



Well-being and problematic Facebook use



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ARTICLE INFO

Article history:

Available online 17 March 2015

Keywords:

Flourishing
Life satisfaction
Problematic Facebook use
Subjective happiness
Subjective vitality

ABSTRACT

Social networking sites are getting more widespread online communication forms all over the world. Especially adolescents and emerging adults use these sites to make connection, and share something. Although, Facebook is one of the most popular sites, research is still in nascent phase on the excessive use of Facebook. Hence, it is fundamental to determine potential predictors of overuse of Facebook. The present study investigated the relationship between well-being and problematic Facebook use. Participants were 311 university students [179_(58%) female, 132_(42%) male, $M_{age} = 20.86$ years, $SD = 1.61$] who completed the questionnaire packet including the Bergen Facebook Addiction Scale (Andreassen, Torsheim, Brunborg, & Pallesen, 2012), the Satisfaction with Life Scale (Diener, Emmons, Larsen, & Griffin, 1985), the Subjective Vitality Scale (Ryan & Frederick, 1997), the Flourishing Scale (Diener et al., 2010), and the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999). A stepwise regression analyses was used with four independent variables (life satisfaction, subjective vitality, flourishing, and subjective happiness) to explain variance in problematic Facebook use. The results showed that life satisfaction, subjective vitality, flourishing, and subjective happiness were significant negative predictors of problematic Facebook use. The significance and limitations of the results are discussed.

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1. Introduction

Individuals are spending much more time on Social Network Sites (SNSs) in recent years and SNSs are getting more popular especially among college students. As internet-based services, SNSs allow users to construct a public or semi-public profile, to identify a list of other users with whom a connection is shared and to view individual connections as those made by others (Boyd & Ellison, 2007). Facebook is one of the most popular SNSs, with over one billion users worldwide and 864 million daily active users on average (Andreassen & Pallesen, 2013; Facebook, 2014). Like other SNSs Facebook enable users to create a profile, to share personal information, to add contact information, to share photos, to chat and to interact with others via some features such as wall, like, poke, status and events (Nadkarni & Hoffman, 2012). According to its creators Facebook help users to stay connected with friends and family, to discover what is going on in the world, and to share and express what matters to them (Facebook, 2014).

Facebook made a big change in interpersonal communication and integrated with web sites and applications. Facebook users may view the other users' profiles, join groups, like a page, play

games, send messages to any other person and use wall function (Hew, 2011). Students have several motives for connecting Facebook such as passing time, sexual attraction, social connection, shared identities, social investigation, social network surfing, status updating, relationship maintenance, entertainment and information seeking (Foregger, 2008; Joinson, 2008; Sheldon, 2008). Students also may add links and song clips of their favorite bands, post messages on friends' pages, and post and tag pictures and videos through Facebook (Zywica & Danowski, 2008).

There has been a growing concern in studying the use and effects of Facebook. Some research advocates the use of Facebook and suggest that Facebook may have a positive effect on college students and may increase both teacher-student and student-student interaction (Munoz & Towner, 2009). Tosun (2012) claimed that Facebook serves to the gratification of many different personal and social needs. Facebook can help students to form and maintain social capital and to experience more life satisfaction and social trust which are closely related constructs with well-being (Ellison, Steinfield, & Lampe, 2007; Valenzuela, Park, & Kee, 2009). Similarly, Johnston, Tanner, Lalla, and Kawalski (2013) reported a strong association between the intensity of Facebook use and perceived bridging, bonding and maintained social capital. Valkenburg, Peter, and Schouten (2006) indicated that having positive feedbacks on Facebook profile may enhance adolescents' self-esteem and well-being.

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On the other hand some other research concerns about the possible negative effects of Facebook use. It can be difficult for users to control and limit the amount of time one spends on activities on Facebook (Lee, Cheoung, & Thadani, 2012). Thus, Facebook can be problematic for some users. Problematic Facebook use was found to be related with lower self-esteem, lower subjective well-being (Denti et al., 2012), severe depression and anxiety (Koc & Gulyagci, 2013). Additionally, Turan and Göktaş (2011) demonstrated that students who do not use Facebook think that Facebook is a waste of time and dependency, and also it leads to addiction, confidentiality problems and asocial personality. Kuss and Griffiths (2011) suggested that excessive use of SNSs on the Internet may be a potential mental health problem as well as over use of Facebook may create psychological, social, school and/or work problems in person's life (Beard & Wolf, 2001). Kalpidou, Costin, and Morris (2011) evaluated self-esteem, college adjustment, social adjustment and emotional adjustment as indicators of well-being and they found relationships between Facebook variables and psychological well-being. Bevan, Gomez, and Sparks (2014) demonstrated that the spending more time on SNSs like Facebook may reduce individuals' quality of life. Similarly, Sagioglou and Greitemeyer (2014) noted that Facebook use negatively affects people's mood because they feel like they wasted time and engaged in something meaningless by being active on Facebook. Moreover, Kross et al. (2013) discussed individual's feelings moment to moment and their satisfaction level with their lives as two components of subjective well-being and they found that Facebook predicted declines in these components.

Despite the plethora of research on general use of Facebook and problematic internet use, no research has examined the relationship between well-being (as combination of subjective happiness, subjective vitality, life satisfaction and flourishing) and problematic Facebook use. According to Ryan and Deci (2001, p. 141), well-being "is a complex construct that concerns optimal experience and functioning" and can be defined as optimal psychological functioning. Human well-being may be related to over use of Facebook which can be evaluated as specific form of internet addiction (Andreassen, Torsheim, Brunborg, & Pallesen, 2012; Koc & Gulyagci, 2013). In this context, the present study aims to investigate the relationship among problematic Facebook use and subjective happiness, subjective vitality, life satisfaction and flourishing which have been accepted as predictors of well-being.

Because people with low subjective happiness and subjective vitality are more susceptible to overuse of Facebook (Uysal, Satici, & Akin, 2013) it was anticipated that there would be a negative correlation between Facebook misuse, subjective happiness and subjective vitality that are predictors of well-being, thinking that these users spend more time in Facebook. If overuse of Facebook like internet addiction is related to life satisfaction (Bozoglan, Demirer, & Sahin, 2013) there should be a negative correlation between problematic Facebook and life satisfaction that is a processor of well-being. Since severe depression and anxiety positively predicted Facebook addiction (Koc & Gulyagci, 2013) and students who are high in loneliness use the site to compensate for their lack of offline relationships (Skues, Williams, & Wise, 2012) it was expected that there would be a negative association between problematic Facebook use and flourishing which is a significant determinant of well-being.

2. Method

2.1. Research design

The present study used self-administered measures and is a quantitative research that depend on descriptive-correlational

design. Additionally, this study was structured to examine the relationships between well-being and problematic Facebook use as a cross-sectional design which provides information about the current condition of the population.

2.2. Participants

Participants were 311 [179_(58%) female, 132_(42%) male, $M_{age} = 20.86$ years, $SD = 1.61$, and age range: 18–32) university students enrolled at two different mid-size state university, Turkey. Of the participants, 68_(22%) were first-year students, 85_(27%) were second-year students, 88_(28%) were third-year students, and 70_(22%) were fourth-year students. Detailed information about participants' Facebook usage are presented in Table 1.

The average time spent on the internet on a typical weekday was reported to be as 161 min ($SD = 99.77$). The average number of Facebook friends was calculated for female, male, and total as 312, 336, and 322, respectively. The average number of real friends was calculated for female, male, and total as 33, 36, and 34, respectively. The high proportion of the participants (78%) reported that if Facebook were not free, they would not use it.

2.3. Measures

Bergen Facebook Addiction Scale was administered to measure participants' problematic Facebook use level in the current study. In addition, the Satisfaction with Life Scale, Flourishing Scale, Subjective Happiness Scale, and Subjective Vitality Scale were used to measure well-being. Turkish versions of these scales were used. Information about the researchers that adapted scales to Turkish and reliability and validity scores of adapted measures were given below.

2.3.1. Bergen Facebook Addiction Scale (BFAS; Andreassen et al., 2012)

The BFAS consists of 18 items (e.g., Become irritable if you have been prohibited from using Facebook?) and each item was presented a 5-point adjective scale (1: Very rarely to 5: Very often) scale. The Cronbach alpha coefficient of the original form was .83. Turkish adaptation of this scale had been done by Akin et al. (2013). According to confirmatory factor analysis indicated that the scale was well fit ($\chi^2 = 291.88$, $df = 118$, $p < 0.001$, $RMSEA = .061$, $CFI = .95$, $GFI = .92$, $IFI = .95$, and $SRMR = .040$). Findings (Akin et al., 2013) demonstrated that BFAS had validity and reliability scores and that it may be used as a valid and reliable instrument in order to measure problematic Facebook use. The internal consistency reliability coefficient of the Turkish BFAS was .93.

2.3.2. The Satisfaction with Life Scale (SWLS, Diener, Emmons, Larsen, & Griffin, 1985)

The SWLS consists of five items (e.g., So far I have gotten the important things I want in life) and each item was presented a 7-point Likert (1: strongly disagree to 7: strongly agree). A sum of all scores yields a total score that ranges from 5 to 35; a higher score indicates a higher life satisfaction level. Turkish adaptation of this scale had been done by Durak, Senol-Durak, and Gencoz (2010). According to Durak et al. (2010) study's confirmatory factor analysis indicated that the scale was well fit ($\chi^2/df = 2.026$, $IFI = .994$, $TLI = .987$, $CFI = .994$, $SRMR = .020$, and $RMSEA = .043$). The internal consistency reliability coefficient of the Turkish SWLS was .81.

2.3.3. Flourishing Scale (Diener et al., 2010)

The scale consists of 8 items (e.g., I actively contribute to the happiness and well-being of others) and each item is scored on a 1–7 scale that ranges from strong disagreement to strong

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