, i.e. how the adolescents interact with others in their social environment (Ahn, 2011, pp.1437-1441).

2.2.2 Social Comparison on Facebook
Individuals judge each other’s Facebook profiles consistently (Ahn, 2011, pp.1437-1441), as well as compare their similarities and differences to their Facebook friends. This is something Facebook allows, or more or less offers. Evidence says comparison behaviors on Facebook may affect individuals’ mental health and wellbeing (Kang, et al., 2013, p.1). Social comparison is not only problematic though, it can even be seen as positive. This is because
the social comparison provides individuals with self-evaluative information that can lead to either positive or negative judgments within the self. When people are presented with information about others they tend to compare that information with themselves (Feinstein, et al., 2013, p.162). Adolescents go through this process of social comparison to estimate if they are welcome in a group or not. Therefore, this comparison can lead to both positive and negative wellbeing (Kang, et al., 2013, p.2). A possible scenario is that the youth get persuaded to involvement in risky behaviors, e.g. substance usage or sexual behaviors, if they see other users’ profiles display this behavior (Moreno & Kolb, 2012, p.603).

Facebook users may feel more confident and self-affirmed if they perceive their Facebook friends’ enhanced SNS content as impressive, however having impressive Facebook friends may also lead to increased feelings of envy and decreased life satisfaction. Reading and seeing many of others self-focused and self-aggrandizing status updates and photos tend to lead to feelings of unfairness, that others have it better, and that others have a happier life than they do (Nitzburg & Farber, 2013, p.1184). Further, attractive persons of the same gender tend to be less positive when comparing themselves to each other, than if they compare themselves with a nonattractive person of the same gender. In fact, it has been found that Facebook users are more likely than non-Facebook users to agree other people are happier and have better lives than themselves (Feinstein, et al., 2013, p.162).

2.2.2.1 Construction of own Facebook profile
Individuals on Facebook do not only judge each other’s profiles consistently, but they consistently manipulate their own profile as well (Ahn, 2011, pp.1437-1441). It has been found that Facebook users tend to enhance and idealize their presentation of themselves, e.g. by choosing their most attractive profile pictures, and presenting themselves as more positive than they are in the offline social environment (Nitzburg & Farber, 2013, p.1184).
3 COUPLING TO THEORY

Since this was a fairly small study it was difficult to generalize the result to the total population of adolescents in Skåne, Sweden. Nonetheless, Erikson’s Psychosocial Theory and Social Comparison Theory were used when analyzing and discussing the result to strengthen the phenomenon shown. One reason for why theoretical triangulation was being used was to increase the dimensions when analyzing and discussing the result, as well as to broaden the phenomenon shown. The author believed Erikson’s Psychosocial Theory and the Social Comparison Theory complemented each other well, since the Psychosocial Theory focus on formation of identity and the Social Comparison Theory focus on how individuals look at similarities and differences with others, which is one aspect of formation of identity. Further, both theories were used to describe this phenomenon in relation to the adolescents Psychological Wellbeing (PSW).

3.1 Erikson’s Psychosocial Theory

Erikson’s Psychosocial Theory evolved out of Freud’s ideas, however there are two major differences. Erikson (1963) emphasized children are curious explorers who actively seek to adapt to their environments and he stressed the importance of social and cultural influences. Erikson believed individuals face eight major crises, which he decided to call psychosocial stages. It is of importance for the individual to resolve the psychosocial crisis their in since this makes it more likely for the individual to be able to reach satisfactory resolution during the upcoming psychosocial stage (Shaffer & Kipp, 2010, p.44). In other words, if the individual does not resolve the crisis that appears during each psychosocial stage this may affect the individual’s mental health (Parrish, 2011, p.63). Moreover, how an individual deal with these psychosocial crises shape his or her personality (Weiten, 2011, p.345). Nonetheless, Erikson believes that “there is little in inner developments which cannot be harnessed to constructive and peaceful initiatives if only we learn to understand the conflicts and anxieties of childhood” (Parrish, 2011, p.63). Furthermore, this would mean that all the psychosocial stages up to adolescence are interesting in this study, this because of if the individual has not resolved the crises in earlier stages this may affect their mental health during later stages, e.g. adolescence. Nevertheless, with this in mind the focus is still on the crisis during the psychosocial stage adolescence.
During adolescence the youth experience puberty and rapid changes emerge in their physical appearance. Nonetheless, this is not the only challenge individuals face during this psychosocial stage. The development of an individual’s identity is a lifelong process that starts at a very young age. However, during adolescence the search for identity takes a central part in the individual’s life and this is a normal part of development (ibid, p.67). The search for identity means working out a stable concept of the self as a sole individual and embracing values and morals that provides a sense of direction in the individual’s life (Weiten, 2011, p.356). Adolescence is the fifth psychosocial stage, characterized by identity achievement versus role confusion, and this is the time period when the individual is between 12 to 20 years of age. Achieving identity is a very complex task, and during this time the individual will face many challenges, which may lead to role confusion. These challenges may be experienced as a part of when the youth explore and experiment in many different fields, e.g. philosophy, socially and religion; this may include usage of alcohol, drugs, piercings and tattoos (Parrish, 2011, p.68). Exploration and commitment are essential to identity achievement during adolescence. Parents, siblings, and peers influence the youth’s choices, e.g. whom to date, whether to break up, educational goals, when to initiate sexual behavior, whether to get a tattoo or piercing and decisions about illegal substance usage (Jones, et al., 2014, p.54). Since the youths are trying to become their own by breaking lose from their parents the peer relationships become of much more importance and the peers’ approval is considered crucial to the youth during this stage. A combination of the physical, mental and social dimensions of their experiences may establish role confusion and the question: ‘Who am I and where am I going?’ form within the youth’s head (Parrish, 2011, pp.67-68).

The desired outcomes of this stage is associated with the capacity of sustaining loyalties despite circumstances and challenges featured by the society, as well as achieve a sense of the identity in relation to the society. However, if the youth is resisting increased responsibility and insist on keeping childish behaviors, use behaviors without considering the consequences and choose peers impulsively, or neglect skills and abilities that may contribute to independence and employment, it may lead to fanaticism and estrangement (ibid).

3.1.1 Advantages and disadvantages with Erikson’s Psychosocial Theory
According to Shaffer and Kipp (2010, p.45) it is easy to accept Erikson’s psychosocial theory since it emphasizes an individual’s rational and adaptive nature as well as it stress social conflicts and personal dilemmas people may have experienced themselves. Another advantage
is the theory accounts for both transitional and continual personality development, since it
draws connections to early childhood experiences as well as adult personality (Weiten, 2011, p.346). Nonetheless, the theory has some disadvantages as well. It has been criticized for
being vague about the causes of development, how to successfully resolve the crises and how
the outcome of a psychosocial stage influences the individual in later stages. The theory does
explain more about the social and emotional development than why and how the development
happens (Shaffer & Kipp, 2010, p.46). Another disadvantage is it idealizes typical
developmental patterns within each psychosocial stage and does not consider the individual
differences when it comes to development and personality (Weiten, 2011, p.346).

3.2 Social Comparison Theory

Social Comparison Theory was first developed in the 1950s by Leon Festinger. The theory
explains how individuals by comparing themselves to others evaluate their own attitudes,
abilities and beliefs. Most often individuals compare themselves to those in their peer group
or with those who are similar to them. However, this is not always the case (Festinger, 1954, pp.117-118). Social comparison is an essential part of human life since this is the most
favored way to evaluate ourselves as individuals, this because individuals like to know where
they stand when it comes to how they think, feel and do. This is a completely normal
behavior. Another reason for social comparison is motivation, e.g. to be slightly better than
the individual feel s/he is. The goal by doing this is to feel psychological comfort, but
depending on the outcome of the social comparison individuals’ motivation, self-esteem and
self-knowledge changes to the better or the worse (Guimond, 2006, p.174).

An individual’s opinions and beliefs of a situation as well as their evaluations of their abilities
will together affect the individual’s behavior. It is easier to compare physical abilities since
there is an objective reality, e.g. comparing how fast an individual run to another individual.
However, evaluating an individual’s ability to write poetry is harder since this has more to do
with opinions. It can never be tested if ones opinion is better than another, since it cannot be
determined by the physical world. If there is no objective reality, an individual bases his/her
opinions and abilities on the comparison to other individuals (Festinger, 1954, pp.117-119).

Social comparison is the basis for self-evaluation, e.g. appearance and information is
something that individuals compare in daily interactions to establish their psychological
status. If individuals who compare themselves with those they believe are better, i.e. more attractive or successful, than themselves they will set their goals higher and this may result in high dissatisfaction and low self-esteem. This especially if the individual realizes s/he will never reach that goal. However, if individuals compare themselves to others who are worse off than them they may feel proud in their existence. This means that when the outcome of the comparison is successful, the individual may be feeling a positive: state of mood, mental health and wellbeing. However, if the outcome is not successful they may experience negative wellbeing and feel dissatisfied, sad, lonely and depressed (Kang, et al., 2013, pp.2-3).

3.2.1 Advantages and disadvantages with Social Comparison Theory
The author feels Social Comparison Theory is easy to accept since it emphasizes an individual’s comparative nature and personal dilemmas and individuals may have personal experiences with this type of behavior. However, there is one disadvantage that the author can see. It is well established what happens if the social comparison are not successful, but vague if there is possibilities to restore wellbeing if this occur and how in that case this is done.
4 METHODOLOGY

In this study it was explored to what extent Facebook had an effect on the psychological wellbeing amongst adolescents in southern Sweden. In order to get a broad and objective result a quantitative method was used, which increased the ability for the author to describe the measurements more precisely (Grinnell, 2001, p.132). In order to find measurements a survey was done, this by handing out questionnaires at a high school, two driving license schools and at a youth clinic. In order to measure adolescents psychological wellbeing three different scales were used; Rosenberg Self-Esteem Scale, Satisfaction with Life Scale and Subjective Happiness Scale. In order to measure the connection between the psychological wellbeing and the quality of adolescents Facebook usage, questions about Facebook usage were added in the questionnaires as well. These questions were carefully composed to meet the purpose of the study and to be able to answer the research questions. The result was summarized in the IBM SPSS Statistics 20 program and out of graphs and tables the result was analyzed and discussed with help from Erikson’s Psychosocial Theory and the Social Comparison Theory.

4.1 Research design

In order to meet the purpose of the study a quantitative research approach was used, with logical positivism as the epistemological root. In logical positivism the result only is interesting if the data is derived from a quantitative study, this because the objectivity in a research with a logical positivistic approach is crucial for the result to be acceptable (ibid, p.116), since a quantitative research method was used objectivity was of importance either way. However, the quantitative approach has been criticized within the Social Work field since it is seen to lack a clear description of how things actually happen in the real world (ibid, p.120). Therefore, theories were used when analyzing the result in this study to strengthen the phenomenon shown.

Triangulation is an important method when wanting to strengthen the result of the study, this since “no single method ever adequately solves the problem of rival causal factors” (Patton, 2002, p.247). In this study the author therefore decided to use theoretical triangulation in order to discuss and analyze the single set of data. The two theories chosen were Erikson’s Psychosocial Theory and Social Comparison Theory. The disadvantages using theoretical
triangulation could be that the result may point in different directions, this because different theories capture different aspects (Alvesson & Sköldberg, 2009, p.86). This may conflict with the objectivity a quantitative study demands, but since this is a fairly small study it will be of advantage to use theoretical triangulation to broaden and understand the phenomenon shown.

4.2 Mode of procedure
Following important information is presented about how this study was conducted. The literature was chosen in order to get information about the topic studied, a sampling was made out of the total population of 86901 adolescents in Skåne, Sweden (Statistics Sweden, 2013) and questionnaires handed out. The variable being explained in a study is the dependent variable and the variables thought to induce or explain this change is called independent variable. However, in the real world no variables are either dependent or independent, this is only based on research objective (Frankfort-Nachmias & Nachmias, 2008, p.49). Therefore, the main dependent variable throughout this study, if not other stated, was psychological wellbeing (PSW). This was measured with Rosenberg Self-Esteem Scale, Satisfaction with Life Scale and Subjective Happiness Scale. Some of the independent variables consisted of: Facebook usage, attention on Facebook and social comparison on Facebook. The constant in this study, gender, was of interest when looking at this in relation to Facebook usage and PSW.

4.2.1 Selection of Literature
In order to get pre-understanding about the social problem and find earlier research about the area studied different databases were used, among those; Discovery, Google Scholar and PsychINFO. First the search words “depression among youths” were used. Nonetheless, depression was a too strong word for this study. Then the search words “Psychological wellbeing” came up in one journal and this suited better in this context. “Psychological wellbeing among youths” got 1556 hits in discovery, 317 hits in PsychINFO and 155 000 hits in Google Scholar. Social Media was the term first used, but there were no hits when connected to the search words “effects on youths”. However, when searching for “Social Network Sites” and “effects on youths” 251 hits were found in discovery, 18 hits in PsychINFO and 68 500 hits in Google Scholar. From the amount of hits it was quite clear that the psychological wellbeing among youths were a lot more researched than the Social Networking Sites’ effect on the youths. Apart from the databases used a good amount of literature were used as well, these as guidelines for writing the essay as well as finding an
appropriate theoretical standpoint.

4.2.2 Gathering of Data

A survey was done to gather data needed. This because handing out questionnaires seemed like the most relevant method, since this would enable an objective comparison between the variables chosen. Sampling is “a portion or a subset of a larger group called a population” (May, 2011, p.98). To narrow the sampling the focus in this study was on adolescents between the ages 15 to 20. The entire population of adolescents between the ages of 15 to 20 in Skåne, Sweden equaled 86901 (N=86901) in 2013 (Statistics Sweden, 2013). A convenience sampling was made to find adolescents to participate in the study; this means the sampling was constructed out of what was available (Frankfort-Nachmias & Nachmias, 2008, p.168). 100 questionnaires (n=100) were handed out and distributed in between one high school, two driving schools and a youth clinic in Skåne, Sweden. However, in two of the questionnaires the two first sections were only filled in and could therefore not be used. Out of the 100 participants five were not members of Facebook and therefore these were sorted out as well, left were 93 questionnaires (n=93).

The questionnaires (see Appendix 3) were made with 40 questions and these questions were divided into six sections. The first section contained nominal scales with questions about gender and weather the adolescent were a member of Facebook or not, as well as one ordinal scale about the adolescent’s age. The rest of the questionnaire contained questions with ordinal scales. In the second section there were questions about how active the adolescent was on Facebook, how influenced the adolescent was by the attention s/he got on Facebook, how the adolescent perceived their Facebook friends and how the adolescent constructed his/her own profile on Facebook. The third section was the satisfaction with life scale, the forth section the subjective happiness scale and the fifth section the Rosenberg self-esteem scale. The sixth section contained only one question about whether the adolescent answered the questions more positively than what the truth actually was. However, the respondents may have answered this question more positively if they answered the rest of the questions more positively than the truth was. In conclusion, these questions were all written in order to meet the purpose of the study, the last question was added in to see the frequency in which the adolescents told the truth or not.
4.3 Tools of analysis

The total population of adolescents in Skåne, Sweden was 86901 (N=86901) in 2013 (Statistics Sweden, 2013) and the sample population was 100 (n=100). Furthermore, in the majority of the study only 93% of the sample population could be used since those were valid for this research, therefore the sample population then equaled 93 (n=93). Since this was a fairly small study it was difficult to generalize the result to the total population of adolescents in Skåne, Sweden. The main dependent variable (y) in this study, if not other stated, was psychological wellbeing, which was measured by Rosenberg Self-Esteem Scale, Satisfaction with Life Scale and Subjective Happiness Scale. Independent variables (x) consisted of: Facebook usage, attention on Facebook, perception of Facebook friends’ profiles and construction of the own profile. The constant in this study, gender, was of interest when looking at this in relation to Facebook usage and PSW. However, the exact age of the adolescents were not of interest in this study as long as they were within 15 to 20 years of age. However, because of all the changes occurring during this time in the adolescents’ lives there may be differences in an 15 and a 20 year olds’ responses. Further, if the sample had been larger and the sample would have contained more age groups this could have been an interesting factor.

As described before the questionnaires were built up in six different sections to easiest be able to code and present the results, as well as analyze and discuss it. To enable calculations in IBM SPSS Statistics 20 the material was coded. The first section contained nominal scales and were therefore coded, gender - woman=1, man=2, Facebook member - Yes=1, No=2, as well as one ordinal scale coded age - 15=1 up to 20=6. The rest of the questionnaire contained ordinal scales. The second section contained questions about Facebook and this was divided into four sub sections; how active the adolescent was on Facebook, how influenced the adolescent was by the attention s/he got on Facebook, how the adolescent perceived their Facebook friends and how the adolescent constructed his/her own profile on Facebook. Question 4 to 8 were coded as stated on the questionnaire from 1=never to 6=always. Question 9 and 10 were coded from 1=less than 10 to 6=more than 50, 0=don’t know. Question 11 to 20 consisted of 4-point Likert scale format and were coded with 1=Strongly disagree, 2= partly disagree, 3=partly agree, 4=strongly agree, 0=don’t know. Question 15 and 17 had the same type of coding, but in reverse.
As described before three different scales were used to measure adolescents’ psychological wellbeing: Satisfaction with Life Scale, Subjective Happiness Scale and Rosenberg Self-Esteem Scale. The Satisfaction with Life Scale contained five items answered with a 7-point Likert scale format where strongly disagree gave one point and strongly agree gave seven points. When these scores were summarized some limits were used on the scales, 5-9 extremely dissatisfied, 10-14 dissatisfied, 15-19 slightly dissatisfied, 20 neutral, 21-25 slightly satisfied, 26-30 satisfied and 31-35 extremely satisfied (Fetzer Institute [1], n.d., p.3). The Subjective Happiness Scale contained four items answered with a 7-point Likert scale format, which measured the levels of happiness in a person. The answers were scored from one to seven, where question 29 was reversely scored; the higher points in total the higher happiness (ibid, p.5). This scale was coded similar to the one above: 28-25 Extremely happy, 24-21 Happy, 20-17 Slightly happy, 16 Neutral, 15-12 Slightly unhappy, 12-8 Unhappy, 7-4 Extremely unhappy. Rosenberg Self-Esteem Scale contained ten items measuring the global self-worth by looking at both positive and negative feelings about the self. The items were answered using a 4-point Likert scale format, ranging from four points for strongly agree to one point for strongly disagree. Question 31, 34, 35, 37 and 38 were scored in reverse, where one point were given for strongly agree and four points for strongly disagree, the higher score the higher self-esteem (Fetzer Institute, n.d., pp.1-4). Since the satisfaction with life scale were measured by a number of items these were computed into one new variable in IBM SPSS Statistics 20, the same was done with the self-esteem scale and subjective happiness scale.

After coding the variables the 4-point Likert scale format was recalculated into a 7-point Likert scale format, this to make it possible to compute the three scales together as one Psychological Wellbeing Scale. This was done by an equation were (a) = amount of questions, (b) = amount of answers, (c) = top score on scale. Originally (a) = 10, (b) = 4, (c) = 40. Since the goal was to change the Likert scale to 7, (b) was switched out to (b)=7 and then (a) was counted out in this case. (c) / (b) = (a). The outcome was (a) ≈ 5,714. To get the new ranking scale this equation was now used (a) * 7 = (d), were (d) created the ranking scale for the self-esteem scale. The 7 was after this switched out to count down all the way to 1. The ranking scale found was: 40-35, 34-30, 29-23, 22, 21-17, 16-11, 10-6. Were 40 was the highest and six the lowest. These three scales were then summarized into one Psychological Wellbeing Scale and the outcome ranking was: 103-89 Extremely good, 88-75 Good, 74-59
Slightly good, 58 Neutral, 57-44 Slightly bad, 43-29 bad, 28-15 Extremely bad.

All the codes for the ordinal and nominal scales were put into the IBM SPSS Statistics 20 coded as instructed above. To be able to compare the different variables cross-tabulations were made, which then showed the connection between the different variables. When using only ordinal scales gamma (γ) were used to measure the magnitude and direction of the relationship between the different variables. Following shows how this measurements were interpreted: 0.0 = no relationship, ±0.0 to ±0.2 = very weak, ±0.2 to ±0.4 = weak, ±0.4 to ±0.6 = moderate, ±0.6 to ±0.8 = strong, ±0.8 to ±1.0 = very strong, ±1.0 = perfect relationship. If it showed a positive value it meant the direction of the variables were associated in a positive way, which meant the better independent variable was, the better dependent variable was, e.g. the more attention the adolescent got on Facebook the better their PSW was. On the contrary if the value was negative the direction of the variables were associated in a negative way, which meant the better the independent variable was, the worse the dependent variable was, e.g. the less attention adolescents got on Facebook the better their PSW was (Frankfort-Nachmias & Nachmias, 2008, pp.367-372). IBM SPSS Statistics 20 was used to analyze the result through tables. However, Excel was used to make the graphs since the author had more experience with this program.

4.4 Essay Credibility

4.4.1 Reliability

Reliability relates to the consistency and trustworthiness of research findings. This is done by frequently throughout the study examine if the study is reliable and reproducible by other researchers later on (Kvale & Brinkmann, 2009, p.245). When constructing the questionnaires already tested scales were used, this in order to be able to measure psychological wellbeing in a matter that already been proven successful. However, new scales were created out of the information needed to meet the purpose of the study. To strengthen the reliability the questionnaires were tested on a control group containing five youths in the same age group as the focus group of the study, out of their critique the questionnaires were improved before handed out to the participants of the study. However, errors were found after the questionnaires had been filled in, question 9 and 10 were partly constructed wrongly since answer alternatives number two to four in both questions partly contained the same answer alternatives, i.e. 10-20, 20-30, 30-40 and 40-50. This leads the author to not know whether the
30 likes is supposed to be added into the second or third answer alternative. Another error was also made in question 17 since this question uses the words “some of” which makes the question unclear and by that it can be interpreted in different ways by the respondents and the author. These errors affect the reliability of the study. An Alpha reliability test was made in IBM SPSS Statistics 20, where the Cronbach’s Alpha equaled 0.824 on the 44 items, since the value was higher then 0.7 it was accepted for the study (SPSS FAQ, n.d.). The author was not a professional researcher, at the time of the study, and had never executed a quantitative study before, this may have affected the reliability of the study. Since this was a quantitative study the author tried to reach objectivity, however according to Patton (2002, p.93) it is impossible to reach full objectivity even though this is worth striving for. The answers to the questionnaires were translated from Swedish, which may have changed the meanings of the words. The author completed all the questionnaires, coding and analyzing of the result by hand, this may have affected the reliability of the study, since some numbers may have been put in wrong. However, all questionnaires were numbered after filled in and mixed together. This to be able to review the numbers in IBM SPSS Statistics 20 one extra time to make sure all numbers were correct before putting together the result and carry out the analyze, however possible errors would effect the reliability of the study (Frankfort-Nachmias & Nachmias, 2008, p.312).

4.4.2 Validity

Validity relates to ‘whether a method investigates what it purports to investigate’ (Kvale & Brinkmann, 2009, p.446), as well as to the truth, the correctness and the strength of the statements (ibid). The content validity was continuously checked throughout the study to make sure what the author was trying to measure was actually being measured. Before doing the survey the questionnaires were carefully composed, modified and tested to meet the purpose of the study. In the end of the questionnaire a question was asked weather the participant had answered the questions more positively or not, this partly to check the validity of the result. It was found more than half of the adolescents in this study either did not know or answered the questions more positively than they believed to be the truth, this may indicate the adolescents PSW were in fact lower than what they stated in their answers. In order to measure psychological wellbeing three different scales were computed and one recoded, this may have affected the validity in a negative way since the author was not a professional researcher at the moment and not trained in coding (Frankfort-Nachmias & Nachmias, 2008,
p.311). Since the sample population was fairly small compared to the total population, and a convenience sampling was used instead of a random sampling, this may have affected the sampling validity. Since approximately a fourth of the questionnaires were answers by adolescents at a youth clinic this may have affected the validity as well, this because some of the adolescents who go there may have decreased psychological wellbeing compared to other youths. To test the empirical validity the association between the variables was measured by gamma. However, the magnitudes of the relationships between the variables were shown to be very weak, therefore there may be errors in whether the independent variables predict the dependent variable (Frankfort-Nachmias & Nachmias, 2008, p.373). To increase the construct validity the analysis and discussion were structured to follow the research questions to make it easier for the reader as well to make it easier for the author to continuously check whether the investigation met its purpose. The method, quantitative with logical positivism as epistemological roots, were chosen since this served best when answering the questions asked. To strengthen the validity of the result theoretical triangulation was used, if an additional person had been part of the analyzing process, investigator triangulation could have been used and this would have strengthened the validity further (Patton, 2002, pp.247-248).

4.4.3 Generalizability
The generalizability of a study is the ‘extent to which it can be used to inform us about persons, places, or events that were not studied’ (Grinnell, 2001, p.37). Sample generalizability was aimed for since a sample was drawn out of a larger population that later was suppose to generalize the entire population (ibid, p.38), i.e. sample was done with 100 adolescents in Skåne (southern Sweden) and this sample was supposed to represent adolescents in Skåne and their attitudes towards Facebook in relation to their psychological wellbeing. Since this was a quantitative study objectivity was the goal throughout, this means the result should be able to inform us about persons that were not studied. However, since theoretical triangulation was used this may conflict with the objectivity a quantitative study demands. Nonetheless, theoretical triangulation was decided to be used since this is a fairly small study and the theoretical triangulation would be of advantage to broaden and understand the phenomenon shown.

4.4.4 Ethical Considerations
Ethical considerations are “fundamental for maintaining the integrity of a research as a whole, as well as respect for co-participants” (May, 2011, p.277). There are four different aspects
that are of importance in terms of ethical considerations: information, consent, confidentiality, and dissemination. These are important to make sure all the participants are informed of before participating in the study (Grinnell, 2001, pp.56-59). First a letter of consent (see Appendix 1) was sent out by email to the principal or another person in charge at the organization where the questionnaires were handed out. These were then accepted by email. Within these letter of consent there were firstly written information about who the author was, what the study aimed to do and why the study was conducted. Secondly, the person signing was informed s/he could at any time before the questionnaires were handed in withdraw their agreement to participate in the study. Thirdly, they were informed about that the organization and school would be anonymous in the study as well as the adolescents participating. Fourthly, that the content were only to be look at as numbers as a part of this study. A similar information letter was attached to the questionnaires that the participants agreed upon by participating in the survey. The reasons behind all of this were to protect the participants’ rights (May, 2011, p.277).

4.5 Limitations

From the beginning the aim was to do a simple random sampling in order to get the result as objective as possible (Grinnell, 2001, p.210). This was done by randomly selecting schools from a list of high schools in the county, Skåne in Sweden, to be a part of the study. Nonetheless, as it turned out only one school accepted to be apart of the study and therefore this type of sampling did not work. This resulted in a convenience sampling instead. The timeframe was another limitation experienced, since this forced the study to be narrowed down and the sample population could not be as large as it otherwise could have been. Furthermore, since the author, at the moment, was not a professional researcher and this was the first time the author conducted a quantitative study this was of limitation for the study as well.
5 PRESENTATION OF RESULTS

The presentation of the results starts with a description of the sample to explain important information about the participants in the study. After this the attention adolescents get on Facebook is put in relation to their Psychological Wellbeing (PSW) and finally social comparison on Facebook is put in relation to their PSW. The independent variable is marked with (x) and the dependent variable with (y).

5.1 Description of sample

The total population of adolescents in Skåne, Sweden, between 15 and 20 years of age, was 86901 (N=86901) in 2013, 51% of these were men and 49% were women (Statistic Sweden, 2013). The sampling in this study contained 100 adolescents (n=100) ages 15-20 and more females participated in the survey than males, see table 1.0. Since this sample only represented 0,1% out of the total population, the findings could not completely be generalized to the entire population. Out of the questionnaires 7% were invalid for this study since 5% contained males who were not members on Facebook and 2% were filled in by males who only filled in the first two sections of the questionnaire, see this case processing summary in table 1.1.

Table 1.0
Presentation of gender distribution in relation to how many respondents who participated in the study (n=100)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>59</td>
<td>59,0</td>
</tr>
<tr>
<td>Woman</td>
<td>59</td>
<td>59,0</td>
</tr>
<tr>
<td>Man</td>
<td>41</td>
<td>41,0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100,0</td>
</tr>
</tbody>
</table>

Table 1.1
Presentation of the amount of valid cases in the study (n=100)

<table>
<thead>
<tr>
<th>Cases</th>
<th>Valid</th>
<th>Missing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
<td>N</td>
</tr>
<tr>
<td>Gender</td>
<td>93</td>
<td>93,0%</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100,0%</td>
<td></td>
</tr>
</tbody>
</table>

In the rest of the study the focus is on participants who were members on Facebook, since this was what was of interest for this study, therefore the sample population from now on will contain of 93 adolescents (n=93), where 63% were female and 37% male. Further, as seen in
paragraph above the gender distribution of the total population of adolescents in Skåne, Sweden is not the same as the gender distribution in this study. A cross-tabulation was made between the gender (x) and how often the adolescents checked their Facebook account (y), see this in table 1.2. It was found fifty of the adolescents checked their Facebook account a few times a day and twenty-eight of the adolescents checked their Facebook account a few times an hour. Further, 82% of the males and 85% of the females checked their Facebook account either a few times a day or a few times an hour. This indicated adolescents, no matter sex, spent huge amount of time on their Facebook accounts.

Table 1.2
Presentation of gender distribution in relation to how often the respondents check their Facebook account (n=93)

<table>
<thead>
<tr>
<th>Gender</th>
<th>How often adolescents check their Facebook account</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A few times a month</td>
<td>A few times a week</td>
</tr>
<tr>
<td>Woman</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Man</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 1.3
Presentation of gender distribution in relation to the respondents’ psychological wellbeing (n=93)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Psychological Wellbeing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extremely bad</td>
<td>Bad</td>
</tr>
<tr>
<td>Woman</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Man</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

A cross-tabulation was made to find out the differences and similarities between women and men (x) on the PSW scale (y), see table 1.3. It was found that most of the adolescents of both men and women were above neutral on the PSW scale, 92% of women and 91% of the men. Further, since no adolescents had an extremely bad or neutral PSW these two measurement parts were taken out from all of the following graphs in this study to make these easier to understand.

In order to test the validity of the result a question was asked whether the participants answered more positively on the questions than they believed was the truth. In this case PSW acted as the independent variable (x) and the adolescents honesty the dependent variable (y), since the goal was to find out whether there was a correlation between adolescents PSW and their honesty throughout the questionnaire. As seen in graph 1.4, all of the participants with
extremely good PSW said they were honest throughout their answers, however this decreased among the adolescents with slightly good or good PSW.

**Graph 1.4**

*Percentage of respondents who to different degrees agree or disagree on being too positive in their response in relation to their psychological wellbeing.*

![Graph 1.4](image)

The magnitude and direction of the relationship between the two variables were measured where the value of gamma ($\gamma = -0.103$) indicated the correlation overall was very weak and negative between the PSW and the honesty of the adolescents’ answers. This very weak magnitude indicated there was no clear relationship between the honesty of the respondents’ answers and their PSW. However, if the magnitude had been stronger this could have indicated the better PSW the adolescents had the less they answered more positively than the truth actually was. In other words, this means the better PSW the adolescents had the more honest they believed to be. Nevertheless, it is difficult to make this conclusion since the magnitude showed to be as weak as it was. Out of the adolescents ($n=93$) 63% answered they strongly or partly disagreed to the statement, while 18% did not know and 18% said they strongly or partly agreed. This indicated most of the respondents believed they did not answer the questions more positively than they thought was the truth.

### 5.2 Attention on Facebook in relation to psychological wellbeing

Six different independent variables were looked at when it came to attention on Facebook. The first two variables contained the attention adolescents essentially got on Facebook, i.e. the amount of comments and likes the adolescents got. Further, the second two variables
referred to the hope adolescents had for attention, i.e. hope for many comments and likes. Thirdly, the last two variables referred to the adolescents’ happiness for attention, i.e. if they got happy for many comments and likes. These were all put in relation to the adolescents’ PSW to see if there was any relation between the two variables and, if so, how that relation was shaped.

5.2.1 Attention adolescents essentially got on Facebook
A cross-tabulation was made between the amount of comments (x) the adolescents generally got on their status updates, pictures, videos and shared posts, and their PSW (y). Out of the adolescents (n=93) 47% answered they generally got less than 10 comments on their posts. When looking at graph 1.5, it was found among the adolescents who got more than 10 comments 91% had slightly good or better PSW, but among those who got less than 10 comments only 89% had slightly good or better PSW. This suggests there are no significant relation between the amount of comments the adolescents got on their status updates, pictures, videos and shared posts and their PSW. Furthermore, the magnitude of the relation between the two variables were measured and this was strengthened by a very weak gamma ($\gamma=0.055$). If the magnitude had been stronger the positive direction would have indicated the more amounts of comments adolescents got the better PSW they had, however this conclusion is difficult to make because of the very weak magnitude.

Graph 1.5
*Percentage with different degrees of psychological wellbeing among respondents who generally got less than 10 comments respectively 10 comments or more on their status updates, pictures, videos and shared posts on Facebook in relation to their psychological wellbeing.*
Graph 1.6
Percentage with different degrees of psychological wellbeing among respondents who generally got 30 “likes” or less respectively to 30 “likes” or more on their status updates, pictures, videos and shared posts on Facebook in relation to their psychological wellbeing.

A similar cross-tabulation was made between the amount of “likes” (x) the adolescents generally got on their status updates, pictures, videos and shared posts, and their PSW (y). Out of the adolescents (n=93) 52% answered they generally got 30 “likes” or less on their posts, 14% did not know and 34% generally got 30 “likes” or more on their posts. This indicated a large spread of the amount of likes adolescents actually got. However, a larger percentage of the adolescents in this study got 30 “likes” or less, than the ones who got 30 “likes” or more. Further, this result also showed most adolescents got more “likes” than comments on their posts. When looking at graph 1.6, out of the adolescents who generally got 30 “likes” or less on their posts 88% had a slightly good or better PSW, however 94% of the adolescents who generally got 30 “likes” or more on their posts had a slightly good or better PSW. This indicated there were no significant relation between the amounts of “likes” adolescents got on their Facebook posts and their PSW. The magnitude and direction of the relation between the two variables were measured, where this was strengthened by a very weak gamma (\(\gamma=0.084\)). However, if the magnitude had been stronger the positive direction would have indicated the more likes adolescents got the better their PSW was. Finally, it then could have been said the more comments and “likes” the adolescents generally got on Facebook the better their PSW were. Nevertheless, conclusions like these were difficult to make since the magnitude was as weak as it was.

5.2.2 Adolescents hope for attention on Facebook

A cross-tabulation was made between adolescents hope for many comments (x) on their status updates, pictures, videos and shared posts, and their PSW (y). Out of the adolescents (n=93) 59% strongly or partly disagreed they were hoping for many comments, while a smaller
portion did not know (7%) or did to some extent hope for many comments (34%) on their posts. As seen in graph 1.9, it was quite a large amount of adolescents who strongly or partly disagreed they were hoping for many comments, no matter PSW. The magnitude and direction of the relation between the two variables were measured where the value of gamma was negative and very weak ($\gamma = -0.034$). This very weak magnitude indicated there was no significant relation between the two variables. However, if the magnitude had been stronger the negative direction would have indicated the adolescents hoping for many comments had lower PSW. Nonetheless, this conclusion cannot be made since the magnitude was as weak as it was.

Graph 1.9  
Percentages of respondents who did not know, agreed respectively disagreed on hoping for many comments on their status updates, pictures, videos and shared posts on Facebook, in relation to psychological wellbeing.

A similar cross-tabulation was made with the adolescents hope for many “likes” (x) on their status updates, pictures, videos and shared posts, and their PSW (y). Out of the adolescents (n=93) 30% strongly or partly disagreed, which indicated a large amount of the adolescents either did not know (7%) or to some extent hoped for many “likes” (63%) on their posts. Further, this indicated more adolescents hoped for many “likes” on their posts than comments. In graph 2.0, it was found a large amount of the adolescents strongly or partly agreed to hoping for many “likes” on their posts no matter their PSW. The magnitude and direction of the relationship between the two variables were measured where the value of gamma ($\gamma = -0.128$). The very weak magnitude indicated there is no significant relation between the
variables. However, if the magnitude had been stronger the negative direction would have indicated the adolescents who hoped to get many “likes” on their Facebook posts had lower PSW. Nevertheless, because of the very weak magnitude this conclusion cannot be made. Finally, in both cases the magnitude were very weak, which indicated there were no significant relation between the hope for many comments and “likes” in relation to PSW. Further, if the magnitude had been stronger negative direction between the two variables would have indicated the adolescents who hoped for attention had lower PSW. Nonetheless, because of the very weak magnitude conclusions like these cannot be made.

Graph 2.0
Percentages of respondents who did not know, agreed respectively disagreed on hoping for many “likes” on their status updates, pictures, videos and shared posts on Facebook, in relation to psychological wellbeing.

5.2.3 Adolescents happiness for attention on Facebook
A cross-tabulation was made between adolescents feelings of happiness for many comments (x) on their status updates, pictures, videos or shared posts, and their PSW (y). Out of the adolescents (n=93) only 33% answered they strongly or partly disagreed to feeling happiness for many comments, while 61% answered they strongly or partly agreed to feelings of happiness for many comments. This meant a larger percentage agreed than disagreed to the statement. If looking at graph 1.7, 92% of the adolescents who answered they strongly or partly agreed to feeling happy for many comments had a slightly good or better PSW. Further, 87% of the adolescents who said they strongly or partly disagreed to feeling happy for many comments...
comments had a slightly good or better PSW. This indicated there were no significant relation between the happiness the adolescents felt for many comments and their PSW. The magnitude and direction of the relation between the two variables were measured where this was strengthened by a very weak gamma ($\gamma=.006$). If the magnitude had been stronger the positive direction would have indicated that the adolescents who felt happiness for many comments also had better PSW. Nonetheless, this conclusion was difficult to make since the magnitude was as weak as it was.

Graph 1.7
Percentages with different degrees of psychological wellbeing among respondents who agreed (A) respectively disagreed (B) on feeling happy if they got many comments on their status updates, pictures, videos and shared posts on Facebook.

Graph 1.8
Percentages with different degrees of psychological wellbeing among respondents who agreed (A) respectively disagreed (B) on feeling happy if they got many “likes” on their status updates, pictures, videos and shared posts on Facebook.

A similar cross-tabulation was made between adolescents feelings of happiness for many “likes” (x) on their status updates, pictures, videos and shared posts and their PSW (y). Out of the adolescents (n=93) 27% said they strongly or partly disagreed to feeling happy when they got many likes, while 68% said they strongly or partly agreed to feel happy for many “likes” on their Facebook posts. This indicated most of the respondents felt happy for many “likes”
on their Facebook posts. Further, this also showed more adolescents got happy for many “likes” than many comments on their posts. In graph 1.8, it was found that 92% of those who strongly or partly agreed to feel happy for many “likes” had slightly good or better PSW. Further, 92% of those who strongly or partly disagreed to feel happy for many “likes” had slightly good or better PSW as well. This would result in the happiness for many “likes” had no relation to PSW. If only looking at the adolescents who had extremely good PSW in graph 2.7, it was found among those who strongly or partly agreed to feeling happy for many “likes” (11%) compared to those who strongly or partly disagreed (20%) had extremely good PSW. This indicated there were fewer adolescents who felt happiness for many “likes” that had extremely good PSW compared to the ones who said they did not feel happiness for many likes. The magnitude and direction of the relation between the two variables were measured where the value of gamma was found to be negative and very weak (γ = -.104). Since the magnitude was very weak there were no significant relation between the two variables. However, if the magnitude had been stronger the negative direction would have indicated the adolescents who felt happiness for many likes had lower PSW. Nonetheless, this conclusion is difficult to make since the magnitude was as weak as it was. Finally, the magnitude of the correlation between the variables was found to be very weak in both cases, because of this there were not found any significant relation between the variables: happiness for comments and “likes” in relation to PSW. However, if the magnitudes would have been stronger the positive direction in the first case and the negative direction in the second case would have showed the adolescents who felt happiness for many comments had higher PSW, while adolescents who felt happiness for many “likes” had lower PSW. However, this conclusion cannot be made because of the very weak magnitude.

5.3 Social comparison on Facebook in relation to psychological wellbeing

Three different independent variables were looked at when it came to social comparison on Facebook. The first three variables focused on the adolescents’ perception of their Facebook friends, i.e. the adolescents’ satisfaction with how adventurous their life was compared to their perception of Facebook friends’ lives, if adolescents felt their life was as good as they perceived their Facebook friends’ lives to be, and if adolescents felt their lives were as fun as they perceived their Facebook friends’ lives to be. These were all put in relation to the adolescents’ PSW to see if there were any correlations between the two variables and, if so, how that relation was shaped. Further, correlations were made between the adolescents PSW
and adolescents’ construction of their own profiles, i.e. if adolescents only posted positive status updates, if adolescents only posted pictures they believed they looked good in, and if adolescents un-tagged (removed tags of) themselves in pictures they believed were ugly. This to see if the adolescents are consciously improving their Facebook profiles, and if so, if there is a difference depending on the adolescents PSW in how they construct their Facebook profiles.

5.3.1 Perception of Facebook friends

A cross-tabulation was made between the adolescents’ satisfaction with how adventurous their lives was (x) compared to their perception of Facebook friends’ lives and their PSW (y). Out of the adolescents (n=93) 66% said they strongly or partly agreed and only 26% said they strongly or partly disagreed to being satisfied with the adventurousness they had in their lives compared to their perception of their Facebook friends’ lives.

Graph 2.1
Percentages of respondents who did not know, agreed respectively disagreed on being satisfied with how adventurous their lives were when comparing to their perception of their Facebook friends’ lives, in relation to psychological wellbeing.

When looking at graph 2.1, it was found a larger part of the adolescents below neutral on the PSW Scale felt dissatisfied with the adventurousness in their lives than the ones above neutral on the PSW Scale. The magnitude and direction of the relation between the two variables were measured where the very weak direction ($\gamma=.199$) indicated there were no significant relation between the two variables. However, if the magnitude had been stronger the positive direction would have indicated the adolescents dissatisfied with the adventurousness in their
lives compared to how they perceived their Facebook friends’ lives to be had lower PSW and the adolescents satisfied with the adventurousness in their lives had higher PSW. Nonetheless, because of the very weak magnitude conclusions like this cannot be made.

**Graph 2.2**

*Percentages with different degrees of psychological wellbeing among respondents who agreed (A) respectively disagreed (B) on believing their lives were as good as they perceived their Facebook friends’ lives to be, in relation to psychological wellbeing.*

A similar cross-tabulation was made to see if adolescents felt their lives were as good (x) as they perceived their Facebook friends’ lives to be and their PSW (y). Out of the adolescents (n=93) 58% said they strongly or partly agreed and only 25% said they strongly or partly disagreed to their lives being as good as they perceived their Facebook friends lives to be. Further, more adolescents agreed to the statement than disagreed. When looking at graph 2.2, it was found a larger part of the adolescents below neutral on the PSW Scale felt dissatisfied with how good they perceived their lives to be compared to how good they perceived their Facebook friends’ lives to be. Further, it was found 92% among the adolescents who answered they strongly or partly agreed to their lives being as good as their Facebook friends’ lives were above neutral on the PSW Scale. However, among the adolescents who strongly or partly disagreed it was found only 83% were above neutral on the PSW Scale. This small difference indicated there was no significant relation between the two variables. The magnitude and direction of the relation between the two variables were measured where the very weak gamma (γ=.137) strengthened this. However, if the magnitude had been stronger the positive direction would have indicated the adolescents who thought their lives were just as good as their Facebook friends had higher PSW. Nonetheless, conclusions like these are difficult to make because of the very weak gamma.
A similar cross-tabulation was made between if adolescents felt their lives were as fun (x) as they perceived some of their Facebook friends’ lives to be and their PSW (y). Out of the adolescents (n=93) 55% strongly or partly agreed and 26% strongly or partly disagreed to their lives being as fun as some of their Facebook friends’ lives seemed to be. Further, more adolescents agreed to the statement than disagreed. As seen in graph 2.3, it was found a larger part of the adolescents below neutral on the PSW Scale felt dissatisfied with how fun they perceived their lives to be compared to how fun they perceived some of their Facebook friends’ lives to be. Further, 91% of the adolescents who answered they strongly or partly agreed were above neutral on the PSW Scale, while 88% of the adolescents who answered they strongly or partly disagreed were above neutral on the PSW Scale. This small difference indicated there was no significant relation between the two variables. The magnitude and direction of the relation between the two variables were measured where this was strengthened a very weak value of gamma ($\gamma=.069$). If the magnitude had been stronger the positive direction would have indicated adolescents who believed their lives to be as fun as they perceived some of their Facebook friends lives to be also had higher PSW. However, conclusions like these are difficult to make because of the very weak magnitude. Finally, no significant relation between the variables could be found. However, if the magnitudes had been stronger the positive direction throughout the cases would have indicated the adolescents who believed their Facebook friends’ lives were more adventurous, good and fun than their lives had lower PSW. Nonetheless, this conclusion was difficult to make because of the very weak magnitude.

Graph 2.3

Percentages with different degrees of psychological wellbeing among respondents who agreed (A) respectively disagreed (B) on believing their lives to be as fun as they perceived some of their Facebook friends’ lives to be, in relation to psychological wellbeing.
5.3.2 Construction of the own profile

As found above the adolescents who compared their lives to Facebook friends’ who they believed had more adventurous, good and fun lives than themselves had lower PSW. It may then be of interest to see the correlation between how the adolescents constructed their own profiles and their PSW. How adolescents constructed their profiles were measured with three different variables, the positivity of their status updates, the believed prettiness of uploaded pictures, and weather they un-tagged themselves in pictures they believed they were not pretty in. In this particular case PSW (x) acted as the independent variable and the construction of profile (y) as the dependent variable, this because how the adolescents construct their own profiles was believed to depend on the adolescents’ PSW. When looking at if adolescents construct their profiles in a positive manner, i.e. by adding the answers to the three questions together concerning the status updates, posted pictures and untagging pictures, 57% strongly or partly agreed to construct their profiles in a more positive manner, while 43% strongly or partly disagreed. As found in graph 2.4, adolescents to a higher percentage agreed to only post positive status updates, pictures they believed were pretty and untagging themselves in pictures they thought were ugly, than disagreed. This means most of the adolescents did construct their profiles in a positive manner. However, as seen in graph 2.4 the percentage differences are not very high between the adolescents who agreed and disagreed.

Graph 2.4
Percentage of respondents who answered they strongly or partly agreed (A) to construct their profiles in a positive manner, i.e. only posting positive status updates, only posting pretty pictures of themselves and untagging themselves in pictures they believed were ugly, respectively strongly or partly disagreed (B) to construct their profiles in a positive manner, in relation to different degrees of psychological wellbeing.

![Graph 2.4](image-url)
The magnitude and direction of the relations between the status updates, posted pictures and untagged pictures in relation to PSW were measured, where the magnitude were found to be very weak throughout. This meant there were no significant relation between the independent variable and the dependent variables. However, if the magnitude had been stronger the negative value of gamma ($\gamma = -0.101$) between PSW and the positivity of status updates, would have indicated the adolescents who only posted positive status updates had lower PSW. The negative value of gamma ($\gamma = -0.165$) between PSW and the prettiness of their pictures would have indicated the adolescents who only posted pictures they believed were pretty of themselves, had lower PSW. The negative value of gamma ($\gamma = -0.087$) between PSW and adolescents un-tagging ugly pictures of themselves, would have indicated the adolescents who untagged themselves in the pictures they believed were ugly had lower PSW. Conclusively, this would have resulted in the lower adolescents PSW were the more they tried to construct their profiles in a positive manner. Nonetheless, conclusions like these cannot be made since the magnitude was as weak as it was.

### 5.4 Brief summary of result

Most of the adolescents were above neutral on the PSW Scale as well as most of them used Facebook daily or even hourly. However, more than half of the adolescents answered the questions more positively than they believed the truth to be. Further, all magnitudes between the ordinal variables were found to be very weak, this meant that even though the direction of the relationship between the variables varied, there could not be found any significant relation between the adolescents Facebook usage and their PSW. However, if the magnitudes had been stronger this would have indicated following. The more attention the adolescents got the better their PSW were, while the more the adolescents hoped for attention the lower their PSW were. However, the happiness adolescents felt when they got attention differed depending on the type of attention, if the adolescent felt happiness for many comments they had higher PSW, while if they felt happiness for many likes they had lower PSW. The adolescents who believed their lives were less adventurous, good and fun than their Facebook friends’ lives, had lower PSW. However, the adolescents with lower PSW more often constructed their profiles in a more positive manner. Nonetheless, these conclusions cannot be made since the magnitudes were as weak as they were, and therefore no significant relations were found between the variables.
6 EMPIRICAL ANALYSIS

The result was analyzed with help from previous research and the theories, Erikson’s Psychosocial Theory and the Social Comparison Theory. First the attention adolescents get on Facebook was explored and then the social comparison on Facebook, in relation to their Psychological Wellbeing (PSW). During adolescence many biological and social changes occur in an individual’s life, which may expose them to life challenges and increase their stress levels (Ge, 2001, p.404). According to Statistics Sweden (Sjöberg, 2010, p.11) there has been an increase of adolescents who suffers from feelings of anxiety, worry and anxiousness during the past twenty years. Because of this increase, these personal issues are becoming social issues in Sweden, which will need social workers attention so the increase will not continue. The transitions and challenges adolescents face may be significant in the increase of depression rates (Ge, 2001, p.405). Females are at higher risk than males when it comes to their PSW, this because of early maturing and the puberty differences (Ge et al., 2001, p.406). However, in this study most adolescents were feeling at least slightly good according to the PSW scale and the gender of the adolescents did not have an impact on their PSW.

Adolescents today have grown up in a world of technology, and it was found that 94% of adolescents in the USA in 2013 used Social Networking Sites (SNS) on a regular basis (Kang et al., 2013, p.1). The society is simply expecting individuals to be a part of SNS, and this does change the expectations of the peer-relationships (Cabral, 2010, p.5). This indicates that most adolescents are living two lives, one in the online world and one in the offline world (Ivcevic & Ambady, 2012, p.290). In this study 95% of the adolescents were found to use SNS on a regular basis, were females and males were just as active on Facebook.

6.1 Attention on Facebook in relation to psychological wellbeing

Attention is something all adolescents are thriving for in form of acceptance and peer feedback (Kang, et al., 2013, p.2), both in the online and offline social environment. In the online world acceptance is showed by likes and feedback by comments, in the offline world this type of acceptance and feedback is not presented by numbers and hence difficult to measure. Therefore, this adds a new dimension to the social environment. In this study the attention adolescents get on Facebook was measured by three different factors; the amount of comments and likes adolescents got on their posts, the hope adolescents had to get comments
and likes on their posts and the happiness they felt if they got many comments or likes on their posts. According to Erikson’s Psychosocial Theory adolescence is the psychosocial stage when individuals try to form their identities to find a stable concept of the self and embrace values and morals providing a sense of direction for the individual (Weiten, 2011, p.356). This is a complex task even in the offline world and individuals may feel confusion in which role to take on (Parrish, 2010, p.68). Therefore, this is a time of high drama, insecurities and frequent mood swings for the adolescents (Moreno & Kolb, 2012, p.605). Adolescents interact on Facebook in similar way to how they interact in the offline social environment, but the Facebook behaviors are more intensified (Ivcevic & Ambady, 2012, p.290). According to Festinger it is much easier to compare physical abilities than opinions, since the physical abilities can be measured (Festinger, 1954, pp.117-119). Therefore, it is much easier to compare numbers of likes and comments on Facebook than opinions in the offline world, which may make more people feel left out than they would if Facebook did not exist. However, Facebook can be an important tool for adolescents to find and interact with friends, express themselves and get feedback from their peers. It is also a good tool for adolescents who have other interests than their peers in the offline social environment, this may help these individuals to develop an identity they otherwise would not have been able to (Moreno & Kolb, 2012, pp.603). Further, Facebook can both help an adolescent find their identity, but also guide an adolescent to feel more role confusion than they already experienced.

Erikson emphasized the importance of peer relationships during adolescence, and how these may influence different choices the adolescents make (Jones, et al., 2014, p.54). Facebook act as a “superpeer” to the adolescents since they pay large attention to the feedback they get there (Moreno & Kolb, 2012, p.603). In this study no significant relation were found between how many “likes” and comments an adolescent got and their PSW, this because of the very weak magnitude. However, if the magnitude had been stronger the positive direction would have indicated the adolescents who got more likes and comments had better PSW, and the adolescents who did not get as many likes and comments had lower PSW. Further, this was what the earlier research and the theories indicated as well. Since peer relationships are seen as highly important during adolescence, Facebook gets even more important to the youths and the feedback adolescents get on Facebook may influence their choices to a great extent (Kang, et al., 2013, p.2). This is even more important to be aware of since adolescents social and physical attractiveness are consistently being rated by their friends on Facebook, in form of
how many attractive friends they have, how many positive comments they get and how many likes they get (Ahn, 2011, pp.1437-1441). The more attention the adolescents get on Facebook in form of likes and positive comments, the better self-esteem and satisfaction of life it has been found the adolescents have (Moreno & Kolb, 2012, pp.601-603). The feedback and acceptance adolescents get on Facebook influences the development of their identities (Ahn, 2011, pp.1437-1441). The reason for this may be because the adolescents need acceptance and feedback from their peers in order to make choices that helps them find their identities, if they do not find their identities during adolescence this can lead to decreased mental health (Parrish, 2010, p.63). This indicates this type of attention is very important to the youths and their PSW. If there is a lack of this attention the adolescents do not get the acceptance and feedback they need from their peers to evolve and find their identities, this may lead to that the adolescent get low PSW. It was also found that the adolescents generally got more likes than comments. This may be because likes are easier to give, because it is just a click. It is also just a question of whether the adolescent like what has been posted or not. However, a comment demands the adolescents to get more involved in the issue posted. This may be one of the reasons for why Facebook users generally get more likes than comments.

In this study, because of the very weak magnitude, no significant relation was found between the adolescents’ hope for many “likes” and their PSW. If the magnitude had been stronger the negative direction would have indicated the adolescents who hoped to get many comments and “likes” on their Facebook posts had lower PSW, while the ones who did not hope for many comments and “likes” had higher PSW. If goals are put up higher than the individual is ever able to achieve this may result in the individual getting low self-esteem and high dissatisfaction (Kang, et al., 2013, pp.2-3). Social comparison is a daily behavior individuals have to evaluate their own opinions and beliefs. Most individuals compare themselves to those in their peer group (Festinger, 1954, pp.117-119). This could mean that if an adolescent’s Facebook friends get many comments and likes this may be something the adolescent evaluate they should get as well. If this is not reached the adolescents’ PSW can decrease. Further, it was found in this study more adolescents hoped for many “likes” than for many comments on their posts, therefore the type of acceptance “likes” provides seem more important than the feedback comments give to the adolescents. Another reason could be since the adolescents generally got more likes than comments, this is something they compare more with others. Erikson mean that during adolescence exploration is essential for the adolescent
when trying to find his/her identity in relation to others, therefore adolescents may experiment with new behaviors, these may include risky behaviors as; alcohol and drug usage (Parrish, 2010, p.68). This may create peer pressure and if these risky behaviors get many “likes” or positive comments by peers on Facebook, individuals who are hoping for many “likes” or positive comments may participate in this type of behavior in order to get more attention on Facebook. Erikson means that if the individual gets stuck in role confusion and does not find their sense of self, this may affect their PSW negatively (Parrish, 2010, p.63). Therefore, it is extremely important the attention adolescents get on Facebook help them achieve this.

In this study, because of the very weak magnitude, no significant relation was found between the happiness adolescents felt when getting attention on Facebook. However, if the magnitude had been stronger this would have indicated the happiness adolescents felt when getting attention on Facebook depended on the form this attention had. If they generally got happy for many comments they had higher PSW, while if they generally got happy for many likes they had lower PSW. Erikson emphasized the importance of peer relationships for the adolescents since they help shape their choices and by that help them find their identities (Jones, et al., 2014, p.54). Individuals prefer to know were they stand when it comes to how to think, feel and what to do about an issue, this an adolescent can learn from social comparison to other individuals opinions (Guimond, 2006, p.174). An adolescent who finds this sense of understanding of themselves and their thoughts, feelings and what they want to do are also more likely to have a higher PSW (Parrish, 2010, pp.67-68). In conclusion, the acceptance adolescents get through “likes” on Facebook should be just as important for the adolescents PSW as the feedback the adolescents get through comments. However, overall more adolescents felt they got happy for many likes than for many comments, which indicates the amount of likes are more important than the amount of comments to the adolescents.

6.2 Social comparison on Facebook in relation to psychological wellbeing

In this study social comparison on Facebook was measured by three different factors, if the adolescents were content with the adventurousness in their lives compared to their Facebook friends, if the adolescents were content with how fun their lives were compared to some of their Facebook friends’ lives, and if the adolescents were content with how good their lives were compared to their Facebook friends. Facebook users judge each other consistently (Ahn, 2011, pp.1437-1441), as well as compare themselves with each other to evaluate their own
opinions and find motivation (Guimond, 2006, p.174). Adolescents are very affected by how others perceive their appearance, thoughts and beliefs. Therefore, they are more likely than other age groups to falsely assume things that can either positively or negatively affect the perception they have of themselves (Kang, et al., 2013, p.2). In this study, because of the very weak magnitude, no significant relation was found between how adventurous, fun and good the adolescents’ perceived their lives to be compared to their Facebook friends’ lives in relation to PSW. However, if the magnitude had been stronger, the positive direction would have indicated the adolescents who felt their lives were less adventurous, fun and good than they wished had lower PSW, this by comparing themselves to their Facebook friends. On Facebook adolescents are able to create their own identities by deciding what pictures, videos and status updates they want to post (Moreno & Kolb, 2012, pp.603-605). These presentations adolescents put up on Facebook are therefore usually enhanced and idealized (Nitzburg & Farber, 2013, p.1184). Moreover, reading and seeing other Facebook users’ self-aggrandizing and self-focused posts and pictures tend to make individuals feel emotions of unfairness (Nitzburg & Farber, 2013, p.1184). Since a large percentage of the adolescents today do not only compare themselves to their offline peers, but also to the fictive improved identities of their Facebook friends, they are more likely to feel lower satisfaction with their lives. Further, social comparison behaviors on Facebook may lead to decrease in individuals’ mental health and wellbeing (Kang, et al. 2013, p.1). Therefore, the social comparison on Facebook may lead to lower PSW for the adolescents who use Facebook regularly.

Individuals do not only judge each other’s profiles consistently, they also manipulate their own profiles (Ahn, 2011, pp.1437-1441). In this study no significant relation were found between the adolescents PSW and the construction of their profiles. However, if the magnitude had been stronger, the negative direction would have indicated people with lower PSW more often idealized and enhanced their profiles by only post positive status updates, pretty pictures and un-tag themselves in pictures they did not think were pretty of themselves. Additionally, more than half of the adolescents in this study constructed their Facebook profiles in a positive manner, which means a large percentage may be aware of the identities displayed on Facebook were fictive and did not show all aspects of the person. When people are presented with information they tend to compare that information to themselves, this self-evaluation may both be positive or negative to the individuals’ PSW (Feinstein, et al., 2013, p.162). However, it is more likely that Facebook users will agree on that others have a better
life and are happier than they are, than none Facebook users (Feinstein, et al., 2013, p.162). Further, Facebook can increase social relationships, but it can also intensify feelings of envy and jealousy (Nitzburg & Farber, 2013, p.1183). Even though this may be true, most adolescents in this study had a slightly good or better PSW, which may indicate the awareness the adolescents had concerning Facebook behaviors may be why there were no significant relation found between the social comparison on Facebook and the adolescents’ PSW.
7 DISCUSSION

The discussion is presented in four different parts. First a summary of the result is made where a connection is presented towards the purpose of the study as well as research questions answered, here the result was put in relation to the hypothesis made in the beginning of the study. Secondly, there is a discussion concerning previous research and theories in relation to the result of this study, here alternative interpretations of the result was discussed. Thirdly, the methodology was discussed and last but not least a few suggestions for further research is presented.

7.1 Summary of results and connection to the purpose of the study

The purpose of this study was to explore to what extent Facebook had an effect on the psychological wellbeing (PSW) amongst adolescents in southern Sweden. All the magnitudes between the ordinal variables were found to be very weak and therefore no significant relation were found between the variables. However, if the magnitude had been stronger the directions would have indicated Facebook may effect adolescents PSW to the worse, through lack of attention and social comparison. However, it can also affect adolescents PSW to the better. Nonetheless, these conclusions are difficult to make because of the very weak magnitude. Following this will be explained further and the research questions answered.

7.1.1 Attention on Facebook in relation to Psychological Wellbeing

Adolescence is a challenging time for the adolescents and peer relationships are found to be very important, both in the offline and the online world. Adolescents evaluate who they are and what they expect from themselves by comparing themselves to their peers. However, it is much easier to compare numbers of likes and comments on Facebook, than acts in the offline social environment. This gives reason to believe the Facebook behavior has a larger impact on adolescents PSW than the offline behaviors. However, in this study all the magnitudes were very weak which indicated there were no significant relation between the attention adolescents got on Facebook and their PSW. If the magnitudes had been stronger the directions would have indicated if adolescents got attention in form of likes and comments on Facebook they had better PSW, and adolescents who hoped for lots of attention had lower PSW. However, in this study the attention adolescents got on Facebook did not seem to affect their PSW, even though earlier research and theories would indicate the opposite.
7.1.2 Social comparison on Facebook in relation to Psychological Wellbeing

When adolescents are presented with information about others they tend to compare that to themselves, which may create feelings of envy and jealousy. If the adolescents compare themselves to a person who seems to have a much better life than the adolescent, the outcome will be negative for their PSW. On the contrary if they compare themselves to a person who seems to have a worse life than they, the outcome tend to be positive for their PSW. However, this is not likely on Facebook since most individuals construct their profiles in a positive manner. Nonetheless, in this study there were just found a very weak relation between the social comparison on Facebook and the adolescents’ PSW, this means there were no significant relation found between the variables. In other words, social comparison may affect the adolescents’ PSW, but the Facebook behavior is not found to be a reason for this. Further, no significant relation was found between the adolescents’ PSW and how they constructed their Facebook profiles. However, more than half of the respondents consciously constructed their profiles in a positive manner, which may indicate the adolescents were aware of that Facebook profiles are just fictive identities and does not represent all aspects of their Facebook friends’ lives. This awareness may be a reason for why the social comparison on Facebook is not related to the adolescents’ PSW.

7.1.3 Result in relation to hypothesis

Two hypotheses were put forward, from looking at previous research an theories, before the study was made, these were: (1) the attention adolescents get on Facebook affect their psychological wellbeing both positively and negatively. (2) The social comparison on Facebook affects adolescents’ psychological wellbeing if they perceive their Facebook friends to be better than themselves.

The results of this study somewhat conflicted with the hypotheses made. Even though some of the directions pointed in a similar way, the magnitudes were found to be very weak in all of the relations. Therefore, no significant relation between the variables was found. If the very weak magnitude had been stronger, the directions would have indicated the attention adolescents get in from of “likes” and comments on Facebook affected their PSW. Further, there were no significant relation between the social comparison on Facebook and the adolescents’ PSW. However, if the magnitude had been stronger the direction would have indicated the social comparison tended to affect the adolescents’ PSW in a negative way. However, because of the very weak magnitudes, no significant relations were found between
the variables, which indicated the Facebook behavior did not affect the adolescents’ PSW.

7.1.4 Alternative interpretations of the result
The dependent variable was in this study chosen to be PSW and the independent variables were connected to the quality of Facebook usage. This because the author believed that the Facebook behavior could explain adolescents’ PSW. However, the results could also be interpreted in the opposite way, were PSW were the independent variable and Facebook behavior the dependent. In this case, the adolescents with higher PSW may invite more to attention, likes and comments, than a person with low PSW. Therefore, it could be the already existing low PSW, which affect the amount of attention adolescents get on Facebook instead of the other way around. Even though this may be true, no significant relation still would not be found between Facebook behavior and the adolescents’ PSW. Further, half of the adolescents in this study answered the questions more positively than they believed the truth, this may indicate a much larger portion had low PSW, than this study reflected.

7.2 Discussion in relation to theories and previous research
The theoretical triangulation used to analyze the result in this study gave the study more dimensions and broadened the result found. Erikson’s Psychosocial Theory focused on the time period adolescence in an individual’s life and the psychosocial crisis presented during this stage and what affects this can have in an online context. The psychosocial crisis during this stage is identity versus role confusion. This provided already existing challenges during adolescence that may influence the adolescents’ PSW. The Social Comparison Theory then focused on another aspect that may affect adolescents search for identity as well as their PSW.

The previous research in this study had a direct connection to the issues investigated. It was discussed under themes of psychological wellbeing and Social Networking Site usage, these had subthemes were the differences between male and female were discussed, as well as attention on Facebook, social comparison on Facebook and construction of own Facebook profile. The results of this study were not in accordance with the earlier research found in this area, since in this study no significant relation were found between the Facebook behavior and the adolescents’ PSW. This may be a result of the small sample used.
7.3 Methodological discussion

The quantitative approach with a logical positivistic perspective focus on the importance of objectivity within a study, therefore this has been one of the main focuses throughout the study. However, since this was a fairly small study it was hard to generalize the result to a larger population with only this as a source. However, with usage of the theories, Erikson’s Psychosocial Theory and the Social Comparison Theory, as well as with previous research the result could show more dimensions concerning the phenomenon. Therefore, coupling the findings to these has in other words increased the credibility of this study. The magnitude showed to be very weak in all of the correlations, therefore just very weak correlations were found between the variables, which further do not show any significant relations. If the sample had been broader and the sample had not partly been collected at a Youth Clinic the results may have been different. Since the author, at the time, was not a professional researcher and had never done a quantitative research before, the questionnaires were constructed to the ability of this person. If these were to be used for another study some of the questions constructed by the author should be rephrased, as well as some of the questions about social comparison could be changed with focus on appearance. However, in this study the focus was on social comparison of the quality of life and not concerning any other aspects.

7.4 Suggestions for further research

Further research is definitely needed within this field, even though this study did not show any significant relation between Facebook behavior and the adolescents’ PSW. The findings in this study may have been a result of the very small sample, therefore it would be interesting to see a larger study made concerning this, containing a larger sample and focusing on more age groups and the differences between these. There are a lot more SNS out there and children today are growing up with these, how will this affect them during adolescence? Will they be even more self-conscious than the adolescents today and will adolescents PSW keep decreasing? Another interesting factor would be to do a qualitative study with focus on social comparison concerning appearance and the amount of Facebook friends the adolescents have, and how this affects adolescents’ self-esteem and PSW. So much in this field needs to be more researched because our children are going to be affected by this viral world and therefore it is important for adults to inform their children about the intense behaviors this may display and how this may affect their emotional lives.


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Letter of Consent

With this letter I invite your high school to be a part of a survey carried out as part of my degree at the bachelor level. The reason for this letter is to inform you about the project and details of what this participation means.

During the social work education, we have learned a lot about environmental influences on an individual's psychological wellbeing. The focus of this study will therefore be on the relationship between how adolescents look at the use of Facebook and their psychological wellbeing. This age group is partially selected since previous research indicates there are people in this age group who are most accustomed to using Social Network Sites.

The survey takes about 5 minutes to answer. Students will be anonymous and there are several organizations included in the survey, these will also be kept anonymous. The information gathered will be reported in tables and graphs which will then be analyzed using previous research and theories.

It is the principal's choice if high school should participate in the survey, but it is also voluntary for students if they want to respond to questionnaires or not. The Principal may at any time before submitted the questionnaires, withdraw their consent to participate in the survey.

If you have any questions about the study or would like more information to make a decision whether you want to participate in this project, please contact me at the number 070-xxxxxxx or send an email to xxxxxx@student.hig.se.

Thanks in advance for your participation in this survey!

Sofie Seldert

1. I have read and understood the information in this letter and agree to let students at _______________________ participate in this voluntary survey. □ Yes □ No

Name: ___________________ Signature: ___________________

Witness name: _______________ Witness signature: _______________

Date: ___ / ___ /2014
Skrivelse om samtycke

Med detta brev vill jag bjuda in din gymnasieskola att delta i en undersökning som genomförs som en del i mitt examensarbete på kandidatnivå. Anledningen till detta brev är att informera dig om projektet och detaljer om vad den här medverkan innebär.

Under socionomutbildningens gång har vi lärt oss mycket om omgivningens påverkan på den enskilde individens psykiska hälsa. Fokus i denna studie kommer därför vara på förhållandet mellan hur ungdomar ser på användningen av Facebook och deras psykiska hälsa. Den här åldersgruppen är delvis vald då tidigare forskning säger att det är personer i denna åldersgrupp som är mest vana vid användning av Social Media.

Enkäten tar ca 5 minuter att svara på. Eleverna kommer vara anonyma och det är ett flertal organisationer som är med i undersökningen, dessa kommer också hållas anonyma. Insamlade uppgifter kommer redovisas i tabeller och diagram som sedan kommer analyseras med hjälp av tidigare forskning och teorier.

Det är rektorns val om gymnasieskolan ska delta i undersökningen, men det är även frivilligt för eleverna om de vill svara på enkäterna eller inte. Rektorn kan närsomhelst, innan enkäterna lämnats in, dra tillbaka sitt medgivande om att vara med i undersökningen.

Om du har några frågor angående studien eller vill ha mer information för att kunna ta ett beslut om du vill delta i detta projekt, vänligen kontakta mig på nummer 070-xxxxxxx eller skicka ett email till xxxxxx@student.hig.se

Tack på förhand för din medverkan i denna undersökning!

Sofie Seldert

__________________________________________________________________________________

1. Jag har läst och förstått informationen i detta brev och samtycker till att elever på _______________ deltar i denna frivilliga undersökning. □ Ja □ Nej

Medgivarens namn: ___________________ Medgivarens signatur: ___________________

Vittnes namn: ______________________ Vittnes signatur: ______________________

Datum: ___/___/2014
How often do you use Facebook and how do this effect you?

During the Social Work education to get a bachelor degree the student have to write a degree project, which consists of 15 HEC. During the education we have been taught a lot about how the surroundings affect the individual’s psychological wellbeing. Within this area I have chosen to look closer at how Social Networking Sites affect the individual, more specific the adolescent. This age group is partly chosen since it is found in earlier research that out of all age groups adolescents are most experienced with usage of Social Networking Sites. The focus in this study is therefore going to be on the relation between how adolescents look at the usage of Facebook and their psychological wellbeing.

How the information provided is used

The information gathered will be reported in tables and graphs, these will then be used in my degree project on bachelor level. The tables and graphs will be analyzed with help from earlier research and theories to see how the adolescents in southern Sweden use Facebook and how they are affected by this.

Protection of information submitted

You are anonymous and your answers will not be looked at separately, instead they will only be looked at as numbers in this research. Questionnaires will be handed out to more organizations than just here and all the questionnaires will be mixed together before being looked at. This to make it easier for you to be as honest as possible.

It is voluntary to participate in the survey, but for the quality of the study your answers are of importance. By answering the following questions you give consent that your answers can be used for the purposes written above.

Thank you for taking time to answer this questionnaire! 😊

Sofie Seldert

xxxxxx@student.hig.se
1. Gender: □ Woman □ Man

2. Age: □ 15 years □ 16 years □ 17 years □ 18 years □ 19 years □ 20 years

**Questions about usage of Social Network Sites.**

3. Are you a member on Facebook?

 □ Yes

 □ No

If ”Yes” continue down, if ”No” go to question 21.

Use this 6 numbered scale when you answer the five upcoming questions. Try to answer as honestly as possible which one most closely describes you.

(1) Never, (2) Few times a month, (3) Few times a week, (4) Few times a day, (5) Few times an hour (6) Always.

4. How often do you check your Facebook? ____

5. How often do you write a status update on your Facebook? ____

6. How often do you post pictures on your Facebook? ____

7. How often do you comment on others’ status updates, pictures and shared posts? ____

8. How often do you press like on others’ status updates, pictures and shared posts? ____

9. How many comments do you generally get on your status updates, pictures, videos and shared posts?

<table>
<thead>
<tr>
<th>Less than 10</th>
<th>10-20</th>
<th>20-30</th>
<th>30-40</th>
<th>40-50</th>
<th>More than 50</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

10. How many likes do you generally get on your status updates, pictures, videos and shared posts?

<table>
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<th>Less than 10</th>
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</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

On next page there are nine statements, make a cross in the square you think describes you the closest. Try to be as open and honest as possible.
11. When I post status updates, pictures, videos or share somebody else’s post I hope to get many likes.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

12. If I get many likes on my status updates, pictures, videos or shared posts I get happy.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

13. When I post status updates, pictures, videos or share somebody else’s post I hope to get many comments.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

14. If I get many comments on my status updates, pictures, videos or shared posts I get happy.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

15. Sometimes I wish I was as adventurous as my Facebook friends.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

16. I feel my life is just as good as I perceive my Facebook friends’ lives to be.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

17. Some of my Facebook friends seem to have a much more fun life than I have.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

18. I only post status updates that are positive.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

19. I only post pictures of myself where I look pretty.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □

20. I usually un-tag myself in pictures where I think I am ugly.

Strongly disagree □  Partly disagree □  Partly agree □  Strongly agree □  Don’t know □
How satisfied with life are you?

Below are five statements that you may agree or disagree with. Use the 1-7 scale below to show how the statement describes you. Try to be as open and honest as possible in your answer.

21. In most ways my life is close to ideal.  
   Strongly disagree- 1 2 3 4 5 6 7 - Strongly agree

22. The conditions of my life are excellent.  
   Strongly disagree- 1 2 3 4 5 6 7 - Strongly agree

23. I am satisfied with my life.  
   Strongly disagree- 1 2 3 4 5 6 7 - Strongly agree

24. So far I have gotten the important things I want in life.  
   Strongly disagree- 1 2 3 4 5 6 7 - Strongly agree

25. If I could live my life over, I would change almost nothing.  
   Strongly disagree- 1 2 3 4 5 6 7 - Strongly agree

How happy are you?

26. In general, I consider myself:
   Not a very happy person - 1 2 3 4 5 6 7 - A very happy person

27. Compared to most of my peers, I consider myself:
   Less happy - 1 2 3 4 5 6 7 - More happy

28. Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?
   Not at all - 1 2 3 4 5 6 7 - A great deal

29. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?
   Not at all - 1 2 3 4 5 6 7 - A great deal
How good is your self-esteem?

Below is a list concerning your general feelings about yourself. Please cross the box you think describes you best.

30. On the whole, I am satisfied with myself.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

31. At times I think I am no good at all.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

32. I feel that I have a number of good qualities.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

33. I am able to do most things as well as most other people.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

34. I feel I do not have much to be proud of.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

35. I certainly feel useless at times.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

36. I feel that I am a person of worth, at least on an equal plane with others.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

37. I wish I could have more respect for myself.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

38. All in all, I am inclined to feel that I am a failure.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

39. I take a positive attitude toward myself.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree |
   | ☐                  | ☐               | ☐            | ☐             |

Last but not least is a statement. Cross in the box that best describes you.

40. I have answered the questions more positively than what I believe is the truth.
   | Strongly disagree | Partly disagree | Partly agree | Strongly agree | Don’t know |
   | ☐                  | ☐               | ☐            | ☐             | ☐          |

Thanks again for taking the time to answer the questions! 😊

Hur de lämnade uppgifterna används

Insamlade uppgifter kommer redovisas i tabeller och diagram, som ska användas i mitt examensarbete på kandidatnivå. Dessa tabeller kommer sedan analyseras med hjälp av tidigare forskning och teorier för att se hur ungdomar i södra Sverige ställer sig till Facebook och hur de påverkas av användandet av sidan.

Skydd av lämnade uppgifter


Det är frivilligt att delta i undersökningen, men för undersökningens kvalité är Dina svar viktiga. Genom att svara på de följande frågorna ger Du medgivande till att Dina svar får användas i ovanstående syften.

Tack för att Du tar dig tid att svara på den här enkäten! ☺

Sofie Seldert

xxxxxx@student.hig.se
1. Kör: ☐ Kvinna ☐ Man

2. Ålder: ☐ 15år ☐ 16år ☐ 17år ☐ 18år ☐ 19år ☐ 20år

Frågor om användning av Social Media.

3. Är du medlem på Facebook?
☐ Ja
☐ Nej

Om ”Ja” fortsätt ner, om du svarade ”Nej” hoppa vidare till fråga 21.

Använd dig av denna 6 siffriga skala när du svarar på de kommande fem frågorna. Försök svara så ärligt som möjligt vilket som stämmer mest in på dig.


4. Hur ofta kollar du din Facebook? ____

5. Hur ofta skriver du en status på din Facebook? ____

6. Hur ofta lägger du upp bilder på din Facebook? ____


8. Hur ofta ”likar/gillar” du andras statusuppdateringar, foton, videos och delningar? ____

9. Hur många kommentarer brukar du generellt få på dina statusuppdateringar, foton, videos och delningar?

   Mindre än 10 10-20 20-30 30-40 40-50 Mer än 50 Vet inte
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

10. Hur många ”likes” brukar du generellt få på dina statusuppdateringar, foton, videos och delningar?

   Mindre än 10 10-20 20-30 30-40 40-50 Mer än 50 Vet inte
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

På nästa sida finns nio påståenden, kryssa i den rutan som du tycker passar bäst in på dig. Försök att vara så öppen du kan och svara så ärligt som möjligt.
<table>
<thead>
<tr>
<th>Questionnaire in Swedish</th>
<th>Appendix 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. När jag lägger upp en statusuppdatering, foton, videos eller delar någon annans post hoppas jag på många ”likes”.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>12. Om jag får många ”likes” på mina statusuppdateringar, foton, videos eller delningar blir jag glad.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>14. Om jag får många kommentarer på mina statusuppdateringar, foton, videos eller delningar blir jag glad.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>15. Ibland önskar jag att jag var lika äventyrlig som mina Facebook vänner.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>16. Jag känner att mitt liv är lika bra som mina Facebook vänners liv verkar vara.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>17. Vissa av mina Facebook vänners liv verkar vara så mycket roligare än mitt liv.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>18. Jag lägger bara upp statusuppdateringar som är positiva.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>19. Jag lägger bara upp bilder där jag är snygg.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
<tr>
<td>20. Jag brukar ta bort taggar där jag anser mig vara ful på bilden.</td>
<td>Tar helt avstånd från  ☐</td>
</tr>
</tbody>
</table>
**Hur tillfredsställd med livet är du?**


21. På de flesta sätt är mitt liv nära mitt ideal  
   Helt fel - 1 2 3 4 5 6 7 - Helt korrekt  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

22. Villkoren för mitt liv är utmärkta  
   Helt fel - 1 2 3 4 5 6 7 - Helt korrekt  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

23. Jag är nöjd med mitt liv  
   Helt fel - 1 2 3 4 5 6 7 - Helt korrekt  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

24. Hittills har jag uppnått det som jag tycker är viktigt i mitt liv  
   Helt fel - 1 2 3 4 5 6 7 - Helt korrekt  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

25. Om jag kunde leva mitt liv om igen skulle jag nästan inte ändra på någonting alls  
   Helt fel - 1 2 3 4 5 6 7 - Helt korrekt  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

**Hur lycklig är du?**

26. I allmänhet anser jag mig själv som en:  
   Inte särskilt - 1 2 3 4 5 6 7 - En väldigt glad person  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐ glad person

27. Jämfört med de flesta av mina kompisar anser jag mig själv vara:  
   Mindre glad - 1 2 3 4 5 6 7 - Mer glad  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

28. Vissa människor är generellt väldigt glada. De njuter av livet oavsett vad som än händer, de försöker få så mycket som möjligt ut av allt. Hur väl beskriver detta dig?  
   Inte alls - 1 2 3 4 5 6 7 - Väldigt mycket  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐

29. Vissa människor är generellt inte särskilt glada. Trots att de inte är deprimerade verkar de aldrig så glada som de skulle kunna vara. Hur väl beskriver detta dig?  
   Inte alls - 1 2 3 4 5 6 7 - Väldigt mycket  
   ☐ ☐ ☐ ☐ ☐ ☐ ☐
**Hur bra självkänsla har du?**

Nedan är en lista av påståenden som handlar om generella känslor om dig själv. Var snäll att kryssa i hur väl påståendena stämmer in på dig.

30. I det stora hela är jag nöjd med mig själv.

31. Det händer att jag inte tycker att jag är alls bra.

32. Jag tycker att jag har många bra egenskaper.

33. Jag kan göra saker lika bra som de flesta andra kan.

34. Jag känner att jag inte har mycket att vara stolt över.

35. Jag känner mig värdelös ibland.

36. Jag känner att jag är minst lika mycket värd som andra.

37. Jag önskar jag hade mer respekt för mig själv.

38. Över lag känner jag mig som ett misslyckande.


**Sist men inte minst kommer ytterligare ett påstående. Fyll i vad du tycker passar bäst in på dig.**

40. Jag har svarat mer positivt på frågorna än vad som stämmer i verkligheten.

Tack igen för att Du tog dig tid till att svara på frågorna i den här enkäten! 😊