NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
APPLIED (CLINICAL) PSYCHOLOGY MASTER PROGRAM

MASTER THESIS

HIGH SCHOOL ADOLESCENTS' FACEBOOK USE AND ITS RELATIONSHIP TO THEIR DEMOGRAPHIC CHARACTERISTICS, ADDICTIVE TENDENCIES, AND SELF-IMAGES

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High School Adolescents' Facebook Use And Its Relationship To Their Demographic

Characteristics, Addictive Tendencies, And Self-Images

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ÖZET

Facebook 2004 yılında kurulmuş bir sosyal paylaşım sitesidir. İlk kuruluş amacı üniversite öğrencilerinin birbirleriyle iletişim kurabilmesini sağlamaktı. Günümüzde, amacı bireylerin dünyayla bağlantı kurmasını ve paylaşım yapabilmesini sağlamaktır. Kullanım sıklığı ve algılanan popülarite durumlarının Facebook'un ergenlerin benlik imgesi üzerindeki etkilerini etkisi araştırılmıştır.

Bu çalışmaya Lefkoşa'da bulunan 3 liseden 116 öğrenci katılmıştır. Anket formunun ilk kısmında öğrencilerin demografik bilgileri, Facebook kullanım sıklıkları, Facebook ve okul popülariteleri sorgulanmıştır. Bu kısımdaki sorular bizim tarafımızdan hazırlanmıştır. Anket formunun ikinci kısmında ise öğrencilerin bağımlılık eğilimlerinin değerlendirimesi için Bergen Facebook Bağımlılık Ölçeği (BFBÖ) kullanılmıştır. Son olarak 99 sorudan oluşan Offer Benlik İmgesi Ölçeği (OBİÖ) kullanılmıştır.

BFBÖ puan ortalaması ve OBİÖ toplam puanı (r= 0.35) ve alt ölçekler olan aile ilişkileri (r= 0.20), dürtü kontrol (r= 0.29), bireysel değerler (r= 0.24), başetme gücü (r= 0.21), benden imgesi (r= 0.31), duygusal düzey (r= 0.36), çevre uyumu (r= 0.27), sosyal ilişkiler (r= 0.23), psikopatoloji (r= 0.42) arasında ilişki tespit edilmiştir. Bunlara ek olarak, Facebook kullanımı ile ilgili ergenlerin Facebook arkadaslarıyla paylaşımlarını, popülaritelerini ve Facebook paylaşımlarını sorgulayan sorularla

OBİÖ toplam puanı ve alt ölçek puanları arasında olumlu yönde anlamlı ilişkiler tespit edilmiştir.

Sonuç olarak, Facebook kullanımının ergenlerin benlik imgesi üzerinde olumlu etkileri olduğu görülmüştür. Ancak, psikopatoloji ile de anlamlı ilişki göstermesi bu konuda ileri araştırmaların faydalı olacağını düşündürmektedir.

Anahtar Kelimeler: Sosyal paylaşım sitesi, Facebook, ergenler, bağımlılık eğilimi, benlik

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ABSTRACT

Facebook is a social networking site (SNS) founded in 2004. Its' mission is to enable people to share and get connected to the world. The aim of the present study was to determine the influence of Facebook usage on high school adolescents' self-images. The goal of this study is to investigate whether the frequency of usage and perceived popularity issues effect the influences of Facebook on the adolescents' self-images.

116 students' from 3 high schools in Nicosia were participated in this research. A question pack consisted of demographic questions, and Facebook and school related questions consisted of questions concerned Facebook usage frequency, Facebook popularity issues and school popularity issues designed by us, secondly Bergen Facebook Addiction Scale (BFAS) and lastly, Offer Self-Image Questionnaire (OSIQ) was used in the present experiment.

Significant relationships was found between mean scores of BFAS and total score of OSIQ (r= 0.35) and sub-scales which are family relations (r= 0.20), impulse control (r= 0.29), individual morals (r= 0.24), power to compete (r= 0.21), body image (r= 0.31), emotional tone (r= 0.36), environment adjustment (r= 0.27), social relations (r= 0.23), psychopathology (r= 0.42) significant relationships were found. In addition to these, there were significant relationships between the Facebook related questions which examined adolescents' shares with Facebook friends, their popularities, and their Facebook shares (such as pictures) and OSIQ total score and sub-scale scores.

As a result, it was found that Facebook usage cause positive effects on adolescents' self images. However, as there was a positive relationship between Facebook usage and psychopathology, further researches might be useful on this aspect.

Key words: Social networking site, Facebook, adolescents, addictive tendencies, self-image

ACKNOWLEDGEMENT

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ABBREVIATIONS

SNS   : Social Networking Site
OSIQ : Offer Self Image Questionnaire
PBID : Perceived Body Image Dissatisfaction
BFAS : Bergen Facebook Addiction Scale

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1. INTRODUCTION
1.1. Facebook as a Popular Social Networking Site

Facebook is a social networking site (SNS) founded in 2004 (Facebook Press, 2013). At first, it was designed to enable university students to become acquainted with other students in the university. In a short while, it went beyond it's purpose. Now,

its' mission is to enable people to share and get connected to the world. People use Facebook not only to get connected with their friends and family, but also share the information about their selves in the way and extend they want. According to the statistics Facebook Press (2013) declared, Facebook has 5,794 employees. As the popularity of android mobile phones increased very rapidly in the past few tears, Facebook Press declared that there were 874 million monthly active users, who used Facebook mobile products as of September, 2013. On average, there were 727 million daily active Facebook users from all around the world by September, 2013. 80% of these daily active users were outside the United States and Canada, which shows that Facebook popularity became worldwide. In addition to daily active users, there were 1.19 billion montly active users by September, 2013 (Facebook Pres, 2013).

1.2. Adolescents Use of SNSs

As the internet usage increased very rapidly in the past few decades, many SNSs were created with various aspects. As they became very popular, what are the drives that make people to use these sites and what are the psychological and social effects of these sites on the users started to take attention of researchers from various professions, especially mental health professionals. The results about the effects of such sites on people's psychological well-being are very diverse. As some studies suggested that they cause negative effects such as triggering loneliness and

depression, most of the recent studies concentrated on the positive effects of them on psychological well-being and self-esteem.

A study done by Gulnar and colloquies (2010) aimed to explore the motives of the users of websites such as Facebook and Youtube. The participants were university students. Results showed seven motivations which effect people's use of video and photo sharing websites. In order of priority those motivations were; narcissism and self-expression, media drenching and performance, passing time, information seeking, personal status, relationship maintenance, and entertainment. These results showed that while the purpose of creation of Facebook was relationship initiation

and maintenance, people's motives to use Facebook usage is not that similar anymore. The first motive was narcissism and self-expression which is directly related to the psychological well-being of individuals.

Steinfield et. al. (2008) did a longitudinal analysis on year one university students and then a year after on the same students again, to examine the association between intensity of Facebook use, measures of psychological well-being and bridging social capital. By saying bridging social capital the examiners meant one's ability not to sustain close relationships but maintaining weak ties. Results showed that participants with lower self esteem experienced positive effects of Facebook usage more than participants with high self esteem, in terms of bridging social capital. The experimenters suggested that, Facebook usage reduce the differences that individuals with high self esteem and individuals with lower self esteem experience in terms of bridging social capital.

Ellison, Steinfield, and Lampe (2007) studied the relationship between use of Facebook and formation and continuance of social capital on undergraduate students. Results of the experiment showed that, there was a strong correlation between Facebook usage and bridging social capital. Also it was found that Facbook usage is related to psychological well-being. Especially, participants with low life satisfaction

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and low self esteem experience positive effects of Facebook usage from other participants. In addition to these, results of the experiment revealed that many of the participants used Facebook to keep in touch with acquaintances and high school friends.

1.3. Internet Addiction of Adolescents

As the internet usage spread all over the world in the last few decades, and then, SNSs started to become very popular, addiction related questions towards internet and especially specific networking sites started to arise and disturb especially parents of adolescents. Internet or SNS addiction is not yet considered as psychological disorders but it seems like they will be considered soon. There are many researches on the recent literature which tried to explain the prevalence of addictive tendencies

towards internet and specific websites, profiles of individuals who show addictive tendencies, and reasons of the internet addiction. Balcı and Gölcü (2013) conducted a research on a vast number of university students in order to determine extencity of Facebook addiction in Selçuk University. Results showed that 5.1% of the participants were addicts and 22.6% of them were in the risky group. Byun et. al. (2009) did the meta-analysis of the researches done and published, on academic journals, between 1996 and 2006 on internet addiction. At the end of the analysis, researchers concluded that, the prior studies used much dispersed methods which might cause severe sampling bias; also, they used techniques that aimed to explain the correlation of addiction between various variables, rather than measuring causal relationships. They suggested that, researches which would measure causal relationships were needed.

Zboralski et. al. (2009) conducted a research to investigate the prevalence of computer and internet addiction of students on primary, middle, and high schools. The results of the research showed that, one in every four students were addicted to internet. Most surprisingly, results indicated that, amongst even the youngest users,

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internet and computer addiction was very frequent. It was found that, some socio demographic issues were effectual on addiction of students. For example, among the students who had no siblings and had problematic family relations, internet and computer addiction was very common. In addition, it was found that more frequent internet and computer usage was connected with higher levels of aggression and anxiety.

Fang et. al (2009) wanted to examine the discriminative influences socio demographic, individual, family, peers, and school life issues on internet addiction on Taiwanese adolescents aged 14-17. For both genders and all ages, depression and low family monitoring were discriminative factors for internet addiction. In addition, low connectedness to school, high family disagreements, having friends with regular alcohol use, and lastly living in countryside also found as discriminative factors on internet addiction. The researchers suggested that, in light of these results, educators

and families can notice the adolescents who are in the risk group and help them on time.

Young (1996) aimed to examine the differences between addictive internet usage of two groups; dependent (not employed) and non-dependent (employed). In the study researchers used an adapted version of DSM-IV pathological gambling criteria to assess internet addiction. Results of the research showed that, there were considerable differences between internet usage habits of dependents and non-dependents. Dependents declared that they spend significantly more hours on internet than non-dependents and their offline social lives were weaker.

Young and Rodgers (1998) aimed to examine the relationship between depression and internet addiction. Participants were self-selected active internet users who searched for "internet addiction" on popular search tools on internet. Results of the experiment showed a strong correlation between increased levels of depression and internet addiction. The researchers also suggested that typical features like low self-

esteem, poor motivation, fear of rejection, and need for approval, which are related to depressiveness might be contributed to augmented internet use. Besides these, researchers remarked that it might be possible that extreme internet use might be one of the reasons of social isolation and depression. It is not possible to decide which one caused the other by looking at these results.

Ko et. al. (2009) conducted an experiment on adolescents from ten junior high schools in Southern Taiwan to explore the predictive values of psychiatric symptoms for the incidence of internet addiction. In addition, they aimed to find out gender differences. Internet addiction, depression, attention-deficit/ hyperactivity disorder, social phobia, and hostility were measured. Second, third and fourth measurements were done after 6, 12, 24 months later respectively. Depression, social phobia, and most significantly hostility, and attention deficit/hyperactivity disorder were found to predict the incidence of internet addiction for both males and females. But for the males, results were more significant than females. In light of these results,

experimenters suggested that these psychiatric problems should be detected early to be able to prevent internet addiction in adolescents.

Shek et. al. (2008) researched internet addiction behaviour in a very large group of primary and secondary school students in Hong Kong. Results of the experiment showed that one-fifth of the participants were internet addicted. Further analysis of the results revealed that there were differences in the internet use of addicted and non-addicted students. It was noticed that the participants who play online games, download software, also prefer these online activities instead of offline spare time activities such as watching TV, and going out with friends were more prone to become internet addicted.

As the usage of SNSs increased very rapidly, gaming on SNSs increased as well. Chang and Chin (2011) conducted a research on undergraduate and graduate students

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to understand the factors that influence users' intention towards SNS games. Results of the experiment showed that, participants' perceptions about level of enjoyment, usefulness, and ease of use are the most important factors that effect individual's intention to play social network games. Wan and Chiou (2006) conducted an in-depth survey on ten online game addicts to investigate their conscious and unconscious psychological motivations. Results showed four areas that explained users need of playing online games which are; entertainment and leisure, emotional coping, excitement and challenge seeking, and escaping from reality. The experimenters also suggested that, sense of control and self-efficacy that online games provide to users might be an important reason of pathological gaming. In addition, participants showed that they role-playing in the games and anonymity as they use nicknames on the games give them freedom and ease without thinking about the limitations and possible criticisms they might face in real life settings. Results of this experiment provided highly important information for the psychiatric care personnel in their clinical practice in order to understand and interfere with such addictions.

Marcial (2013) aimed to investigate the commonness and level of Facebook addiction among the Philippine University students. To assess Facebook addiction, the Bergen Addiction Scale was used. Results of the survey showed that 15 of the 355 participants were found as Facebook addicts.

1.4. Extending Security of Adolescents on SNSs

As the internet usage and usage of SNSs of adolescents increased very rapidly in recent years, security related issues started to take attention of researchers. Especially on SNSs, people share their personal information. Some researchers tried to explain the motivations which make adolescents to behave securely on internet, also, how it

might be possible to encourage adolescents to behave securely on internet by online interventions.

Moreno (2009) developed a new online intervention and practiced it on at-risk adolescents to find out whether it would decrease shared references relating to sex and substance abuse on a SNS (MySpace). 18-20 year-old adolescents who met criteria as at risk were sent single e-mails to their MySpace accounts from a physician. The e-mail messages gave information about the risky nature of online personal disclosure. Also, a link was added which gave information about sexually transmitted infections and free testing for Chlamydia (common sexually transmitted infection). Results of the intervention study showed that, this kind of simple intervention on a SNS gave promise in decreasing sexual references in the online profiles of at-risk adolescents.

Chai (2006) conducted a survey to examine the factors that induce adolescents' information security behaviour on the internet. Participants were middle and high

school adolescents. Self-efficacy measures, and perceived importance measures were used. Measurement instruments were modified to reflect the context of information security. Results showed that, how much the participants attach importance to information security was highly related to their information security behaviour. In addition, according to the results of the survey, participants who have strong self-efficacy toward information security on the internet and encouraged about information security at school, from media and parents, were more liable to behave securely on internet such as, using anti-virus software, not opening e-mails from unknown users and protecting private information on the internet. Dowdell and colleagues (2011) suggested that, making internet filters stronger and extending privacy options for users would protect students in online contexts.

1.5. Media, Self-Image, and Self-Esteem

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There are many studies aimed to explore the effects media on body image of individuals as the influences of television and internet started to be understood. In addition, recent researches on the area showed that media and especially social media (SNSs) have dramatic influences on individuals' self-esteems. Some researches showed negative effects of the media on adolescents. On the other hand, most of the researches which investigated the effects of SNSs usage on adolescents' well-being and self-esteems, showed positive effects of SNSs on adolescents.

Derenne and Beresin (2006) made a study which attempted to review the differences on ideal female and male body throughout the history. The researchers found that, throughout the history, ideal female and male body was always hard to achieve. Nowadays, media has a huge effect on the perception and desire of individuals on achieving ideal body might trigger unhealthy nutrition and eating disorders for individuals, especially for adolescents. Negative perceived body image also lowers self-esteem. To conclude, the researchers suggested that, parents need to limit

adolescents' contact to the media and induce their children to eat healthy and exercise. Also, they need to encourage their children to engage in activities which promote self-esteem. Lastly, the researchers revealed that media is highly eligible to encourage healthy behaviours of adolescents. In this case, social media can be used in a very useful way. Kirkcaldy et. al (2002) showed that, adolescents' self-perception of self-image is highly related to physical activities. Adolescents who regularly exercise suffered less from anxiety and depression, less drug and alcohol use and better perceived self-images. As the previously mentioned studies showed higher depression levels and lower self-esteem of the participants who were addicted to internet, it might be assumed that one of the reasons of this case might be that those addicted adolescents also do not spend time on physical exercise as well as offline social activities.

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Rivadeneyra et. al. (2007) conducted an experiment on Latinos as they were underrepresented and negatively featured on media, experimenters wanted to find out if these continuing negative reflections on media have negative effects on Latinos self-esteem. The study was conducted on Latino high school adolescents. Results showed negative correlation between more active TV viewing and low self-esteem. Results also showed that, female participants, and the participants who had stronger ethnic identity were more negatively influenced from media. These results suggested that, if the individuals face any negative issues about the things they attach importance to on media; this case would influence individuals' self-esteem negatively.

Kostanski and Gullone (1998) aimed to examine the relationships between anxiety, depression, self esteem, and perceived body image dissatisfaction (PBID) in a sample of adolescents aged 12-18. Results of the experiment showed that adolescents with higher PBDI were more prone to depression and anxiety. In addition, it was found that females' scores were significantly higher than males' scores on PBID, also, males were more realist about their

body images than females. These results help us to explain why many of the researches found that media affected females more about their self-images and self-esteem.

Mils et. al. (2002) conducted an experiment on undergraduate students to find out the effects of viewing idealized body images on media on eating, self-esteem, body image, and mood. The participants were separated into two groups as retrained eaters (individuals who diet often) and unrestrained eaters (who do not diet often). The results of the experiment showed that restrained eaters were more likely to view their selves more negative than the actual, also more prone to be effected negatively from media's ideal thin images than unrestrained eaters. This result showed that, some adolescents are at higher risk group about being effected from media negatively. These adolescents can not only be determined by personality traits, self-esteem and

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gender, but also other factors such as dieting play role on this relationship between psychological well-being of adolescents and media.

The experiment conducted by Agliata and Dunn (2004) on adolescent males showed that males were also prone to be effected negatively about their body images. The experimenters separated participants into two groups and showed them eiher neutral advertisements or ideal body advertisements. Results showed that, the group of participants who were shown ideal body advertisements became significantly more depressed and dissatisfied with their muscles than the neutral advertisements viewed group.

2. METHOD

2.1 The aim of the study

The aim of the present study was to determine the influence of Facebook usage on high school adolescents' self-images. It was concerned whether the frequency of usage and perceived popularity issues effect the influences of Facebook on the adolescents' self-images.

2.2 Participants

The data collected from high school students with Ministry of Education consent in three high schools. One of them was a private school, one was a public school that students get in after an examination and one was a basic public school. From every school, the research conducted on one class from each grade except the first year students. Hundred and fifty-eight high school students participated in this experiment. Thirty-five of the participants were removed because they left unanswered questions. In addition, 6 students were removed because they do not use Facebook currently. At last, total hundred and sixteen students' data were used for this research (62 females, 54 males).

2.3 Materials

Firstly, a question pack consisted of demographic questions, and Facebook and school related questions consisted of questions concerned Facebook usage frequency, Facebook

popularity issues and school popularity issues designed by us, secondly six questions concerned about Facebook addiction tendencies taken from Bergen Addiction Scale, and lastly, Offer Self-Image Questionnaire (ninety-nine questions) was used in the present research.

2.3.a Demographic, Facebook Related and School Related Questions

This question pack consisted of questions concerning the adolescents' parents' marital statutes, education levels, academic performances, duration and frequency of Facebook usage, and perceived school and Facebook popularity.

2.3.b Bergen Facebook Addiction Scale

Bergen Facebook Addiction Scale consists of 6 questions. The Bergen Facebook Addiction Scale has been developed at the Faculty of Psychology, University of Bergen in collaboration with the Bergen Clinics Foundation, Norway in 2011. After we conducted this research, it was extended to 18 questions (University of Bergen website, 2013). Reliability and validity was tested by Andreassen (2012). These questions were not enough to detect an addiction but used to determine any addictive tendencies towards Facebook usage. Mean score of 6 questions was used.

2.3.c Offer Self-Image Questionnaire

This is a questionnaire was designed by Offer and colleagues in 1989 to determine the 13-19 aged adolescents' self-images in 5 different dimensions which are; psychological, social sexual, familial and compete. The questionnaire was adapted to Turkish by Özbay

and colleagues in 1991. There are 11 sub-scales of the questionnaire. Except individual morals, all other 10 subscales have enough internal consistency. These subscales are:

Family Relations: Aims to detect family relations of adolescents and atmosphere of the houses that the adolescents live in. High scores show better atmosphere and relations.

Impulse Control: Aims to determine how strong the ego is to resist to internal and external restraints. High scores show stronger ego.

Sexual Attitudes: Aims to determine adolescents' feelings, attitudes and actions towards sexual matter and opposite sex. High scores show better sexual attitudes.

Individual Morals: Aims to detect if the adolescents centre their selves or others in taking action. High scores show that adolescents centre their selves in taking action.

Power to Compete: Aims to determine adolescents' environment adjustment, stability and self reliance. High scores show better adjustment, stability and self reliance.

Body Image: Aims to detect whether the adolescent is happy with his/her body or not.

Emotional Tone: Aims to detect the adolescents' emotional tones in his/her psychological structure. High points show better emotional tone.

Environment Adjustment: Aims to determine how the adolescents feel about their own coping power. High scores show more positive feelings.

Professional and Educational Goals: Aims to determine adolescents' future plans and attitudes towards work. High points show better attitudes and plans.

Social Relations: Aims to determine the adolescents' quality of friendships and peer relationships. High scores show better relationships.

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Psychopathology: Aims to detect whether there are any pathological symptoms or not. High points mean more pathology.

2.4 Procedure

All participants were asked sit in the classroom in a random lesson time and read and answer the questions. The experimenter was there to answers any questions they needed to ask. The completion of whole questionnaire pack took 45-50 minutes. After all the students in each class finished answering the questions, experimenter collected the questionnaires.

2.5 Data Analysis

All the analyses of data were done with SPSS version 13.0 for Windows. Various ANOVAs, T-Tests, and correlations were employed to analyze the data.

3. RESULTS
Table 1a. Socio-demographic Variables of Sample

		n(%)
Sex	Female	62(53.4)
	Male	54(46.6)
Marital status of parents	Married	102(87.9)
	Divorced	7(6)
	Living separately	2(1.7)
	Other	5(4.3)
Education of mother	Illiterate	2(1.7)
	Literate	4(3.4)
	Primary school graduate	29(25)
	Secondary school graduate	9(7.8)
	High school graduate	55(47.4)
	University graduate or above	17(14.7)
Education of father	Illiterate	0(0)
	Literate	2(1.7)
	Primary school graduate	26(22.4)
	Secondary school graduate	16(13.8)
	High school graduate	51(44)
	University graduate or above	21(18.1)
Does your mother work?	Yes	61(52.6)
	No	55(47.4)
Does your father work?	Yes	106(91.4)
	No	10(8.6)

53.4% percent of the participants were female and 46.6% of the participants were male. Most of the participants stated that their parents are married. (87.9% married, 6% divorced, 1.7% living separately, and 4.3% other). Nearly half of the mothers were high school graduates (1.7% illiterate, 3.4% literate, 25% primary school

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graduate, 7.8% secondary school graduate, 47.4% high school graduate, and 14.7% university graduate or above). Participants stated that higher than one-half of their mothers were employed (52.6%). Education levels of fathers were slightly higher than mothers (0% illiterate, 1.7% literate, 22.4% primary school graduate, 13.8%

secondary school graduate, 44% high school graduate, and 18.1% university graduate or above). Most of the fathers were employed (91.4%).

Table 1b.

Last year's grade point average	5.00 or below	3(2.6)
	5.00-7.00	56(48.3)
	7.00-9.00	52(44.8)
	9.00 or above	4(3.4)
How many siblings do you have?	Only child	11(9.5)
	1	52(44.8)
	2	29(25)
	3 or above	24(20.7)
Which child are you (in order)?	1st	52(44.8)
	2nd	52(44.8)
	3rd or above	12(10.3)
Monthly income	Low	5(4.3)
	Medium	48(41.4)
	High	55(47.4)
	Very high	8(6.9)

The participants' last year's grade averages were mostly medium and high (2.6% 5.00 or below, 48.3% 5.00-7.00, 44.8 7.00-9.00, and 3.4% 9.00 or above). 9.5% of the participants were only child, 44.8% had 1 sibling, 25% had 2 siblings, and 20.7%

had 3 siblings or above. Most of the participants were first or second child in order (44.8% first, 44.8% second, and 10.3% third or above. The participants' monthly family incomes were mostly medium and high (4.3% low, 41.4% medium, 47.4% high, and 6.9% very high).

Table 2a. Facebook Related Questions

		n(%)
How long have you been using Facebook?	Shorter than 6 months	4(3.4)
	Shorter than a year	3(2.6)
	Longer than a year	109(94)
How often do you check your account?	At least once a day	40(34.5)
	Few times a day	52(44.8)
	At least once a week	19(16.4)
	Once a month	1(0.9)
	Other	4(3.4)
Do you share your pictures on Facebook?	Some of them	88(75.9)
	Nearly all of them	17(14.7)
	Nearly none of them	11(9.5)
How often do you change your profile picture?	Once a day	3(2.6)
	Few times a week	7(6)
	Once a week	13(11.2)
	Few times a month	51(44)
	Very rare	42(36.2)
How popular do you see yourself on Facebook?	Very popular	7(6)
	Popular	27(23.3)
	A bit popular	46(39.7)
	Not much popular	27(23.3)
	Not popular at all	9(7.8)
How important is it to be popular on Facebook?	Very important	6(5.2)

	Important	15(12.9)
	Not much important	40(34.5)
	Not important at all	55(47.4)

Most of the participants stated that they were using Facebook longer than a year (94%). In addition, most of the participants indicated that they check their Facebook accounts everyday (34.5% at least once a day, 44.8% few times a day, 16.4% at least once a week, and 0.9% once a month). Most of the participants declared that they share some of their pictures on Facebook (75.9% some of the pictures, 14.7% nearly all of the pictures, and 9.5% nearly none of the pictures).2.6% of the participants change their profile pictures once a day, 6% change their profile pictures few times a week, 11.2% once a week, 44% few times a month, and 36.2% very rarely. 6% very

popular, 23.3% popular, 39.7% a bit popular, 23.3 not much popular, and 7.8% of the participants consider their selves not popular at all on Facebook. For 5.2% of the participants it was very important, for 12.9% it was important, for 34.5% not much important, and for 47.4% not important at all to be popular on Facebook.

Table 2b. Facebook Related Questions Continued

How popular other people think you are on Facebook?	Very popular	7(6)
	Popular	34(29.3)
	A bit popular	46(39.7)
	Not much popular	19(16.4)
	Not popular at all	10(8.6)
How do you understand that someone is popular on Facebook?	Has many friends	34(29.3)
	Shares many pictures	22(19)
	His/her friends are popular	25(21.6)
	Spends a lot of time online	18(15.5)
	Many people like his/her shares	102(87.9)
Do you prefer to share your personal stuff on Facebook or face-to-face?	Face-to-face	86(74.1)
	On Facebook	10(8.6)
	Both of them	20(17.2)
Do you prefer to share your personal stuff with your school or Facebook friends?	School	93(80.2)
	Facebook	2(1.7)
	Both of them	21(18.1)
Is there any stuff that your Facebook friends know and school friends don't know about you?	Very much	4(3.4)
	Not much	33(28.4)
	Nothing	79(68.1)
Do you connect to Facebook with your phone?	Yes	97(83.6)
	No	18(15.5)

Most of the participants think other people consider them popular and a bit popular on Facebook (6% very popular, 29.3% popular, 39.7% a bit popular, 16.4% not much popular, and 8.6% not popular at all). 29.3 percent of the participants think if someone has many friends on Facebook, he/she is popular. 19% of the participants think if someone shares many pictures, he/she is popular on Facebook. 21.6% of the participants think if someone has popular friends, he/she is popular on Facebook.

15.5% of the participants think if someone spends a lot of time online, he/she is popular on Facebook. And, 87.9 of the participants think if ones' shares are liked by many people, he/she is popular on Facebook. 74.1% of the participants prefer to share their personal stuff face-to-face. 8.6% prefer to share their personal stuff on Facebook. And, 17.2% of the participants prefer to share their personal stuff both on

Facebook and face-to-face. 80.2% of the participants prefer to share their personal problems with school friends, 1.7% with Facebook friends, and 18.1% with both. 3.4% of the participants stated that there are many things that their Facebook friends know and school friends do not know about them; 28.4% stated that there are not many things, and %68.1 stated that there is nothing. Most of the participants declared that they connect to Facebook with their phones (83.6%).

Table 3. School Related Questions

		n(%)
How popular do you see yourself at school?	Very popular	12(10.3)
	Popular	27(23.3)
	A bit popular	39(33.6)
	Not much popular	26(22.4)
	Not popular at all	11(9.5)

How important is it to be popular at school?	Very important	11(9.5)
	Important	26(22.4)
	Not much important	45(38.8)
	Not important at all	33(28.4)
How popular other people think you are at school?	Very popular	11(9.5)
	Popular	37(31.9)
	A bit popular	36(31.0)
	Not much popular	22(19.0)
	Not popular at all	9(7.8)
How do you understand that someone is popular at school?	Has many friends	78(67.2)
	Attends to social activities	50(50.0)
	Has popular friends	40(34.5)

10.3% very popular, 23.3% popular, 33.6% a bit popular, 22.4 not much popular, and 9.5% of the participants consider their selves not popular at all at school. For 9.5% of the participants it was very important, for 22.4% it was important, for 38.8% not much important, and for 28.4% not important at all to be popular at school. Most of the participants think other people consider them popular and a bit popular on Facebook (9.5% very popular, 31.9% popular, 31% a bit popular, 19% not much popular, and 7.8% not popular at all). 67.2 percent of the participants think if someone has many friends at school, he/she is popular. 50% of the participants think if someone attends to social activities, he/she is popular at school. And, 34.5% of the participants think if someone has popular friends, he/she is popular at school.

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The comparisons of mean score of BFAS with socio-demographic characteristics
Table 4. The comparison of mean score of BFAS and whether or not his/her mother works

	m±sd	t(p)
Yes	12.59±4.98	2.54 (0.012)*

No	10.35±4.48	

*p ≤ 0.05 **p< 0.001

Total score of Facebook usage mean score was compared according to the whether or not his/her mother works by Independent Samples T-Test. It was found that there was statistically significant difference (t= 2.54, p=0.012). Results showed that the adolescents whose mothers work had higher Facebook usage scores than the adolescents whose mothers do not work.

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Insignificant results of the comparisons of mean score of BFAS with socio-demographic characteristics

There was not any statistically significant difference between sex and total Facebook usage questions.

There was not any statistically significant difference between marital status of parents and total Facebook usage questions.

There was not any statistically significant difference between education level of mother and father and total Facebook usage questions.

There was not any statistically significant difference between monthly income and total Facebook usage questions.

There was not any statistically significant difference between whether or not working of father and total Facebook usage questions.

There was not any statistically significant difference between last year's grade point average and total Facebook usage questions.

There was not any statistically significant difference between how many siblings did the adolescents have and total Facebook usage questions.

There was not any statistically significant difference between which children were the adolescents in order and total Facebook usage questions.

Table 5a. Correlations between mean scores of OSIQ subscales and   mean score of BFAS

	Facebook r(p)
Family Relations Total	r= 0.20* p= 0.031
Impulse Control Total	r= 0.29* p= 0.001
Sexual Attitudes Total	r= 0.04 p= 0.66
Individual Morals Total	r= 0.24* p= 0.009
Power to Compete Total	r= 0.21* p= 0.026
Body Image Total	r= 0.31* p= 0.001

*p ≤ 0.05 **p< 0.001

It was found that there was a low correlation between Facebook usage scores and family relations scores in positive direction (r= 0.20, p= 0.031); there was a medium correlation between Facebook usage scores and impulse control scores in positive direction (r= 0.29, p= 0.001); there was no correlation between Facebook usage scores and sexual attitudes scores; there was a low correlation between Facebook usage scores and individual morals scores in positive direction (r= 0.24, p= 0.009); there was a low correlation between Facebook usage scores and power to compete scores in positive direction (r= 0.21, p= 0.026); and there was a medium correlation between Facebook usage scores and body image scores in positive direction (r= 0.31, p= 0.001).

Table 5b. Correlations between mean scores of OSIQ subscales and mean score of BFAS

Emotional Tone Total	r= 0.36*
	p= 0.000
Environment Adjustment Total	r= 0.27*
	p= 0.003
Professional and Educational Goals Total	r= 0.09
	p= 0.341
Social Relations Total	r= 0.23*
	p= 0.014
Psychopathology Total	r= 0.42*
	p= 0.000
Offer Total	r= 0.35*
	p= 0.000

*$p \leq 0.05$ **$p < 0.001$

It was found that there was a medium correlation between Facebook usage scores and emotional tone scores in positive direction (r= 0.36, p= 0.000); there was a low correlation between Facebook usage scores and environment adjustment scores in

positive direction (r= 0.27, p= 0.003); there was no correlation between Facebook usage scores and professional and educational goals scores; there was a low correlation between Facebook usage scores and social relations scores in positive direction (r= 0.23, p= 0.014); there was a medium correlation between Facebook usage scores and psychopathology scores in positive direction (r= 0.42, p= 0.000); and there was a medium correlation between Facebook usage scores and offer total scores in positive direction (r= 0.35, p= 0.000).

Comparisons of the mean score of OSIQ subscales and Facebook and school related questions

Table 6. Comparison of mean scores of OSIQ subscale of social relations according to the frequency of how often does he/she check his/her Facebook account

	m±sd	F(p)
At least once a day	13.95±5.56	3.36 (0.012)*
Few times a day	10.87±3.74	
At least once a week	11.11±3.63	
At least once a month	12.00±0.00	
Specify	9.00±4.69	
Total	11.91±4.66	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of social relations was compared according to the frequency of how often does he/she check his/her Facebook account by One way ANOVA. It was found that there was statistically significant difference (p=0.012). The social relations mean scores were high among students who reported at least once a day checking the Facebook account. In advance analyse of Tukey it was not found statistically differences between variables.

Table 7. Comparison of mean scores of OSIQ subscale of environment adjustment according to the frequency of how often does he/she check his/her Facebook account

	m±sd	F(p)
At least once a day	19.00±5.87	6.42 (0.000)*
Few times a day	15.65±5.28	
At least once a week	16.05±3.29	
At least once a month	24.00±0.00	
Specify	7.25±1.50	
Total	16.66±5.64	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of environment adjustment was compared according to the frequency of how often does he/she check his/her Facebook account by One way ANOVA. It was found that there was statistically significant difference (p=0.000). The environment adjustment mean scores were low among students who reported few times a day and at least once a week checking Facebook account and environment adjustment mean scores were high among students who reported at least once a day and at least once a month. In advance analyse of Tukey, no statistically significant difference was found between variables.

Table 8. Comparison of mean scores of OSIQ subscale of individual morals according to the frequency of how popular does he/she consider himself/herself on Facebook comparing to other Facebook users

	m±sd	F(p)
More popular	9.35±4.74	6.2 (0.003)
Less popular	6.49±3.06	
Nearly the same	8.3±2.83	
Total	7.81±3.45	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of individual morals was compared according to the frequency of how popular does he/she consider himself/herself on Facebook comparing to other Facebook users by One way ANOVA. It was found that there was statistically significant difference (p=0.003). Advanced analysis with Tukey showed that participants who consider himself/herself less popular had lower mean scores for OSIQ subscale of individual morals than the participants who consider themselves less popular (p= 0.005) and who consider themselves nearly the same popular (p= 0.023).

Table 9. Comparison of mean scores of OSIQ subscale of psychopathology according to the frequency of how often does he/she change his/her profile picture

	m±sd	F(p)
Once a day	26.33±11.24	3.09 (0.019)*
Few times a week	17.43±6.60	
Once a week	15.77±6.30	
Few times a month	17.27±6.43	
Very rare	21.19±8.39	
Total	18.77±7.58	

*$p \leq 0.05$ **$p < 0.001$

Mean score of OSIQ subscale of psychopathology was compared according to the frequency of how often he/she checks his /her Facebook account by One way ANOVA. It was found that there was statistically significant difference (p=0.019). The psychopathology mean scores were low among students who reported few times a week, once a week and few times a month checking Facebook account and psychopathology mean scores were high among students who reported once a day and very rare. In advance analyse of Tukey, no statistically significant difference was found between variables.

Table 10. Comparison of mean scores of OSIQ subscale of emotional tone according to the frequency of how popular does he/she consider himself/herself on Facebook

	m±sd	F(p)
Very popular	20.29±11.15	3.12 (0.018)*
Popular	14.48±5.30	
A bit popular	14.85±6.18	
Not really popular	19.59±8.18	
Not popular at all	15.11±7.27	
Total	16.22±7.20	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of emotional tone was compared according to the frequency of how popular does he/she considers himself/herself on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.018). Advanced analysis with Tukey showed that participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of emotional tone than the participants who consider themselves not really popular (p=0.045).

Table 11. Comparison of mean scores of OSIQ subscale of social relations according to the frequency of how popular does he/she consider himself/herself on Facebook

	m±sd	F(p)
Very popular	12.29±6.37	2.88 (0.026)*
Popular	10.81±3.39	
A bit popular	10.96±4.11	
Not really popular	14.30±5.67	
Not popular at all	12.67±3.94	
Total	11.91±4.66	

*$p \leq 0.05$ **$p < 0.001$

Mean score of OSIQ subscale of social relations was compared according to the frequency of how popular does he/she considers himself/herself on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.018). Advanced analysis with Tukey showed that participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of social relations than the participants who consider themselves not really popular (p=0.023). Participants who consider himself/herself popular had lower mean scores for OSIQ subscale of social relations than the participants who consider themselves not really popular (p=0.042).

Table 12. Comparison of mean scores of OSIQ subscale of psychopathology according to the frequency of how popular does he/she consider himself/herself on Facebook

	m±sd	F(p)
Very popular	19.29±8.01	2.94 (0.024)*
Popular	15.07±5.35	
A bit popular	18.91±7.27	
Not really popular	21.85±8.26	
Not popular at all	19.44±9.33	
Total	18.77±7.58	

*$p \leq 0.05$ **$p < 0.001$

Mean score of OSIQ subscale of psychopathology was compared according to the frequency of how popular does he/she considers himself/herself on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.024). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ subscale of psychopathology than the participants who consider themselves not really popular (p=0.008).

Table 13. Comparison of mean scores of OSIQ subscale of family relations according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	31.57±13.45	3.63 (0.008)*
Popular	23.59±8.81	
A bit popular	23.33±9.21	
Not really popular	31.26±8.43	
Not popular at all	28.90±12.98	
Total	25.68±10.05	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of family relations was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.008). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ subscale of family relations than the participants who consider themselves not really popular (p=0.048). Participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of family relations than the participants who consider themselves not really popular (p=0.025).

Table 14. Comparison of mean scores of OSIQ subscale of individual morals according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	11.71±5.44	2.64 (0.038)*
Popular	7.38±2.65	
A bit popular	7.67±3.52	
Not really popular	7.84±2.83	
Not popular at all	7.10±3.93	
Total	7.81±3.45	

*$p \leq 0.05$ **$p < 0.001$

Mean score of OSIQ subscale of individual morals was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.038). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ subscale of individual morals than the participants who consider themselves very popular (p=0.020); participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of individual morals than the participants who consider themselves very popular (p=0.030); and the participants who consider himself/herself not popular at all had lower mean scores for OSIQ subscale of individual morals than the participants who consider themselves very popular (p=0.048).

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Table 15. Comparison of mean scores of OSIQ subscale of power to compete according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	6.71±2.36	4.84 (0.001)*
Popular	4.47±1.81	
A bit popular	4.52±2.67	
Not really popular	6.53±2.84	
Not popular at all	7.10±3.45	
Total	5.19±2.70	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of power to compete was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.001). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ subscale of power to compete than the participants who consider themselves not really popular (p=0.043); participants who consider himself/herself popular had lower mean scores for OSIQ subscale of power to compete than the participants who consider themselves not popular at all (p=0.038); participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of power to compete than the participants who consider themselves not really popular (p=0.036); and the participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of power to compete than the participants who consider themselves not popular at all (p=0.035).

Table 16. Comparison of mean scores of OSIQ subscale of emotional tone according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	16.71±9.88	2.53 (0.044)*
Popular	15.50±6.60	
A bit popular	14.50±6.35	
Not really popular	19.58±6.86	
Not popular at all	19.80±9.30	
Total	16.22±7.20	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of emotional tone was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.044). The emotional tone mean scores were low among students who reported popular and a bit popular considering how popular by other people on Facebook and emotional tone mean scores were high among students who reported very popular, not really popular and not popular at all. In advance analyse of Tukey, no statistically significant difference was found between variables.

Table 17. Comparison of mean scores of OSIQ subscale of social relations according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	12.14±4.38	5.41 (0.001)*
Popular	10.68±3.74	
A bit popular	10.83±4.62	
Not really popular	14.47±3.84	
Not popular at all	16.10±5.61	
Total	11.91±4.66	

*$p \leq 0.05$ **$p < 0.001$

Mean score of OSIQ subscale of social relations was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.001). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ subscale of social relations than the participants who consider themselves not really popular (p=0.023); participants who consider himself/herself popular had lower mean scores for OSIQ subscale of social relations than the participants who consider themselves not popular at all (p=0.006); participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of social relations than the participants who consider themselves not really popular (p=0.021); and the participants who consider himself/herself a bit popular had lower mean scores for OSIQ subscale of social relations than the participants who consider themselves not popular at all (p=0.006).

Table 18. Comparison of mean scores of OSIQ subscale of psychopathology according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	20.00±6.98	2.85 (0.027)*
Popular	16.56±7.36	
A bit popular	17.93±7.16	
Not really popular	23.11±6.36	
Not popular at all	21.00±9.88	
Total	18.77±7.58	

*$p \leq 0.05$ **$p < 0.001$

Mean score of OSIQ subscale of psychopathology was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.027). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ subscale of psychopathology than the participants who consider themselves not really popular (p=0.020).

Table 19. Comparison of mean score of OSIQ according to the frequency of how popular do other people consider him/her on Facebook

	m±sd	F(p)
Very popular	157.43±58.26	
		3.22 (0.015)*
Popular	130.03±34.04	
A bit popular	134.80±43.32	
Not really popular	163.74±29.50	
Not popular at all	161.10±54.67	
Total	141.78±42.44	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ was compared according to the frequency of how popular do other people considers him/her on Facebook by One way ANOVA. It was found that there was statistically significant difference (p=0.015). Advanced analysis with Tukey showed that participants who consider himself/herself popular had lower mean scores for OSIQ than the participants who consider themselves not really popular (p=0.038).

Table 20. Comparison of mean scores of OSIQ subscale of family relations according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	24.70±9.63	

	m±sd	F(p)
		7.95 (0.001)*
On Facebook	37.10±9.56	
Both	24.20±8.82	
Total	25.68±10.05	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of family relations was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.001). Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of family relations than the participants who share their personal problems on Facebook (p=0.000); and the participants who share their personal problems on both had lower mean scores for OSIQ subscale of family relations than the participants who share their personal problems on Facebook (p=0.002).

Table 21. Comparison of mean scores of OSIQ subscale of power to compete according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	4.90±2.69	3.26 (0.042)*
On Facebook	7.10±2.99	

	m±sd	F(p)
Both	5.50±2.28	
Total	5.19±2.70	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of power to compete was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.042). The power to compete mean scores were low among students who reported "face-to-face" and "both" sharing personal problems and information and power to compete mean scores were high among students who reported "on Facebook". Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of power to compete than the participants who share their personal problems on Facebook (p=0.038).

Table 22. Comparison of mean scores of OSIQ subscale of body image according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	10.93±5.28	11.60 (0.000)*
On Facebook	19.40±3.95	
Both	12.30±5.79	
Total	11.90±5.75	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of body image was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.000). The body image mean scores were low among students who reported "face-to-face" and "both" sharing personal problems and information and family relations mean scores were high among students who reported "on Facebook". Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of body image than the participants who share their personal problems on Facebook (p=0.000); and the participants who share their personal problems on both had lower mean scores for OSIQ subscale of body image than the participants who share their personal problems on Facebook (p=0.002).

Table 23. Comparison of mean scores of OSIQ subscale of emotional tone according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	15.29±6.60	6.24 (0.003)*
On Facebook	23.40±7.24	
Both	16.60±7.93	
Total	16.22±7.20	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of emotional tone was compared according to the frequency of if he/she prefers to share her/his personal problems and information on

Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.003). The emotional tone mean scores were low among students who reported "face-to-face" and "both" sharing personal problems and information and family relations mean scores were high among students who reported "on Facebook". Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of emotional tone than the participants who share their personal problems on Facebook (p=0.002); and the participants who share their personal problems on both had lower mean scores for OSIQ subscale of emotional tone than the participants who share their personal problems on Facebook (p=0.032).

Table 24. Comparison of mean scores of OSIQ subscale of environment adjustment according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	15.95±5.50	5.08 (0.008)*
On Facebook	21.70±4.37	
Both	17.15±5.67	
Total	16.66±5.64	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of environment adjustment was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found

that there was statistically significant difference (p=0.008). The environment adjustment mean scores were low among students who reported "face-to-face" and "both" sharing personal problems and information and family relations mean scores were high among students who reported "on Facebook". Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of environment adjustment than the participants who share their personal problems on Facebook (p=0.006).

Table 25. Comparison of mean scores of OSIQ subscale of social relations according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	10.94±4.22	10.17 (0.000)*
On Facebook	16.80±5.16	
Both	13.65±4.34	
Total	11.91±4.66	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of social relations was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.000). The social relations mean scores were low among students who reported "face-to-face" and "both" sharing personal problems and information and social relations mean scores were high

among students who reported "on Facebook". Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of social relations than the participants who share their personal problems on Facebook (p=0.000); and the participants who share their personal problems face-to-face had lower mean scores for OSIQ subscale of social relations than the participants who share their personal problems on both (p=0.035).

Table 26. Comparison of mean scores of OSIQ subscale of psychopathology according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	17.44±7.38	8.1 (0.001)*
On Facebook	26.60±6.35	
Both	20.55±6.44	
Total	18.77±7.58	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of psychopathology was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.001). The psychopathology mean scores were low among students who reported "face-to-face" sharing personal problems and information and psychopathology mean scores were high among students who reported "on Facebook" and "both. Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower

mean scores for OSIQ subscale of psychopathology than the participants who share their personal problems on Facebook (p=0.001).

Table 27. Comparison of mean score of OSIQ according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends

	m±sd	F(p)
Face-to-face	134.53±40.50	10.58 (0.000)*
On Facebook	194.40±35.62	
Both	146.60±35.25	
Total	141.78±42.44	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ was compared according to the frequency of if he/she prefers to share her/his personal problems and information on Facebook or face-to-face with her/his friends by One way ANOVA. It was found that there was statistically significant difference (p=0.000). The OSIQ mean scores were low among students who reported "face-to-face" and "both" sharing personal problems and information and OSIQ mean scores were high among students who reported "on Facebook". Advanced analysis with Tukey showed that participants who share their personal problems face-to-face had lower mean scores for OSIQ than the participants who share their personal problems on Facebook (p=0.000); and the participants who share their personal problems on both had lower mean scores for OSIQ than the participants who share their personal problems on Facebook (p=0.006).

Table 28. Comparison of mean scores of OSIQ subscale of family relations according to the frequency of if he/she prefers to share her/his personal problems and information with her/his Facebook friends or school friends

	m±sd	F(p)
School	25.12±9.62	6.31 (0.003)*
Facebook	49.50±3.54	
Both	25.90±9.79	
Total	25.68±10.05	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of family relations was compared according to the frequency of if he/she prefers to share her/his personal problems and information with his/her Facebook friends or school friends by One way ANOVA. It was found that there was statistically significant difference (p=0.003). The family relations mean scores were low among students who reported sharing personal problems and information with school friends and with both of them and family realtions mean scores were high among students who reported sharing them with Facebook friends. Advanced analysis with Tukey showed that participants who share their personal problems with school friends had lower mean scores for OSIQ subscale of family relations than the participants who share their personal problems with Facebook friends (p=0.002); and the participants who share their personal problems with both had lower mean scores for OSIQ subscale of family relations than the participants who share their personal problems with Facebook friends (p=0.003).

Table 29. Comparison of mean scores of OSIQ subscale of sexual attitudes according to the frequency of if he/she prefers to share her/his personal problems and information with her/his Facebook friends or school friends

	m±sd	F(p)
School	11.58±4.50	5.08 (0.008)*
Facebook	18.00±1.41	
Both	9.29±2.81	
Total	11.28±4.38	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of sexual attitudes was compared according to the frequency of if he/she prefers to share her/his personal problems and information with his/her Facebook friends or school friends by One way ANOVA. It was found that there was statistically significant difference (p=0.008). The sexual attitudes mean scores were low among students who reported sharing personal problems and information with school friends and with both of them and sexual attitudes mean scores were high among students who reported sharing them with Facebook friends. Advanced analysis with Tukey showed that participants who share their personal problems with both had lower mean scores for OSIQ subscale of sexual attitudes than the participants who share their personal problems with Facebook friends (p=0.017).

Table 30. Comparison of mean scores of OSIQ subscale of body image according to the frequency of if he/she prefers to share her/his personal problems and information with her/his Facebook friends or school friends

	m±sd	F(p)
School	11.51±5.55	3.66 (0.029)*
Facebook	22.00±1.41	
Both	12.67±6.03	
Total	11.90±5.75	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of body image was compared according to the frequency of if he/she prefers to share her/his personal problems and information with his/her Facebook friends or school friends by One way ANOVA. It was found that there was statistically significant difference (p=0.029). The body image mean scores were low among students who reported sharing personal problems and information with school friends and with both of them and body image mean scores were high among students who reported sharing them with Facebook friends. Advanced analysis with Tukey showed that participants who share their personal problems with school friends had lower mean scores for OSIQ subscale of body image than the participants who share their personal problems with Facebook friends (p=0.027).

Table 31. Comparison of mean scores of OSIQ subscale of professional and educational goals according to the frequency of if he/she prefers to share her/his personal problems and information with her/his Facebook friends or school friends

	m±sd	F(p)
School	6.94±3.49	4.56 (0.012)*
Facebook	14.00±1.41	
Both	8.14±4.04	
Total	7.28±3.69	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of professional and educational goals was compared according to the frequency of if he/she prefers to share her/his personal problems and information with his/her Facebook friends or school friends by One way ANOVA. It was found that there was statistically significant difference (p=0.012). The professional and educational goals mean scores were low among students who reported sharing personal problems and information with school friends and with both of them and professional and educational goals mean scores were high among students who reported sharing them with Facebook friends. Advanced analysis with Tukey showed that participants who share their personal problems with school friends had lower mean scores for OSIQ subscale of professional and educational goals than the participants who share their personal problems with Facebook friends (p=0.018).

Table 32. Comparison of mean scores of OSIQ subscale of psychopathology according to the frequency of if he/she prefers to share her/his personal problems and information with her/his Facebook friends or school friends

	m±sd	F(p)
School	18.11±7.54	3.49 (0.034)*
Facebook	30.50±0.71	
Both	20.57±7.03	
Total	18.77±7.58	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of psychopathology was compared according to the frequency of if he/she prefers to share her/his personal problems and information with his/her Facebook friends or school friends by One way ANOVA. It was found that there was statistically significant difference (p=0.034). The psychopathology mean scores were low among students who reported sharing personal problems and information with school friends and with both of them and psychopathology mean scores were high among students who reported sharing them with Facebook friends. In advance analyse of Tukey, no statistically significant difference was found between variables.

Table 33. Comparison of mean score of OSIQ according to the frequency of if he/she prefers to share her/his personal problems and information with her/his Facebook friends or school friends

	m±sd	F(p)
School	138.59±41.48	
		5.22 (0.007)*
Facebook	231.00±9.90	
Both	147.38±39.53	
Total	141.78±42.44	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ was compared according to the frequency of if he/she prefers to share her/his personal problems and information with his/her Facebook friends or school friends by One way ANOVA. It was found that there was statistically significant difference (p=0.007). The OSIQ mean scores were low among students who reported sharing personal problems and information with school friends and with both of them and OSIQ mean scores were high among students who reported sharing them with Facebook friends. Advanced analysis with Tukey showed that participants who share their personal problems with school friends had lower mean scores for OSIQ than the participants who share their personal problems with Facebook friends (p=0.006); and the participants who share their personal problems with both had lower mean scores for OSIQ than the participants who share their personal problems with Facebook friends (p=0.018).

Table 34. Comparison of mean scores of OSIQ subscale of body image according to the frequency of if there is anything that his/her Facebook friends know and school friends do not know about him/her

	m±sd	F(p)
There are lot of things	17.25±7.27	

		3.63 (0.030)*
There are a little things	13.24±5.80	
There are nothing	11.06±5.47	
Total	11.90±5.75	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of body image was compared according to the frequency if there is anything that his/her Facebook friends know and school friends do not know about him/her by One way ANOVA. It was found that there was statistically significant difference (p=0.030). The body image mean scores were low among students who that there are a little things and there are nothing that his/her Facebook friends know and school friends do not know about him/her and body image mean scores were high among students who reported that there are lot of things. In advance analyse of Tukey, no statistically significant difference was found between variables.

Table 35. Comparison of mean scores of OSIQ subscale of emotional tone according to the frequency of if there is anything that his/her Facebook friends know and school friends do not know about you

	m±sd	F(p)
There are lot of things	23.25±6.50	3.58 (0.031)*
There are a little things	17.76±8.70	
There are nothing	15.22±6.26	

Total	16.22±7.20	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of emotional tone was compared according to the frequency if there is anything that his/her Facebook friends know and school friends do not know about him/her by One way ANOVA. It was found that there was statistically significant difference (p=0.031). The emotional tone mean scores were low among students who that there are a little things and there are nothing that his/her Facebook friends know and school friends do not know about him/her and emotional tone mean scores were high among students who reported that there are lot of things. In advance analyse of Tukey, no statistically significant difference was found between variables.

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Table 36. Comparison of mean scores of OSIQ subscale of sexual attitudes according to the frequency of how popular does he/she consider himself/herself in school

	m±sd	F(p)
Very popular	9.83±5.51	2.64 (0.038)*
Popular	10.74±4.36	
A bit popular	10.38±3.98	
Not really popular	13.00±3.96	
Not popular at all	13.45±4.37	

	m±sd	F(p)
Total	11.30±4.40	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of sexual attitudes was compared according to the frequency of how popular does he/she considers himself/herself in school by One way ANOVA. It was found that there was statistically significant difference (p=0.038). The sexual attitudes mean scores were low among students who reported that they consider their selves very popular, popular, and a bit popular at school and sexual attitudes mean scores were high among students who reported that they consider their selves not really popular and not popular at all. In advance analyse of Tukey, no statistically significant difference was found between variables.

Table 37. Comparison of mean scores of OSIQ subscale of impulse control according to the frequency of how important is his/her school popularity for him/her

	m±sd	F(p)
Very important	10.27±3.88	5.31 (0.002)*
Important	8.92±3.38	
Not really important	10.11±2.89	
Not important at all	7.39±3.05	
Total	9.08±3.32	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of impulse control was compared according to the frequency of how important is his/her school popularity for him/her by One way ANOVA. It was found that there was statistically significant difference (p=0.002). The impulse control mean scores were low among students who reported that their school popularity is important and not important at all and impulse control mean scores were high among students who reported that their school popularity is very important and not really important for them. Advanced analysis with Tukey showed that participants who think that their school popularity is not important at all had lower mean scores for OSIQ subscale of impulse control than the participants who think that their school popularity is very important (p=0.048); and the participants who think that their school popularity is not important at all had lower mean scores for OSIQ subscale of impulse control than the participants who think that their school popularity is not really important (p=0.002).

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Table 38. Comparison of mean scores of OSIQ subscale of sexual attitudes according to the frequency of how important is his/her school popularity for him/her

	m±sd	F(p)
Very important	10.27±4.9	3.12 (0.029)
Important	9.27±3.7	
Not really important	11.84±3.89	
Not important at all	12.39±4.96	
Total	11.27±4.4	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of sexual attitudes was compared according to the frequency of how important is his/her school popularity for him/her by One way ANOVA. It was found that there was statistically significant difference (p=0.029). The sexual attitudes mean scores were low among students who reported that their school popularity is important and sexual attitudes mean scores were high among students who reported that their school popularity is very important, not really important and not important at all for them. Advanced analysis with Tukey showed that participants who think that their school popularity is important had lower mean scores for OSIQ subscale of sexual attitudes than the participants who think that their school popularity is not important at all (p=0.032).

Table 39. Comparisons of mean scores of OSIQ subscale of sexual attitudes according to the frequency of how popular do other people think he/she is at school

	m±sd	F(p)
Very popular	10.91±5.34	3.20 (0.016)*
Popular	9.81±3.99	
A bit popular	11.11±3.97	
Not really popular	13.68±4.61	
Not popular at all	12.78±3.38	
Total	11.30±4.40	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of sexual attitudes was compared according to the frequency of how popular do other people think he/she is at school by One way ANOVA. It was found that there was statistically significant difference (p=0.016). The sexual attitudes mean scores were low among students who reported that they think other people consider them very popular and popular at school and sexual attitudes mean scores were high among students who reported that they think other people consider them a bit popular, not really popular and not popular at all. Advanced analysis with Tukey showed that participants who think that other people consider them popular at school had lower mean scores for OSIQ subscale of sexual attitudes than the participants who think that other people consider them not really popular at school (p=0.008).

Table 40. Comparisons of mean scores of OSIQ subscale of professional and educational goals according to the frequency of how popular do other people think he/she is at school

	m±sd	F(p)
Very popular	9.55±3.70	2.86 (0.027)*
Popular	8.14±4.14	
A bit popular	6.00±3.19	
Not really popular	7.00±3.25	
Not popular at all	6.67±3.28	
Total	7.27±3.71	

*p ≤ 0.05 **p< 0.001

Mean score of OSIQ subscale of professional and educational goals was compared according to the frequency of how popular do other people think he/she is at school by One way ANOVA. It was found that there was statistically significant difference (p=0.027). The professional and educational goals mean scores were low among students who reported that they think other people consider them a bit popular, not really popular and not popular at all at school and professional and educational goals mean scores were high among students who reported that they think other people consider them very popular and popular. Advanced analysis with Tukey showed that participants who think that other people consider them a bit popular at school had lower mean scores for OSIQ subscale of professional and educational goals than the participants who think that other people consider them very popular at school (p=0.039).

Insignificant results of comparisons of the mean score of OSIQ subscales and Facebook and school related questions

There were not any statistically significant differences between the frequency of how long the participants have been using Facebook and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how often do the participants check their Facebook accounts and family relations, impulse control, sexual attitudes, individual morals, power to compete, professional and educational goals, emotional tone, body image and psychopathology sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how many minutes do the participants spend daily on Facebook and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how popular do the participants consider their selves on Facebook in comparison with the other Facebook users and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how many friends do the participants have on Facebook and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of do the participants share their pictures on Facebook and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how often do the participants change their profile pictures on Facebook and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body

image and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how popular do the participants consider their selves on Facebook and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, body image and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how important is it to be popular on Facebook for the participants and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment

adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how popular do they think that other people consider the participants on Facebook and impulse control, sexual attitudes, environment adjustment, professional and educational goals and body image sub-scales.

There were not any statistically significant differences between the frequency of if the participants prefer to share their personal problems and information on Facebook or face-to-face with their friends and impulse control, sexual attitudes, individual morals and professional and educational goals sub-scales.

There were not any statistically significant differences between the frequency of if the participants prefer to share her/his personal problems and information with their Facebook friends or school friends and impulse control, individual morals, power to compete, environment adjustment, emotional tone and social relations sub-scales.

There were not any statistically significant differences between the frequency of if there is anything that the participants' Facebook friends know and school friends do not know about them and family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and

educational goals, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how popular do the participants consider their selves at school and family relations, impulse control, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology

and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how important is it to be popular at school for the participants and family relations, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

There were not any statistically significant differences between the frequency of how popular do they think that other people consider the participants at school and family relations, impulse control, individual morals, power to compete, environment adjustment, emotional tone, body image, psychopathology and social relations sub-scales. Also, there is no statistical difference with the offer questions as a whole.

Comparisons of the mean score of OSIQ subscales and socio-demographic questions

Table 41. Comparison of mean scores of OSIQ subscale of family relations according to the frequency of Education of mother

	m±sd	F(p)
Illiterate	19.00±7.07	2.34 (0.046)*
Literate	22.50±6.25	
Primary school graduate	24.66±9.87	
Secondary school graduate	35.33±11.52	
High school graduate	24.58±10.07	
University graduate or above	27.41±8.12	
Total	25.68±10.05	

Mean score of OSIQ subscale of family relations was compared according to the frequency of education of mother by One way ANOVA. It was found that there was statistically significant difference (p=0.046). The family relations mean scores were low among students who reported that their mothers are illiterate and literate and family relations mean scores were high among students who reported that their mothers are primary school graduate, high school graduate, university graduate or above and especially secondary school graduate. In advance analyse of Tukey it was found that there are statistically differences between secondary school graduate and high school graduate in favour of secondary school graduate (p=0.032).

Table 42. Comparison of mean scores of OSIQ subscale of body image according to the frequency of Education of mother

	m±sd	F(p)
Illiterate	6.00±1.41	2.43 (0.039)*
Literate	8.50±6.35	
Primary school graduate	11.69±4.50	
Secondary school graduate	16.33±5.68	
High school graduate	11.18±5.68	
University graduate or above	13.71±6.76	
Total	11.90±5.75	

Mean score of OSIQ subscale of body image was compared according to the frequency of education of mother by One way ANOVA. It was found that there was statistically significant difference (p=0.039). The body image mean scores were low among students who reported that their mothers are illiterate and literate and body image mean scores were high among students who reported that their mothers are primary school graduate, high school graduate, university graduate or above and especially secondary school graduate. In advance analyse of Tukey it was not found statistically differences between variables.

Table 43. Comparison of mean scores of OSIQ subscale of emotional tone according to the frequency of Education of mother

	m±sd	F(p)
Illiterate	12.50±4.95	
		2.73 (0.023)*
Literate	11.50±7.14	
Primary school graduate	17.10±7.18	
Secondary school graduate	23.33±7.65	
High school graduate	15.18±6.63	
University graduate or above	15.82±7.25	
Total	16.22±7.20	

Mean score of OSIQ subscale of emotional tone was compared according to the frequency of education of mother by One way ANOVA. It was found that there was statistically significant difference (p=0.023). The emotional tone mean scores were low among students who reported that their mothers are illiterate and literate and emotional tone mean scores were high among students who reported that their mothers are primary school graduate, high school graduate, university graduate or above and especially secondary school graduate. In advance analyse of Tukey it was found that there are statistically differences between secondary school graduate and high school graduate in favour of secondary school graduate (p=0.018).

Table 44. Comparison of mean score of OSIQ according to the frequency of Education of mother

	m±sd	F(p)
Illiterate	107.50±6.36	2.79 (0.021)*
Literate	128.00±42.67	
Primary school graduate	141.52±36.51	
Secondary school graduate	186.22±36.38	
High school graduate	135.58±45.17	
University graduate or above	146.00±35.57	
Total	141.78±42.44	

Mean score of OSIQ was compared according to the frequency of education of mother by One way ANOVA. It was found that there was statistically significant difference (p=0.021). In advance analyse of Tukey it was found that there are statistically differences between secondary school graduate and high school graduate in favour of secondary school graduate (p=0.010).

Insignificant results of comparisons of the mean score of OSIQ subscales and socio-demographic questions

There was not any statistically significant difference between sex and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

There was not any statistically significant difference between marital status of parents and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image, psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

There was not any statistically significant difference between education level of mother and some of the OSIQ subscales (impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, psychopathology and social relations).

There was not any statistically significant difference between education level of father and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

There was not any statistically significant difference between whether or not working of mother and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

There was not any statistically significant difference between whether or not working of father and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and

educational goals, emotional tone, body image psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

There was not any statistically significant difference between last year's grade point average and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

There was not any statistically significant difference between monthly income and OSIQ subscales (family relations, impulse control, sexual attitudes, individual morals, power to compete, environment adjustment, professional and educational goals, emotional tone, body image psychopathology and social relations). Also, there is no statistical difference with the mean score of OSIQ.

4. DISCUSSION

The aim of the present study was to determine the influence of Facebook usage on high school adolescents' self-images. It was concerned whether the frequency of usage and perceived popularity issues effect the influences of Facebook on the adolescents' self-images.

Hargittai (2008), suggested that, individuals demographic features such as gender, race and ethnicity, and parental educational background are related to SNS use. In the present study, only mother's employment was related to Facebook use in all of the socio-demographic features. Results showed the adolescents whose mothers work

tend to use Facebook in an addictive manner more than the adolescents whose mothers do not work. Montemayor and Clayton (1984) stated that, adolescents whose mothers were employed were less likely to participate in clubs and organizations, had more disagreements with their parents and had higher risk of engaging in risky sexual behaviours such as pregnancy and unprotected intercourse. In light of these evidences, we can say that children with employed mothers might prefer to spend their times online instead of social activities. In addition, if both parents work, the family income would be higher and presence of a computer and internet connection at home is more probable. So, adolescents who have internet connection and computer would have an urge to use Facebook more. In addition, because of the fact that parents are not at home all the time, the adolescents who are lonely at home would prefer more spending time on Facebook.

In the present study, medium correlation was found between mean score of BFAS and body image sub-scale in positive direction. The results showed that the adolescents who used Facebook in more addictive manner comparing to the adolescents who used Facebook in less addictive manner (we might assume that these students use Facebook less than others) were happier with their bodies. When thinking about the nature of Facebook, it is a website that people

displays their pictures and cues about their life styles. These findings showed the adolescents who use Facebook more and show their selves in an online context are happier with their bodies. The possibility that the adolescents who are happier with their bodies tended more to show their selves on the online context as well is also probable.

In the present study, low correlation was found between mean score of BFAS and family relations sub-scale. Results of the present study showed that, the adolescents who used Facebook in more addictive had better family relations. Low correlation was found between mean score of BFAS and social relations sub-scale. This means that, the

adolescents who used Facebook in more addictive manner comparing to the adolescents who used Facebook in less addictive manner had better social relations.

In the present study, low correlation was found between mean score of BFAS and impulse control sub-scale. The adolescents who use Facebook more and in an addictive manner had better impulse control (how strong is the ego to resist to internal and external restraints) than the adolescents who use Facebook in less addictive manner. Reason of this result might be that the adolescents, who can resist to internal and external restraints, use Facebook as a coping strategy successfully. Low correlation was found between mean score of BFAS and power to compete sub-scale (adolescents' environment adjustment, stability and self reliance). The adolescents who used Facebook more frequently and in a more addictive manner had better environment adjustment, stability and self reliance. The reason for this fact might be that their Facebook usage boosted their environment adjustment, stability and self-reliance. And, medium correlation was found between mean score of BFAS and emotional tone sub-scale. Results of the present study showed that, the adolescents who used Facebook in more addictive manner (we might assume that these students use Facebook more than others) comparing to the adolescents who used Facebook in less addictive manner had better emotional tone. Greenbow and

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Robelia (2009) indicated that, SNSs assisted emotional support to the high school adolescents, facilitated a way to maintain relationships, and gave them an area for presenting their selves.

Individual morals sub-scale of OSIQ aims to detect if the adolescents centre their selves or others in taking action. In the present study, low correlation was found between mean score of BFAS and this sub-scale. The adolescents who were using Facebook in more addictive manner centre their selves in taking action than the adolescents who were using Facebook in less addictive manner. According to Kim et. al. (2010), people

with strong interdependent self-construal (which is considered as a sense of fundamental connectedness with others and the group goals are more important than the one's individual goals) have greater motivations to use social networking sites such as Facebook and high motivational levels lead to higher satisfaction. Results of this study showed the reversed effect. The adolescents who centred their selves in taking action tended to use Facebook more. One of the reasons for this fact might be the age group. Kim et. al. (2010) did the experiment on university students. In addition, cultural differences might play a role as well.

In the present study, low correlation was found between mean score of BFAS and environment adjustment sub-scale (how the adolescents feel about their own coping power). The adolescents, who use Facebook more frequently and in an addictive manner, feel positive about their own coping power. These adolescents who tend to use Facebook more in an addictive manner might be using Facebook usage as a coping strategy for their personal problems successfully, so they feel positive about their coping strategies. Sheldon et. al. (2011), examined whether the frequency of Facebook use is positively correlated with emotions of general connection in life and with emotions of general disconnection in life, or not. Results of the research showed that, disconnection induced greater usage of Facebook as a coping strategy, which is appropriate with the results of the present study. Adolescents who faced problems in

their social life might tend to use Facebook as a coping strategy. Niemz et. al. (2005) showed that, pathologic internet use had negative effects on the individuals' academic performances. In the in the questions taken from BFAS these was an item which questioned if Facebook usage affected participants' academic performances negatively. In the present study, participants who had higher scores on Facebook usage questions had better coping power. This might be because of the fact that these adolescents use Facebook as a coping way of the academic pressure on them, so in return it influenced their studies negatively.

Psychopathology sub-scale of the OSIQ aims to detect whether there are any pathological symptoms or not. In the present study, medium correlation was found between mean score of BFAS and this sub-scale. The adolescents who use Facebook more frequently and in a more addictive manner showed more pathological symptoms. These six Facebook addiction questions of BFAS aim to predict any addictive tendencies towards Facebook. Because of this fact, high scores indicate addictive tendencies, so pathological symptoms. There is a case study published by Amato et. al., (2012) showed that, because of the distress that an adolescent lived through because of Facebook after a breakup triggered bronchial asthma. Amato and colloquies also claimed that their case was the not only case and not rare.

The OSIQ in general measures the adolescents' self-images. In the present study, medium correlation was found between mean score of BFAS and mean score of OSIQ. Results of the present study showed that, the adolescents who use Facebook frequently and in an addictive manner were happier with their selves than the adolescents who use Facebook less frequently and in a less addictive manner. Wilson and colleagues (2010) showed that, extraverted adolescents stated more SNS use and addictive tendencies. In light of this result, it is possible to say that, in the present study the adolescents who used Facebook more and showed more addictive

tendencies might be the ones who already had higher self-images. Gangadharbatla (2008) measured undergraduate students' level of internet self-efficacy (how confident they feel about their ability on internet), need to belong, and collective self-esteem to see their influences on their attitudes towards SNSs. Results of the research showed that, all of the factors had positive effects on the users' attitudes towards SNSs (such as Facebook). The ease of using Facebook and the facilities it gives to individuals to keep in touch with peers might be affected the adolescents' internet self-efficacy, need to belong, and collective self-esteem positively. This might be the reason of adolescents' desire to use Facebook constantly. Kim et. al. (2011) showed

that, number of Facebook friends and self-presentation boosts subjective well-being of university students. Hancock (2011) showed that, spending time on Facebook increases self-esteem measures. These evidences shed light to the reason of why intense Facebook usage and intense need of Facebook usage influence adolescents' self-images positively.

There were significant relationships between OSIQ sub-scales and Facebook usage questions designed by us by making use of other researches on the area (Smith-Duff, 2012; Gülnar, Balcı and Çakır, 2010). These questions were designed to examine information such as duration and frequency of Facebook usage, and perceived school and Facebook popularity.

Significant relationships between Facebook usage and body image sub-scale of the OSIQ were found in the present study. The adolescents who preferred to share their personal problems and information on Facebook and with their Facebook friends instead of school friends were happier with their bodies; the adolescents who preferred to share their personal problems and information face-to-face, and both face-to-face and on Facebook, and with their school friends were less happy with their bodies. Furthermore, the adolescents who declared that there were a lot of things that their Facebook friends know and school friends do not know about them were happier with their bodies; the adolescents who declared that there was nothing that their Facebook friends know and school friends do not know about them were

less happy with their bodies. Croll (2005) stated that, the adolescence is an important period which triggers body image concerns of young males and females. It was suggested that media (including television, billboards, magazines, internet etc.) effect adolescents' views of their own bodies negatively as thin, attractive figures for females and strong and handsome figures for males are being shown all the time as ideal. In the present study, it was found that Facebook usage had positive effects on the adolescents' body image. Individuals see advertisements and beautiful/handsome figures on Facebook as well. But, they can also choose to show their selves positively; also, they see their less attractive friends or friends of friends and have chance to feel better.

There were significant relationships between emotional tone sub-scale of OSIQ and some Facebook usage questions were found. The adolescents who considered their selves not really popular on Facebook had better emotional tone; emotional tone of the adolescents who considered their selves a bit popular was worse. Also, the adolescents who thought that other people consider them not really popular and not popular at all had better emotional tone scores; the adolescents who thought that other people consider them a bit popular had worse emotional tone. In addition, the adolescents who preferred to share their personal problems and information on Facebook had better emotional tone; the adolescents who preferred to share their personal problems and information face-to-face and, both face-to-face and on Facebook had worse emotional tone. Lastly, the adolescents who declared that there were a lot of things that their Facebook friends know and school friends do not know about them had better emotional tone scores than the adolescents who declared that there was nothing that their Facebook friends know and school friends do not know about them. Bargh and McKenna (2004) investigated the effects of internet usage on psychological well-being, relationships of the participants, group membership, and community participation. Results of the experiment basically showed that, effects of

internet use were partially dependent on the users' goals of using it. According to the results, anonymity feature made people to express their selves more and form deeper relationships as there were no physical cues involved in the relationship, such as attractiveness. The adolescents who share personal stuff on Facebook without being concerned about attractiveness and popularity might form deeper relationship and in return, this influences their emotional tones positively.

In the present study, there were significant relationships between individual morals sub-scale of OSIQ and some Facebook usage questions were found. The adolescents who considered their selves more popular on Facebook and the adolescents who thought that other people consider them very popular on Facebook centred their selves in taking action; the adolescents who considered their selves less popular on Facebook, and the adolescents who thought that other people consider them a bit

popular and not popular on Facebook centred others in taking action. The adolescents who did not consider their selves really popular might centre others in taking action to be liked by other people and boost their popularity by this way.

There were significant relationships between environment adjustment sub-scale of OSIQ and some Facebook usage questions were found. The adolescents who tended to check their Facebook accounts at least once a month feel positive about their own coping power; the adolescents who tended to check their Facebook accounts a few times a day feel negative about their own coping power. In addition, the adolescents who preferred to share their personal problems and information on Facebook felt positive about their own coping power (environment adjustment); the adolescents who preferred to share their personal problems and information face-to-face and, both face-to-face and on Facebook felt negative about their own coping power.

There were significant relationships between power to compete sub-scale of OSIQ and some Facebook usage questions were found. The adolescents who thought that other people consider them not really popular and not popular at all on Facebook had

more power to compete, and the adolescents who thought that other people consider them popular and a bit popular had less power to compete. In addition, the adolescents who preferred to share their personal problems and information on Facebook had more power to compete, and the adolescents who preferred to share their personal problems and information face-to-face had less power to compete. Zywica and Danowski (2008) examined 2 hypotheses that first one was, people with high popularity tend to increase their popularities by using Facebook; second one was, people with low popularity tend to increase their popularities by using Facebook. Participants were university students. The results of the research were corroborative to both of the hypotheses. Participants with low self-esteem and less popularity attempted more to look popular on Facebook to boost their self-esteem. These participants also revealed that they express their selves easier on Facebook and there were things that they share with their Facebook friends instead of real-life

friends. Under the light of Zywica and Danowski's results, it might be possible that, in the present study, the participants who stated that other people consider them less popular might increased their power to compete scores by Facebook usage. In addition, less popular participants felt more comfortable on Facebook than real-life settings. Because of this, they shared their personal information with Fcaebook friends and boosted their power to compete scores.

There were significant relationships between professional and educational goals sub-scale of OSIQ and some Facebook usage, and school-related questions were found. The adolescents who preferred to share their personal problems and information with their Facebook friends had higher professional and educational goals; the adolescents who preferred to share their personal problems and information with school friends had lower professional and educational goals. Kalpidou, Costin, and Morris (2011) examined the effects of Facebook usage on self-esteem and college adjustment on first-year and upper-class university students. Results showed that, First- year students tended to spend more time on Facebook but had fewer friends comparing to

upper-class students. Their adjustment levels did not differ. In addition, it was found out that, number of friends on Facebook was negatively associated with adjustment to school for first-year students. On the other hand, the same aspect was positively associated with school adjustment for the upper-class students. The researchers suggested that, this association becomes positive in later years of undergraduate education as the students learn using Facbook to connect and meet with peers. The present study was conducted on high-school students who are not on their first year in school. Our results support the idea that Facebook usage affected school adjustment of the students positively; in return their professional and educational goals as well. Also, the adolescents who thought that other people think that they are very popular at school had higher professional and educational goals; the adolescents who thought that other people think that they are a bit popular at school had lower professional and educational goals. In addition, Valenzuela, Park, and Kee (2009) found that, there was a positive relationship between students' life satisfaction, social

trust, civic commitment, and political involvement amount of Facebook use. This result supported the results of the present study that Facebook usage had positive effects on adolescents' professional and educational goals positively.

There were significant relationships between psychopathology sub-scale of OSIQ and some Facebook usage questions were found. The adolescents who declared that they change their profile pictures once a day showed more psychopathological symptoms; the adolescents who declared that change their profile pictures once a week showed less psychopathological symptoms. Also, the adolescents who considered their selves not really popular showed more psychopathological symptoms; the adolescents who considered their selves popular showed less psychopathological symptoms. In addition, the adolescents who thought that other people consider them not really popular on Facebook showed more psychopathological symptoms; the adolescents who thought that other people consider them popular on Facebook showed less psychopathological symptoms.

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These popularity results showed that, popularity issues effect adolescents on Facebook in the same manner with real-life settings. Being considered as not popular on Facebook affected adolescents' psychological well-being negatively. The adolescents who preferred to share their personal problems and information on Facebook showed more psychopathological symptoms; the adolescents who preferred to share their personal problems and information face-to-face showed less psychopathological symptoms. Lastly, the adolescents who preferred to share their personal problems and information with their Facebook friends showed more psychopathological symptoms; the adolescents who preferred to share their personal problems and information with their school friends showed less psychopathological symptoms. Selfhout et. al. (2009) researched links of time spent on internet activities with communication aims against time spent on internet activities with non-communication aims, such as surfing, with depression and social anxiety. They also

aimed to see whether perceived relationship quality affected these links or not. Adolescents, who perceived their relationships low, were influenced positively from using internet (lower depression) with communication aims. On the other hand, using internet with non-communication aims predicted more depression and anxiety for these adolescents. In the present study, we found reversed effect. The adolescents who shared their personal problems with Facebook friends showed more pathological symptoms. As the researchers suggested in their study, this might be related to perceived relationship quality. For this fact, furthers studies are needed to be able to explain the reasons.

There were significant relationships between OSIQ scores and some Facebook usage questions were found. The adolescents who thought that other people consider them not really popular on Facebook were generally happier with themselves; and the adolescents who thought that other people consider them popular on Facebook were

generally not happy with themselves. Utz (2010) aimed to find whether the self-generated or other generated information on Facebook affected perceived popularity of the individuals more. With other-generated information, number of friends and extroversion of individuals' friends were meant. Results of the survey showed that, other-generated information had significant effect on perceived popularity of individuals. Individuals who had higher number of friends, and their friends were extroverted people, were perceived as more popular. The adolescents who thought that other people considered them not popular on Facebook might using Facebook more frequently to boost their Facebook popularity; by this way they might be firstly boosted their self-images. In addition, the adolescents who preferred to share their personal problems and information on Facebook had better general self-images; and the adolescents who preferred to share their personal problems and information face-to-face had worse general self-images. Also, the adolescents who preferred to share their personal problems and information with their Facebook friends had better general self-images; and the adolescents who preferred to share their personal

problems and information with their school friends and with both school and Facebook friends had worse general self-images.

According to Lenhart et. al. (2011), more than half of the teenagers on their research reported that they had minimum one experience on a SNS which made them feel about their selves; in addition, again more than half of the participants felt closer to others on a SNS. This result is in accordance with the results in the present study that Facebook usage influences adolescents' self-images positively.

Duff (2012) examined the relationship between Facebook usage and various personality traits, self-esteem, and addictive tendencies. The main aim was to see if specific personalities and level of self-esteem affects the level of Facebook usage.

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Also, whether the Facebook usage caused any addictive tendencies on university students or not was examined. Results of the research showed that, female participants had more addictive tendencies than male participants. In the present study, there were not any differences between genders for any of the questions. In addition, according to the results of Duff (2012), extrovert personalities tended to use Facebook more than introverts. In the present study, we found a similar result as well. Results of the present study showed that, adolescents with better self-images used Facebook more.

Significant relationships between Facebook usage and social relations sub-scale of the OSIQ were found in the present study. This sub-scale aims to determine the adolescents' quality of friendships and peer relationships. The adolescents who tended to check their Facebook accounts at least once a day had better social relations; the adolescents who tended to check their Facebook accounts a few times a day had worse social relations. In addition, the adolescents who considered their selves not really popular on Facebook had better social relations; the adolescents who

considered their selves a bit popular and popular had worse social relations. Furthermore, the adolescents who thought that other people consider them not really popular and not popular at all on Facebook had better social relations; the adolescents who thought that other people consider them popular and a bit popular on Facebook had worse social relations. Schwartz (2010) investigated the association between the undergraduate students' Facebook use, and their self-esteem, degree of narcissism, and loneliness scores. Results of the research showed that, more Facebook usage, frequent status updates, and high importance the participants attached to Facebook lowered their self-esteems. Lastly, the adolescents who preferred to share their personal problems and information on Facebook and both face-to-face and on Facebook had better social relations (adolescents' quality of friendships and peer relationships); the adolescents who preferred to share their

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personal problems and information face-to-face had worse social relations. In addition, Racke and Bond-Racke (2008) showed that, most of students use SNSs for a huge portion of day for making new friends and communicating with old friends. So, this might be the reason why Facebook usage effected social relations in a positive manner. Also, same as the present study, Racke and Bond-Racke (2008) did not find any gender differences on SNS usage habits of adolescents.

Significant relationships between Facebook usage and family relations sub-scale of the OSIQ were found in the present study. Family relations sub-scale aims to detect family relations of adolescents and atmosphere of the houses that the adolescents live in. The adolescents who thought that other people consider them not really popular on Facebook had better family relations; and the adolescents who thought that other people consider them popular and a bit popular on Facebook had worse family relations. In addition, the adolescents who preferred to share their personal problems and information on Facebook had better family relations (how the adolescent feel about his/her family members); the adolescents who preferred to share their personal

problems and information face-to-face and both on Facebook and face-to-face had worse family relations. Lastly, the adolescents who preferred to share their personal problems and information with their Facebook friends had better family relations; the adolescents who preferred to share their personal problems and information with their school friends and with both Facebook and school friends had worse family relations.

Significant relationships between Facebook usage and sexual attitudes sub-scale of the OSIQ were found in the present study. Sexual attitudes sub-scale aims to determine adolescents' feelings, attitudes and actions towards sexual matter and opposite sex. The adolescents who preferred to share their personal problems and information with their Facebook friends had better sexual attitudes; the adolescents who preferred to share their personal problems and information with both Facebook and school

friends had worse sexual attitudes. Also, the adolescents who considered their selves not really popular and not popular at all at school had better sexual attitudes; the adolescents who considered their selves very popular at school had worse sexual attitudes. In addition, the adolescents who declared that their school popularity was not important at all for them had better sexual attitudes scores; the adolescents who declared that their school popularity was important for them had worse sexual attitudes. And lastly, the adolescents who thought that other people think that they are not really popular at school had better sexual attitudes; the adolescents who thought that other people think that they are popular at school had worse sexual attitudes. Similarly to these results, Zywica and Danowski (2008) examined 2 hypotheses that first one was, people with high popularity tend to increase their popularities by using Facebook; second one was, people with low popularity tend to increase their popularities by using Facebook. Participants were university students. The results of the research were corroborative to both of the hypotheses. Results showed that, participants who were popular offline were popular in online context (on Facebook) as well. On the other hand, participants with low self-esteem and less popularity attempt more to look popular on Facebook to boost their self-esteem.

These participants also revealed that they express their selves easier on Facebook and there were things that they share with their Facebook friends instead of real-life friends. In addition, Rambaree (2008) conducted a research on 10-14 years old Mauritian adolescents about internet based dating. Results of the research showed that, in such a conservative culture, internet gave adolescents an area to understand, learn, and experience forming romantic relationships. In addition according to the results, internet based dating was very similar to face-to-face dating. This might be one of the reasons that in the present study, adolescents who share more information with Facebook friends had better sexual attitudes. They might be forming romantic relationships on Facebook and being affected from this positively.

As stated above, there were many significant relationships between Facebook related questions and OSIQ sub-scales. As predicted, only a few relationships between OSIQ and socio-demographic features of the adolescents and school related questions were found in the present study. This case shows that the self-images of adolescents are related to their attitudes towards and usage habits of Facebook.

There were significant relationships between impulse control sub-scale of OSIQ and some school related questions were found. The adolescents who declared that their school popularity was very important and not really important for them had better impulse control than the adolescents who declared that their school popularity was not important at all for. The adolescents who stated that their school popularity was not important at all for them might be the ones who cannot successfully resist to internal and external restraints, because they cannot stand being evaluated by others, so they claimed that their school popularity is not important for them at all.

We found relationships between OSIQ and socio-demographic features of the adolescents only between education of mother and family relations, body image, emotional tone sub-scales, and general self image scores. The adolescents whose mothers were secondary school graduate had better family relations (how the adolescent feel about his/her family members); the adolescents whose mothers were

illiterate and high school graduate had worse family relations. In addition, the adolescents whose mothers were secondary school graduate were happier with their bodies; the adolescents whose mothers were illiterate were less happy with their bodies. The adolescents whose mothers were secondary school graduate had better emotional tones in their psychological structures; the adolescents whose mothers were literate and high school graduate had worse emotional tones. Lastly, the adolescents whose mothers were secondary school graduate had better general self-images (generally happy with their selves); the adolescents whose mothers were

illiterate and high school graduate had worse general self-images (generally not happy with their selves).

To conclude, present study might be very useful about giving information to clinicians on the area and parents of adolescents about effects of Facebook usage, such contemporary issue. Mikami and colleagues (2010) in their longitudinal research on Facebook use showed that, adolescents' types of peer relationships, friendship quality, and behavioural adjustment are alike both at early ages (13–14) and later ages (20–22). The researchers suggested that, if the adolescents form and maintain good relationships at early ages, this would affect their latter relationships positively. This was a valuable clinical implication which implied that just as real-life relationships, online relationships are important for adolescents' psychological development. In addition, results of a research on college students' Facebook profiles showed that, university adolescents present depression symptoms on Facebook. Results indicated that the adolescents who get online support from their friends tended more to talk about their depressive symptoms publicly on Facebook. Researchers suggested that this might be useful for depressive adolescents. Also, another positive outcome of this fact might be that realizing that an adolescent is experiencing depressive symptoms might become easier for parents and other close ones of adolescents (Moreno et. al., 2011).

5. CONCLUSION

The aim of the present study was to determine the influence of Facebook usage on high school adolescents' self-images. It was concerned whether the frequency of usage and perceived popularity issues effect the influences of Facebook on the adolescents' self-images. Basically, a positive relationship between Facebook usage and adolescent's self-image was found. More Facebook usage predicted better self-images even though in the cases those adolescents showed addictive tendencies. However, according to the methodology of this research, we cannot claim any causal relationships.

In the previous studies on the effects of Facebook, generally participants were university students. The researchers used Rosenberg Self-Esteem Scale to measure their self-esteems. In the present study, as the age group was high school students, OSIQ was employed to measure the participants' self-images. Because of this aspect, it is not possible to make an exact comparison between the present study and the previous studies. Another limitation of the present study is that, there are many significant aspects found between the variables but the results are much dispersed. Further studies are needed to help explaining the relationships between variables.

We found that intense Facebook usage increased adolescents' self-images in all dimensions. On the other hand, it increased their psychopathology scores as well. Further studies are needed to help explaining this result. Apart from Facebook usage, some socio-demographic features were examined in the present study and there were not any relationships between them and adolescent's self-images. So, we concluded that Facebook affected participants' self-images. In future studies, researchers could take into account other factors to make these results clearer.

To conclude, results of the present study are valuable for the professionals who work in the academic and clinical areas. Usage of Facebook, without addictive tendencies, might provide positive outcomes to adolescents with both high and low self-images.

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In this case, clinicians might encourage their adolescent patients and parents about using Facebook in a useful manner to psychological well-being.

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7. APPENDIX

ANKET FORMU

Elinizde bulunan bu anket formu KKTC genelinde liseye devam etmekte olan öğrenciler arasında yapılmakta olan bilimsel bir çalışmanın parçasıdır. Bu anket formunda sizinle ve ailenizle ilgili sorular yer almaktadır. Kişisel bilgileriniz gizli tutulacaktır. Araştırmada isminizi vermeniz istenmemektedir. Sizden toplanacak veriler sadece bilimsel bir amaçla kullanılacak ve alınan hiçbir bilgi aileniz veya okul yönetimi ile paylaşılmayacaktır. Herhangi bir sorunuz olması halinde çalışma süresince ve sonrasında araştırmacıya sorabilirsiniz. Katılımınız için teşekkürler.

Bölüm I
1-Doğum yılınız: ………………..
2-Cinsiyetiniz: Kadın/ Erkek
3-Anne ve babanızın medeni hali nedir?
    a) Evli
    b) Boşanmış
    c) Evli ama ayrı yaşıyorlar
    d) Diğer (Belirtiniz) ....
4-Annenizin eğitim durumu nedir?
    a) Okur yazar değil
    b) Okur-yazar
    c) İlkokul mezunu
    d) Ortaokul mezunu
    e) Lise mezunu
    f) Üniversite ve üzeri
5-Babanızın eğitim durumu nedir?
    a) Okur yazar değil
    b) Okur yazar
    c) İlkokul mezunu
    d) Ortaokul mezunu
    e) Lise mezunu

f) Üniversite ve üzeri

6-Anneniz çalışıyor mu?
   a) Çalışıyor
   b) Çalışmıyor

7-Babanız çalışıyor mu?
   a) Çalışıyor
   b) Çalışmıyor

8-Geçen yılki not ortalamanız nedir?
   a) 5.00 veya altında
   b) 5.00-7.00 arası
   c) 7.00-9.00 arası
   d) 9.00 ve üzeri

9- Eve giren aylık geliriniz nedir?
   a) Düşük
   b) Orta
   c) İyi
   d) Çok iyi

10) Kaç kardeşiniz/ağabey/abla var?............................

11) Siz kaçıncı çocuksunuz?.......................................

12)   Facebook kullanıyormusunuz?
   a)   Evet
   b) Hayır
   (Cevap hayır ise soru 28'e gidiniz, evet ise soru 13'ten cevaplamaya devam ediniz)

13) Ne kadar zamandır Facebook kullanıyorsunuz?
   a) 6 aydan az
   b) 1 yıldan az
   c) 1 yıldan fazla
   d) Facebook kullanmıyorum

14) Facebook hesabınızı ne sıklıkta kontrol edersiniz?
   a) Günde en az 1 kez
   b) Günde birkaç kez
   c) Haftada en az 1 kez
   d) Ayda 1 kez
   e) Belirtiniz ………………………..

15) Facebook'ta günde ortalama kaç dakika harcarsınız?
   a) 30 dakikadanaz
   b) 30 dakikaile 1 saatarası
   c) 1 ile 2 saatarası
   d) 2 saatten fazla

16) Diğer Facebook kullanıcılarıyla kıyaslarsanız, kendinizi Facebook'ta ne kadar popüler bulursunuz?

a) Daha popüler
b) Daha az popüler
c) Neredeyse ayni

17) Facebook hesabınızda yaklaşık kaç arkadaşınız var?
   a) 100'den az
   b) 101 ile 300 arası
   c) 301 ile 500 arası
   d) 501 ile 700 arası
   e) 701'den fazla

18) Çektiğiniz fotoğrafları Facebook'ta paylaşırmısınız?
   a) Bazılarını
   b) Neredeyse hepsini

   c) Neredeyse hiçbirini

19) Profil fotoğrafınızı ne sıklıkta değiştirirsiniz?
   a) Günde 1 kez
   b) Haftada birkaç kez
   c) Haftada 1 kez
   d) Ayda birkaç kez
   e) Çok ender

20) Kendinizi Facebook'ta ne kadar popüler bulursunuz?
   a) Çok popülerim

   b) Popülerim

   c) Biraz popülerim

   d) Pek de popüler değilim

   f) Hiç popüler değilim

21) Facebook'ta popüler olmak sizin için ne kadar önemli?
   a) Çok önemli

   b) Önemli

   c) Pek de önemli değil

   d) Hiç önemli değil

22) Sizce diğer insanlar sizin Facebook'ta ne kadar popüler olduğunuzu düşünüyorlar?
   a) Çok popüler

b) Popüler

c) Biraz popüler

d) Pek de popüler değil

e) Hiç popüler değil

23) Birisinin Facebook'ta popüler olduğunu nereden anlarsınız? (Birden fazla seçenek işaretleyebilir, istediğiniz kadar madde ekleyebilirsiniz)
a) Facebook hesabında çok arkadaşı olmasından
b) Çok fotoğraf paylaşmasından
c) Facebook hesabındaki arkadaşlarının popüler kişiler olmasından
d) Online çok zaman geçirmesinden
e) Fotoğraf ve paylaşımlarının çok kişi tarafından beğenilmesinden
f) Belirtiniz ....

24) Arkadaşlarınızla kişisel sorun ve bilgilerinizi daha çok yüzyüze mi yoksa Facebook'ta mı daha rahat paylaşırsınız?
a) Yüzyüze
b) Facebook'ta
c) İkisinde de eşitderecede

25) Okul arkadaşlarınızla mı yoksa Facebook arkadaşlarınızla mı daha çok kişisel sorun ve bilgilerinizi paylaşırsınız?
a) Okul arkadaşlarımla
b) Facebook arkadaşlarımla
c) İkisi de

26) Sizin hakkınızda Facebook arkadaşlarınızın bilip okul arkadaşlarınızın bilmediği şeyler var mı?
a) Çok fazla şey var

b) Az şey var

d) Hiçbirşey yok

27) Facebook'unuza cep telefonunuzdan da giriyormusunuz
a) Evet
b) Hayır
28) Hiç Facebook kullandınız mı?
a) Hiç kullanmadım
b) Daha önce kullanıyordum, kapattım

29) Eğer daha önce Facebook kullanmışsanız neden artık kullanmamayı tercih ettiniz? (Kullanmadıysanız bu soruyu boş bırakıp 30. soruya geçin) (Birden fazla seçenek işaretleyebilir, istediğiniz kadar madde ekleyebilirsiniz).
   a) Facebook'ta birileri beni rahatsız ediyordu
   b) Sevmediğim kişilerin/ eski sevgilimin paylaşımlarını görmek beni rahatsız ediyordu
   c) Facebook'ta harcadığım vakit okul başarımı etkiliyordu
   d) Belirtiniz
   ....

30) Okulda ne kadar popüler olduğunuzu düşünüyorsunuz?
   a) Çok popülerim
   b) Popülerim
   c) Biraz popülerim
   d) Pek de popüler değilim
   e) Hiç popüler değilim

31) Okuldaki popülariteniz sizin için ne kadar önemlidir?
   a) Çok önemli
   b) Önemli
   c) Pek de önemli değil
   d) Hiç önemli değil

32) Sizce diğer insanlar sizin okulda ne kadar popüler olduğunuzu düşünüyorlar?
   a) Çok popüler
   b) Popüler
   c) Biraz popülerim
   d) Pek de popüler değil
   e) Hiç popüler değil

33) Birisinin okulda popüler olduğunu nereden anlarsınız? (Birden fazla seçenek işaretleyebilir, istediğiniz kadar madde ekleyebilirsiniz)
   a) Okulda çok arkadaşı olmasından
   b)Sosyal faaliyetlere katılmasından
   c) Arkadaşlarının popüler kişiler olmasından
   d) Belirtiniz ....

Bölüm II

Aşağıda yer alan sorulara sizin için uygun olan maddeyi işaretleyiniz.

	Çok Nadir	Nadir	Bazen	Sık Sık	Çok Sık
1-Facebook'u çok sık düşünüyor ve onu nasıl kullanacağınızı planlıyorsunuz.	1	2	3	4	5
2-Facebook'u giderek daha çok kullanmak istiyorsunuz.	1	2	3	4	5
3-Kişisel sorunlarınızı unutmak için Facebook'u kullanıyorsunuz.	1	2	3	4	5
4-Facebook'u kullanmayı bırakmak istediniz, ancak bunu başaramadınız.	1	2	3	4	5
5- Facebook'u kullanmanız yasaklandığında huzursuz ve dertli oluyorsunuz.	1	2	3	4	5
6-Facebook'u o kadar çok kullanıyorsunuz ki işinizi ve derslerinizi olumsuz etkiliyor.	1	2	3	4	5

Bölüm III

	Bana çok uygun	Bana uygun	Bana biraz uygun	Bana pek uygun değil	Bana çoğunlukla uygun değil	Bana hiç uygun değil
1-Başka insanlarla birlikteyken birinin benimle alay edeceğinden korkarım.	1	2	3	4	5	6

2-Anne ve babamın gelecekte benimle gurur duyacağını sanıyorum.	1	2	3	4	5	6
3-Sırf 'zevk olsun' diye birisine zarar vermeye kalkmam.	1	2	3	4	5	6
4-Kolay tepem atar.	1	2	3	4	5	6
5-Annem ve babam hep başkasının (örneğin kardeşlerimden birinin) tarafını tutar.	1	2	3	4	5	6
6-Karşı cinsten akranlarım beni sıkıcı bulur.	1	2	3	4	5	6
7-Kendimi genellikle gergin hissediyorum.	1	2	3	4	5	6
8-Genellikle pikniklerde veya arkadaş toplantılarında kendimi bir yabancı gibi hissederim.	1	2	3	4	5	6
9-Ailem, gelecekte benim yüzümden hayal kırıklığına uğrayacak.	1	2	3	4	5	6
10-Zaman zaman pek kontrol edemediğim ağlama ve gülme nöbetlerine tutulurum.	1	2	3	4	5	6
11-Eğer kafama koyarsam öğrenemeyeceğim hiçbir şey yok gibidir.	1	2	3	4	5	6
12-Genellikle babamın hiçbir işe yaramadığını Düşünüyorum	1	2	3	4	5	6
13-Çoğu zaman kafam karmakarışıktır.	1	2	3	4	5	6
14-Kendimi tanıdığım insanların çoğundan daha aşağı hissediyorum.	1	2	3	4	5	6
15-Annemi ve babamı anlamak benim için mümkün değil.	1	2	3	4	5	6
16-Olaylar üzerinde düşünüp, onları sıraya koyup, bir anlam çıkarmaya çalışmakla	1	2	3	4	5	6

uğraşmam.						
17-Geçen yıl sağlığım beni çok endişelendirdi.	1	2	3	4	5	6
18-. Açık saçık şakalar bazen komik olur.	1	2	3	4	5	6
19-Kendi hatam olmayan şeylerden ötürü bile çoğunlukla kendimi suçlarım.	1	2	3	4	5	6
20-Cinsel organlarım normal büyüklüktedir.	1	2	3	4	5	6
21-Genellikle mutluyum.	1	2	3	4	5	6
22-Eleştirileri kırılmadan kabul ederim.	1	2	3	4	5	6
23-Bazen kendimden öyle utanırım ki, hemen bir köşeye saklanıp ağlamak isterim.	1	2	3	4	5	6
24-Gelecekte mesleğimden gurur duyacağımdan eminim.	1	2	3	4	5	6
25-Duygularım kolayca incinir	1	2	3	4	5	6
26-Arkadaşlarımla birinin başına çok kötü bir iş geldiğinde ben de üzülürüm.	1	2	3	4	5	6
27-Kendimin de hatalı olduğunu bilsem bile suçu başkasına yüklerim.	1	2	3	4	5	6
28-Gelecekteki halimi gözümün önünde canlandırdığımda bu beni tatmin ediyor.	1	2	3	4	5	6
29-Çoğu zaman kendimi duygusal yönden boş hissediyorum.	1	2	3	4	5	6
30-Çalışmak yerine aylaklık etmeyi tercih ederim.	1	2	3	4	5	6
31-. Her zaman doğru söylemek hiç de gerekli değildir.	1	2	3	4	5	6
32-Rekabetçi bir toplum içinde yaşıyoruz ve ben	1	2	3	4	5	6

bundan korkmuyorum.					
33-Annem ve babam genellikle iyi geçinirler.	1	2	3	4	5	6
34-Başka insanların benden pek hoşlanmadıklarını düşünüyorum.	1	2	3	4	5	6
35-Yeni arkadaşlıklar kurmakta çok zorluk çekerim.	1	2	3	4	5	6
36-Çok fazla huzursuzum.	1	2	3	4	5	6
37-Bazen beni kızdırsa da, annem ve babamın disiplinli olmasını doğru buluyorum.	1	2	3	4	5	6
38-Bir başka insanla birlikte çalışmaktan hiç hoşlanmam.	1	2	3	4	5	6
39-Bedenimin dış görünüşünden gurur duyuyorum.	1	2	3	4	5	6
40-Zaman zaman gelecekte ne tür bir iş yapacağım diye düşünürüm.	1	2	3	4	5	6
41-Baskı (stres) altındayken ben sakin kalmayı becerebilirim.	1	2	3	4	5	6
42-İleride bir aile kurduğumda bu ailenin bazı açılardan kendi aileme benzeyeceğini düşünüyorum.	1	2	3	4	5	6
43-Yaşamaya devam etmektense, ölmenin daha iyi olacağını sık sık düşünüyorum.	1	2	3	4	5	6
44-Yeni arkadaşlıklar kurmak bana çok zor gelir.	1	2	3	4	5	6
45-Hayatımın kalan kısmında, bir işte çalışmaktansa başkaları tarafından geçindirilmek isterim.	1	2	3	4	5	6
46-Ailemde kararlar verilirken benim de söz hakkım olduğunu hissederim.	1	2	3	4	5	6
47-Yanlışlarımın düzeltilmesini dert etmem, çünkü bundan yeni bir şey	1	2	3	4	5	6

öğrenebilirim.						
48-Kendimi çok yalnız hissediyorum.	1	2	3	4	5	6
49-Kendim bir şeyler elde ediyorsam, davranışlarımın başkalarını nasıl etkileyeceği beni ilgilendirmez.	1	2	3	4	5	6
50-Yaşamayı seviyorum.	1	2	3	4	5	6
51-Ruh durumumda büyük iniş çıkış yoktur.	1	2	3	4	5	6
52-İyi yapılmış bir iş bana zevk verir.	1	2	3	4	5	6
53-Annem ve babam bana karşı genellikle sabırlıdır.	1	2	3	4	5	6
54-Beğendiğim insanları taklit etmek zorundaymışım gibi geliyor.	1	2	3	4	5	6
55-Kendi çocukları mutsuz geçmişse, anne babalar çok sıklıkla çocukları anlamazlar.	1	2	3	4	5	6
56-Yaşıtlarımla beraber olmaktansa, yalnız olmayı tercih ederim.	1	2	3	4	5	6
57-Bir şeyi yapmaya karar verince, muhakkak yaparım.	1	2	3	4	5	6
58-Kızların, oğlanların (karşı cinsin) beni çekici bulduklarını düşünüyorum.	1	2	3	4	5	6
59-Başkalarında öğreneceğim çok şey olduğunu hissediyorum.	1	2	3	4	5	6
60-Seks filmlerine gitmem.	1	2	3	4	5	6
61-Sürekli olarak bir şeyden ürküyorum.	1	2	3	4	5	6
62-Çok sıklıkla "Hiç de olmak istediğim gibi biri değilim." diye düşünürüm	1	2	3	4	5	6
63-Elimden geldiğinde arkadaşlarıma yardım etmeyi severim.	1	2	3	4	5	6
64-Yeni bir durumla karşılaşacağımı bilirsem, o	1	2	3	4	5	6

durum hakkında önceden, mümkün olduğu kadar çok bilgi toplamaya çalışırım.					
65-Genellikle, kendimi evde bir fazlalık gibi hissediyorum.	1	2	3	4	5	6
66-Eğer başkaları benimle aynı fikirde olmaz, beni desteklemezlerse, fena halde canım sıkılır.	1	2	3	4	5	6
67-. Anne babamdan birisini diğerinden çok daha fazla seviyorum.	1	2	3	4	5	6
68-Başka insanlarla birlikte olmak hoşuma gider.	1	2	3	4	5	6
69-Eğer bir konuda başarısız olursam, tekrar başarısız olmamak için neler yapabileceğimi anlamaya çalışırım.	1	2	3	4	5	6
70-Genellikle kendimi çirkin hisseder, çekici olmadığımı düşünürüm.	1	2	3	4	5	6
71-. Cinsel konularda kendimi geri (cahil ve tecrübesiz) hissediyorum.	1	2	3	4	5	6
72-Hiç boş durmadığım halde işlerimi, bir türlü bitiremiyorum.	1	2	3	4	5	6
73-Diğer insanlar bana baktıklarında, herhalde vücudumun pek iyi gelişmemiş olduğunu düşünüyorlardır.	1	2	3	4	5	6
74-Annem ve babam benden utanıyorlar.	1	2	3	4	5	6
75-. Gerçek olanla hayal ürünü olanı birbirinden ayırabileceğime inanıyorum.	1	2	3	4	5	6
76-Cinsel konuları düşünmek veya konuşmak beni ürkütür.	1	2	3	4	5	6
77-Kendimi güçlü ve sağlıklı hissediyorum.	1	2	3	4	5	6

78-Üzgün olduğum zaman bile iyi bir fıkraya gülebilirim.	1	2	3	4	5	6
79-Genellikle vaktimin çoğunu evden uzak geçirmeye çalışıyorum.	1	2	3	4	5	6
80-Hayatı, çözümü olmayan sonsuz sayıda problemler dizisi olarak görüyorum.	1	2	3	4	5	6
81-Kendi kararlarımı verecek yetenekte olduğumu hissediyorum.	1	2	3	4	5	6
82-Yıllardır anne-babama kin besliyorum.	1	2	3	4	5	6
83-Gelecekte, kendi sorumluluklarımı üstlenmeyi beceremeyeceğimden eminim.	1	2	3	4	5	6
84-Hiçbir yeteneğimin olmadığını düşünüyorum.	1	2	3	4	5	6
85-Başıma geleceğinden emin olduğum bir olayla nasıl başa çıkabileceğim konusunda önceden hazırlık yapmam. (Başıma geldikten sonra düşünürüm.)	1	2	3	4	5	6
86-Annem ve babam genellikle benden memnundurlar.	1	2	3	4	5	6
87-Yeni arkadaşlıklar kurmakta fazla zorluk çekmem.	1	2	3	4	5	6
88-Zor meseleleri çözmeye çalışmaktan zevk almam.	1	2	3	4	5	6
89-Okul ve ders çalışmak benim için pek önemli değil.	1	2	3	4	5	6
90-Cinsel yaşantıları zevk verici buluyorum.	1	2	3	4	5	6
91-Genellikle annemin hiçbir işe yaramadığını düşünürüm.	1	2	3	4	5	6
92-Karşı cinsten bir arkadaşımın olması benim için önemlidir.	1	2	3	4	5	6

93-Kalleşlik yapan kişilerle ahbaplığımın olmasını istemem.	1	2	3	4	5	6
94-İnsan kendi geleceğiyle ilgili olarak biraz endişe duyarsa, geleceğini daha iyi bir duruma getirebilir.	1	2	3	4	5	6
95-Cinsel konular sık sık aklıma gelir.	1	2	3	4	5	6
96-Kendimi genellikle kontrol altında tutarım.	1	2	3	4	5	6
97-Katıldığım eğlence ve arkadaş toplantılarının çoğundan zevk alırım.	1	2	3	4	5	6
98-Sebebini anlayamadığım korkularım pek fazla yoktur.	1	2	3	4	5	6
99-Kendimi sıklıkla hüzünlü, kederli hissederim.	1	2	3	4	5	6