

Facebook use and adolescents self-esteem: Contributes of the adaptation of Ellison Facebook use scales

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Facebook is actually a tool for adolescents connect with the world, whether to keep contact with their offline friends or to develop new friendships. Despite the myths and eventual dangers of these technologies, research about these topics is an emergent issue. Although it can be used to meeting strangers, a process that involves risks also allows maintaining and strengthening social networks with people with whom they live or share certain common interests (Boyd & Ellison, 2007; Capua, 2012) and may even strengthen these relationships with people who are even classified as "offline" (Lampe, Ellison & Steinfield, 2006). These indications are highlighted by some research that correlate Facebook use with social capital, relationship with peers and self-esteem (Ellison, Steinfield & Lampe, 2007; Johnston, Tanner, Lalla & Kawalski, 2013; Kalpidou, Coustin & Morris, 2011; Steinfield, Ellison & Lampe, 2008)

AIMS OF THE STUDY

With this paper we intend to explore the psychometric properties of a Ellison et al. (2007) scale to evaluate Facebook use and explore its correlation with socio-demographic characteristics and self-esteem.

SAMPLE: 381 adolescents, 60.7% males (n=235), aged between 14 and 18 years (M=16.30, DP=1.21).

MEASURES: Facebook intensity use (Ellison et al., 2007), the use to make new connections or maintain existing offline relationships or to make new connections; Self-Esteem Scale (Rosenberg, 1965); and a socio-demographic questionnaire

PROCEDURE: Data was collected in a convenience sample, using snowball process. It was used google docs for collecting data, and participants were informed about the voluntary, anonymous and confidential contributes to the study.

The exploratory analysis of the adaptation of the Facebook intensity scale allowed us to verify good psychometric properties, both validity and reliability ($\alpha = .937$). Also, results allow us to verify gender differences in Facebook use, with boys presenting higher averages at off to online connections [$t(376)=2,831, p=.005$], and new connections [$t(376)=4.726, p<.01$], a positive correlation of Facebook use with age ($r=.142, p=.006$) and negative with mothers' educational level ($r=-.131, p=.012$) or between on to offline connection with hours of study ($r=-.105, p=.043$). No correlation was found with school achievement ($p>.05$).

Finally, positive correlations were found between all Facebook use dimensions and the number of online friends, the Facebook use and time spent by day in social networks, and all Facebook use dimensions and self-esteem, being higher with the off to online connections (table 1).

	FIS Total	Off to Online	On to Offline	Friends	Time Spendt
FIS Total	1				
Off to Online	.756**	1			
On to Offline	.654**	.712**	1		
Friends	.493**	.274**	.282**	1	
Time Spendt	.244**	-.008	-.027	.098	1
Self-esteem	.196**	.203**	.153**	.163**	.057

Table 1: Correlation between Facebook Intensity Use, number of friends, Time spendt by day and self-esteem.

- Results suggest the adequate adaptation of Facebook Intensity Use in Portuguese context, which can be use in further research.
- Data suggest Facebook as a tool specially used for continuing the existing relationships, strengthening peer relations, an important issue in adolescence; and positive correlation with self-esteem, in line with previous research (Ellison, Steinfield & Lampe, 2007; Johnston, Tanner, Lalla & Kawalski, 2013; Kalpidou, Coustin & Morris, 2011; Steinfield, Ellison & Lampe, 2008).
- With this measure adapted to Portuguese contexts, further adaptations of measures might be possible. Also important is the development of prevention or intervention programs in schools for promoting digital literacy.

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