Dissertation
Adolescent Drivers of Social Support In Facebook

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Abstract

The provision of social support in third places has been widely studied by many of scholars in a variety of service settings (Jøsang et al., 2007; Dossani and Kenney, 2007; Rosenbaum, 2007). Traditional third places were defined by Oldenburg (1989) as social surroundings away from home or work. Similar environments hosting social interactions can also exist online, mainly as social networking sites. These settings are frequently visited by adolescents, which constitute the fastest growing user segment of those websites. The present study aimed to investigate this new type of setting, called “e-third place”, seeking to find the factors that drive adolescents to seek social support in this setting. To this end, ten family disruptive incidents - that have been recorded to retrospectively affect adult behaviors (Moschis, 2007; Roberts et al., 2003a; Rindfleisch et al., 1997) - were utilized. Additionally, this study aimed to investigate future customer behavioral intentions deriving from this support provision. One of the most popular social networking sites in Europe, Facebook, was utilized as a research setting, while the age limits of the research population were set at 13 to 18 years old. The study utilized a survey questionnaire, the results of which were analyzed using quantitative, statistical methods. Results of the statistical analysis indicated that there is no statistically significant impact of the family disruptive events on the adolescents’ need for social support in Facebook. Nevertheless, those events seem to have an impact on some aspects of family communication, indicating that they might have an indirect impact on an adolescent’s need for social support. Additionally, the provision of such a support results in intensified use of Facebook, as well as feelings of increased customer satisfaction and propensity to generate positive word of mouth. More particularly, all three types of social support (instrumental, companionship and emotional support) are positively correlated with the time spent daily on Facebook activities. The provision of companionship and instrumental support positively impacts customer satisfaction, while positive word of mouth derives from the provision of companionship and emotional support. As regards the managerial implications of these findings, the present study confirms that managers should facilitate the provision of social support as it can contribute towards the financial success of the business.

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Chapter 1

Introduction

1.1 Introduction

Through the past decade service provision establishments have become the center of attention for many scholars (Keh and Teo, 2001; Jøsang et al., 2007; Dossani and Kenney, 2007). More particularly, as customers become more connected, involved and informed (Prahalad and Ramaswamy, 2004) service providers realize that the competitive advantage lies in the offering of a unique value to the customer (Black, 2011). Services enable the customer to participate and jointly create the value offered by the firm (Vargo and Lusch, 2004). To demonstrate the fundamental role of the customer, Prahalad and Ramaswamy (2004) have reported that “a firm cannot create anything of value without the engagement of individuals” (2004b, p. 5). The quality of the service provided is often appreciated based on customers’ comparison between expectations and perceptions of service offerings (Parasuraman et al., 1985).

The customers’ neuralgic position in the creation of unique value, results in companies to often actively engage their customers in the service provision (Black, 2011). This involvement has been proven to increase customer satisfaction (Adelman and Ahuvia, 1995), which in turn has been documented to correlate strongly with customer loyalty (Kandampully and Suhartanto, 2000). Oliver (1999) reported that one of the determinant factors in the creation of customer loyalty is social bonding, a broader term of social support which refers to any level of resource exchange between customers (Black, 2011). Thus, it is evident that examining social ties formed among customers in commercial establishments is crucial (Kang and Ridgway, 1996; Mesch and Manor, 1998; Rosenbaum, 2008).

Commercial establishments that host customer interactions have been referred by Oldenburg (1989, 1991) as “third places”. Oldenburg (1989, p.16) defines a third place as a social surrounding separate from the social environment of home or work. Third places are usually small, locally owned settings which are used by their regular customers not only for the satisfaction of a particular need, but also for the purpose of socialization with other customers (Black, 2011). Such places can be bars, diners, hair salons and gyms (Oldenburg and Brissett, 1982; Lawson, 2004; Rosenbaum, 2006; Tiemann, 2008).

In an era of digital dominance, people often seem to result in computer – mediated socialization practices as well (Lenhart et al., 2010). In parallel with the increased use of the Internet, Lenhart et al. (2010) have also reported an increase in social media use. According to boyd and Ellison (2008), social network sites (SNS) are defined as “web-based services that allow individuals to: i) construct a public or semi-public profile within a bounded system, ii) articulate a list of other users with whom they share a connection and iii) view and traverse their list of connections and those made by others within the system” (p. 211). Since the launch of the first SNS in 1997, there has been a variety of similar sites with the majority of them created during 2003 and 2006 (boyd and Ellison, 2008). Popularity of the sites differ among age groups and ethnicities, with MySpace being recorded as the most popular among youngsters in US, while Facebook is of equivalent popularity among European teenagers (Reuters, 2006). A variety of studies have examined how computer
mediated communication and social networks in particular can act as “virtual third places” (Soukup, 2006; Ducheneaut et al., 2007; Steinkuehler and Williams, 2006). As social networks offer social support in places other than home or work, they fulfill the main characteristic of third places, as defined by Oldenburg (1989). Detailed information on how social media can function as “virtual third places” is provided later on in the literature review.

Third places are widely studied in marketing literature for their ability to provide social support to their customers (Rosenbaum 2006; Rosenbaum et al. 2007). In psychology, the main sources of social support provision are considered the individual’s family and friends (Albrecht and Goldsmith 2003; Brissette et al. 2002; Heaney and Israel 2002). Apart from the social support offered by family settings, marketers have identified additional sources of social support stemming from sources outside the family environment: The service provision (Adelman and Ahuvia 1995; Kang and Ridgway 1996) and customer – to – customer interactions in particular (Rosenbaum 2008; Rosenbaum and Massiah 2007), also known as intercustomer social support. The latter support often leads to the creation of commercial friendship, which is a temporary trend in marketplaces with major managerial implications such as customer satisfaction and loyalty (Price and Arnould 1999).

Another benefit deriving from the provision of social support is customer’s willingness to recommend the service (Adelman and Ahuvia, 1995). In a more recent study of intercustomer support, Rosenbaum (2008) recorded beneficial outcomes for both the customers – in the form of improved well being – and for the company – positive word of mouth that often equals with financial returns. More particularly, the term “Return on Community” was introduced to indicate this dual benefit for both parties (Rosenbaum, 2008).

Despite the documented business benefits that arise from the satisfaction of these customers’ needs, little is known about the drivers that urge consumers to seek social support in third places (Rosenbaum et al 2007). Additionally, both intercustomer and other types of social support have been understudied (Black 2011; Rosenbaum 2006). While most studies have focused on the customer - firm relationship, the impact of intercustomer support on both the customer and the firm remains largely unexplored (Black, 2011).

1.2 Research gap

The provision of social support in third places has been documented among various groups of adult population. Stone (1954) was the first to report the formation of “commercial friendship” among housewives and retail employees, as a way to relieve their loneliness. Other studies have indicated that adults experiencing divorce (Lofland 1982; Rook 1984), death or illness (van Baarsen, 2002) might also experience the same need for social support. Additional studies have examined groups of lonely parents (Day, 2000) and seniors (Cheang, 2002), verifying the impact of negative life events on the need for this support provision. All the above mentioned studies have utilized a sample comprised almost exclusively by adults, thus drawing conclusions applicable to this particular age groups and relevant life situations. It was only Rosenbaum (2008) who tried to confirm whether social support is also provided to other age groups, such as teenagers.
Teenagers differ from adults in a variety of ways, as regards their behavior and consumption habits. For example, adolescents might value more several environmental aspects of consuming, as opposed to adults that have a more cost-effective way of thinking (Schröder and McEachern, 2004). Youngsters try to make a statement about their identity through their consumption (Miles, 1998; Warde, 1997), but at the same time they are more susceptible to peer pressure that might influence several aspects of their behavior (Chan and Chan, 2011). These differences may stem from the different brain structure of the adolescent brain in comparison to adults (Burnett et al., 2011), which makes them more susceptible to peer pressure (Steinberg, 2008). Those fundamental structural and behavioral differences necessitate the separate study of this age group in order to determine to what extent they differ from the adult population.

The service settings used in the study of social support provision range from hair salons (Price and Arnould, 1999) to fast-food outlets (Day, 2000). Although these settings are applicable to teenagers, other places seem to be more relevant when examining this age group. Rosenbaum (2008) chose the setting of a video arcade chain. As youngsters are particularly familiar with technology and make extensive use of the Internet, a strong tendency to patronize social media has been documented (Lenhart et al., 2010). The choice of Facebook was made due to its increased popularity among European teenagers. As of June 2012, Facebook is the most popular site in all major European countries, with around 300 million users across the continent. Due to this medium’s increased popularity and extended support from teenagers, this study aims to examine whether Facebook can function as a virtual third place.

Therefore, the present study primarily seeks to address the following research questions:

1. Do negative life events have an impact on the need for social support in social networking sites, experienced by adolescents?
2. What type of support do adolescents enjoy in those places?
3. How does the provision of social support affect the customers’ loyalty, satisfaction and future behavioral intentions, as regards the use of social media?

**1.2.1 Aims of the study**

The present study investigates the reasons that drive adolescents to use and patronize social media and more particularly Facebook. The patronization of a company as the result of the provision of social support has been widely documented in a variety of commercial establishment, such as hair salons (Price and Arnould, 1999), fast food outlets (Day, 2000), coffee shops (Thompson and Zeynep, 2004), diners (Rosenbaum et al., 2007) and bookstores (Miller, 1999), this study will try to confirm these finding in a different setting with a different age segment. The setting is Facebook while the age segment is adolescents.

Previous studies have documented that “negative events” often constitute a driving force for seeking social support in third places (Rosenbaum, 2006, 2008; Baker and Brocato, 2006). These include events like retirement, empty nest or chronic illness that are not very relevant to the adolescent population in question. Instead, this study will utilize 10 family disruptive events used in the life course paradigm (Rindfleisch et al., 1996, Roberts et al., 2003a). As this paradigm has been widely used in the study of several maladaptive behaviors such as...
compulsive buying (Benmoyal – Bouzaglo and Moschis, 2009), the negative effect of these events has been widely documented and verified in various occasions (Billings and Moos, 1981; Shrout et al., 1989; Newcomb and Harlow, 1986; Cohen et al., 1987).

The study will also try to determine the kind of support (social, emotional or instrumental) that customers obtain from their interaction with other customers in this service setting. Additionally, the impact of this provision on the customers’ perceptions and future behavioral intentions will be examined. More precisely, it will investigate whether the satisfaction of the customers’ need will incline them to produce more positive word of mouth, while at the same time will positively impact on their satisfaction rate, as well as their loyalty.

This study aims to contribute to several fronts such as theoretical and managerial. Since research on intercustomer social support is limited, this paper aims to contribute towards the understanding of possible drivers for this phenomenon (Black, 2011). With the uniqueness of the service setting chosen, further contribution is aspired to be made in investigating the social function of social networking site upon adolescents.

Several contributions from a marketing aspect might also be drawn. Individuals that are members of a social network are likely to gain better access to information, resources and goods (Berkman et al., 2000), while at the same time experiencing less stress and depression (Cohen, 2004; Hawkley et al., 2003). The provision of additional social support is particularly important to teenagers, due to their reduced self-esteem (Harter, 1993) and general vulnerability to negative comments that is characteristic of their age (Burnett et al., 2011). In addition to the positive impact on their psychology, this support can also contribute in the teenagers’ socialization process (Licitra-Kleckler and Waas, 1993).

On the organization’s side, insight on how to embed customers into the organization is valuable. This will have a positive impact on customer loyalty and on produced word of mouth, both crucial elements for the success of a business (Zineldin, 2006). Finally, a better understanding of the customers’ needs and desires will help any organization better adapt the services provided in order to increase the value offered.

1.3 Overview

The aim of this dissertation is to research the possible drivers that lead adolescents to seek social support in an e-third place environment like Facebook, as well as the positive outcomes that may derive both for the consumers and for the firm. Introduction (Chapter 1) introduces the necessity for the study together with the resulting aims and objectives. Chapter 2 provides an analysis of the exact research on the role of social media as third places in adolescents’ life, investigating both the drivers and the benefits of such a use. Chapter 3 is dedicated to the analysis of the methodology used to conduct this study, while Chapter 4 presents the empirical findings. Lastly, Chapters 5 and 6 provide an extensive discussion of the study’s findings, its limitations and directions for future research.
Chapter 2
Conceptual Framework and Hypothesis Development

2.1 Introduction
This chapter reviews the behavioral patterns of adolescents regarding social media and the social support obtained by their use. On the basis of this theoretical framework, the study’s research hypotheses are developed and analyzed.

2.2 Adolescence and behavioral changes
The human body undergoes a variety of changes through three distinct growth phases: (i) childhood, (ii) adolescence and (iii) adulthood (Leigh, 2001). Rapid changes take place during adolescence (Sisk and Foster, 2004), which begins at the age of 10 to 13 and lasts around eight years (Choudhury, 2010). Anatomical MRI scans have documented structural brain development during this period, which affect areas related to social activities thus altering adolescent behavior, perception and motivation (Burnett et al., 2010; Sato et al, 2008). The influence of pubertal brain maturation on social and motivational tendencies (Forbes and Dahl, 2010) can influence behaviors such as decision making (Hooper et al., 2004). Other characteristics of adolescent behavior, such as susceptibility to peer pressure, have been reported to be correlated with connectivity of certain brain areas (Grosbras et al., 2007). Adolescent hypersensitivity to rejection compared to adults has also been documented to have a neurological cause (Sebastian et al., 2010). Different patterns of brain activity among the two age groups have also been recorded during exposure to social exclusion/inclusion (Masten et al., 2009). Besides the differences in brain structure demonstrated to result in different behaviors, youngsters also have different habits compared to adults. For example, internet is heavily dominated by adolescents (Lenhart et al., 2010), while more mature age segments may be more reluctant to use and adopt new technology (Selwyn, 2003). Thus, adolescents may be more prone to use the internet facilities offered, such as Facebook compared to older counterparts (Lenhart et al, 2010).

2.3 Social media use and adolescents
Recent studies conducted in the United States have indicated a heavy internet increase in the last decade among different age groups (Gross, 2004; Eastman and Iyer, 2005; Reisenwitz et al., 2007). Through the years 2000 to 2009, internet use in the youngest age group has increased by almost 20% (Lenhart et al., 2010). The same study demonstrated that 95% of teenagers aged 14 to 17 go online, while younger children aged 12-13 are less likely to go online, averaging a percentage of 88%. All in all, adolescents are more likely to use the internet, compared to adults who use it on average 74%. With the increase of internet use a change in online activities was also recorded.

Social media appear to be the predominant activity that youngsters engage in (Subrahmanyam and Lin, 2007). Especially, American teenagers aged 12 to 17 tend to be avid users of social networking sites (SNs) (LeClaire, 2012). Due to the age restriction imposed on most social media sites (13 years of age at least - Children's Online Privacy Protection Act, 1998), ages younger than 13 are less familiar with those sites, although their popularity among those ages is also rising (Lenhart et al., 2010). Due to their rapid growth, social networking sites have become the center of attention for many scholars from
disparate fields in order to understand the culture and implications of those sites, as well as users’ engagement with them (boyd and Ellison, 2008; Reuters, 2006). One of the most interesting aspects of social media is the social and marketing implications that can occur from their extensive use (Mangold and Faulds, 2009; Fisher, 2009).

2.4 Social media as third places

Lately computer mediated communication such the one occurring in social networking sites or other multi – user environments has been included and addressed as virtual third places (Steinkuehler and Williams, 2006; Soukup, 2006; Wadley et al., 2003; Rao, 2008). Virtual third places’ neutrality, easy accessibility (almost all hours of the day) and playful atmosphere, allow customers to converse but not become entangled in each other’s lives, while at the same time engaging in friendly conversations and expanding their social possibilities (Oldenburg, 1989). Thus, they host informal gatherings of people, who appear to enjoy each other’s company (Rosenbaum et al., 2007).

Internet users often engage in socializing activities in multi – user environments and chat rooms as a form of break during their workday (Soukup, 2006). Those virtual places serve as spaces for social interaction away from family or work. For instance, BlueSky has been suggested to provide users with a way to escape from the demands of their workday (Kendal, 2002). Social media is another type of third places as result of the playful mood conversations they often engage (Soukup, 2006). Play, humor and liveliness are predominant characteristics in many computer-mediated discussions (Baym, 1995). Social media also provide neutrality since they are designed to facilitate informal and spontaneous social interactions (Parks and Roberts, 1998), but recognize and acknowledge “regular” users (Soukup, 2006).

Despite the similarities between the computer – mediated communications to Oldenburg’s third places, several studies have pointed out some differences between the two. Turkle (1996) points out that communication in those websites is depended upon simulation, thereby lacking the “realness” of the interaction that Oldenburg had set as a defining characteristic. Social media also rarely emphasize “localized” community, another characteristic that was fundamental in Oldenburg’s theory. While Oldenburg (1989) explicitly states that third places should foster localized community ties, Bruckman and Resnick found that multi - user domains “become third places which draw people with common interests from all around the world” (1995, pp. 6). Scholars also question the accessibility of computer – mediated environments, as they require both specialized knowledge and equipment (Soukup, 2006). This characteristic is in stark contradiction with the Oldenburg theory (1989), which requires unlimited accessibility to the general public with no formal criteria of membership and exclusion. The social leveler function of a third place is also questioned when referring to social media, due to the special requirements needed for participation such as membership and internet access (Papacharissi, 2002). Computer – mediated environments are also dissimilar to traditional third places due to the fact that they might foster interactions between people with highly specialized and similar interests (Soukup, 2006). Oldenburg (1989) emphasized on the importance of spontaneous conversation about general topics, current events and the broad concerns of the local community, thus imposing a characteristic that largely excludes social media. Finally,
computer-mediated communication in general is considered largely asynchronous (Madell and Muncer, 2007). However, this is not the case with social media such as Facebook, which hosts a “live” environment and provides its users with the opportunity to engage in real-time conversations. Thus, Facebook, the focus of this study, has the ability to host both “live” and asynchronous conversations and largely fulfills all the criteria of a virtual third place as discussed above.

2.5 Social support in third places

Social support is the sum of social ties that individuals either consider as available or are actually provided to them by nonprofessional persons (Cohen et al., 2000). There are two sources that a person could acquire social support: (1) through formal ties (e.g. family, coworkers, etc) and (2) through informal ties (e.g. in retail stores, bars, coffee-shops and other service providers) (Lofland, 1998; Rosenbaum et al., 2008). Three are the types of social support that appear to have an impact on an individual’s well-being: (1) companionship, (2) instrumental and (3) emotional support (Helgeson, 2003). Emotional is related to individuals’ feelings and concerns to each other in return for advice and sympathy, whereas companionship is linked to the time someone spends with others during common activities (Finfgeld-Connett, 2005). Those two types of social support are considered as the most important (Sorkin et al, 2002). Instrumental support refers to practical help or assistance, either physically or financially (Rosenbaum and Massiah, 2007). As regards commercial support, this is provided by a broader network of people (customers, employees and owner) that share common experiences and thus have a higher level of understanding among each other (Ramaswamy, 2009).

Rosenbaum et al. (2007) point out that several social support deficits could trigger someone to replace lost social resources by forming ties with other customers and/or employees in commercial third places. These relationships can serve as a way to relieve feeling of loneliness (Rosenbaum et al., 2007). Similarly, the theory of loneliness (Weiss, 1973) states that individuals experiencing social and emotional loneliness could have an inclination towards seeking social support in third places. Both Rosenbaum et al. (2007) and Weiss (1973) have proposed that customers create a strong loyalty in case social support is provided. Additional studies have confirmed that negative feelings associated with loneliness may also contribute towards the need to form commercial friendships with customers and employees/owners in a service organization (Goodwin 1997; Rosenbaum 2006; Rosenbaum et al 2007). This may apply both on youngsters, due to their possibly reduced self-esteem and lack of social contacts.

Life events (such as divorce or loneliness) are reported to cause feelings of emotional vacuum, marginality and boredom, thereby reinforcing the need for social support in third places (Rosenbaum, 2006). Other socially supportive destructive events such as retirement or illness might also have the same effect due to the feelings of isolation they induce (Rosenbaum et al., 2007). Other studies have indicated that low income, socioeconomic status and financial difficulties in general tend to create the need for support from one’s environment, mainly of instrumental nature (Unger and Powell, 1980). Van Baarsen (2002) reported that insufficient instrumental support in combination with negative life events such as illness, divorce or death can have a profound effect on an individual’s life. Illness might
also lead to weak social contacts, thereby contributing to the feeling of loneliness and greater need for supportive social relationships (Lauder et al., 2004). Despite the fact that most of the above mentioned life circumstances could apply in adolescents, different factors may play a significant role in their need for social support in e-third places. Rindfleisch et al. (1996) proposed ten different disruptive family life events that were reported to have an impact on the individual’s emotional well being. As those events were utilized by a variety of studies, their validity has been widely verified, making them suitable for the purpose of this study.

2.6 Hypothesis development

In an attempt to investigate the possible drivers of the adolescent’s need for social support in social media, several aspects of the matter were investigated in an effort to obtain a more holistic and well rounded view. Figure 2.6.1 presents the proposed research model that is extensively discussed below. This model addresses the research questions stated in Chapter 1.

Figure 2.6.1 The proposed model

2.6.1 Theoretical framework hypotheses

The present study examines whether adolescents’ drivers of social support’s three major components (emotional, instrumental and companionship support – Helgeson, 2003) could also be traced in early life events. The impact of those events derives from the life course paradigm model (Benmoyal – Bouzaglo and Moschis, 2009, Abeles et al., 1980). The life course model suggests that events that occur at a specific point in time in a person’s life course could trigger some response mechanisms that affect that particular person’s behavior patterns at later points in life, while the main focus of the study is their impact and
not the pattern of occurrence (Moschis, 2007). These mechanisms can be examined under the three most widely acceptable life course perspectives: i) stress, ii) normative and iii) human capital perspectives (Abeles et al., 1980). Several sociological factors such as early – life socialization experiences (Burnett et al., 2010; Litt et al., 2011) have been reported to play an important role in the development of deviant, anti-social and maladaptive behaviors such as impulse – control disorders (impulsive buying, binge – eating and alcoholism – Faber et al., 1995). Theories also link maladaptive behaviors (Hill et al., 2001; McLeod and Almazan, 2003; Simon et al., 1998) and family socialization practices (Rindfleisch et al., 1997) to childhood adversities. Despite the fact that the life course paradigm is used in order to retrospectively investigate the impact of certain events later on in a person’s life, their negative impact can also be traced in earlier life stages.

The present study utilizes all ten disruptive family life events, as adapted by Rindfleish et al. (1997) and Roberts et al. (2003b). Those events range from difficulties in school work or interaction with friends to problems occurring within the family. Physical abuse, parental absence and distorted family communication are predominant factors in those events. Finally, financial difficulties and relocation of the family also seem to greatly influence an adolescent’s well being.

All the above mentioned events are considered to create a psychological disequilibrium and thus act as a stressor that demands for a behavior readjustment (de Jong Giervled and Dykstra, 1993). To establish equilibrium the person develops coping mechanisms that aim to reduce the perceived level of stress (George, 1989), which over time might become conditioned responses that are characteristic for that particular individual (Moschis, 2007). According to the stress theory certain aspects of family life, such as divorce or (re)marriage, greatly affect children and have a weakening effect on security and self esteem (Hill et al., 2001). This results in a weaker family support that further impacts on the child’s capacity to cope with other stressful events (Thoits, 1995). In an effort to reinforce those coping mechanisms, youngsters might seek additional support in their social environment. Due to the fact that adolescents frequently socialize through social media, the social support provision is likely to occur in this setting. Based on the above, the following hypothesis can be formulated:

**H1:** Adolescents who have experienced family disruptive events are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e- third places, such as Facebook.

The impact of life disruptive events can greatly differ among individuals. Depending on personal characteristics, life experiences and temporary circumstances, stress levels caused by the occurrence of the same event can vary to a great extent from one individual to another (Cooper and Baglioni, 1988). Despite of this variance in perception, the impact of such events always imposes a certain amount of stress to those experiencing them (de Jong Giervled and Dykstra, 1993). Therefore, the following is predicted:

**H2:** Adolescents who have experienced family disruptive events are more likely to report a negative impact by them.
Through an inductive way of thinking, as family disruptive events are the source of the perceived negative impact on the adolescents’ psychology, it might act as an indirect driver for social media use. As such:

**H₃**: Adolescents who report experiencing negative impacts from family disruptive events are more likely to seek (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.

Life disruptive events tend to adversely impact family communication and family cohesion (Hill et al., 2001). The same study reports the weakening effect of those events on family bonds, thus disrupting family communications (Vuchinich, 1987). Furthermore, family disruptions and economic hardship can adversely impact this process due to ineffective parenting (Hill et al., 2001; Elder et al., 1996), while parental absence can also cause a gravitation towards non–familiar socialization agents (Uhlenberg and Mueller, 2003; Johnson and Easterling, 2012). Studies have indicated that youngsters experiencing aversive family conditions gratify interaction with peers as a coping mechanism (Gecas, 2003; Moschis, 2007). Inadequately supervised teenagers are more susceptible to influences from peers (Bowen and Bowen, 1999), who are perceived as a way to relieve pressure and stress experienced in school and family settings (Gecas, 2003).

Communication occurring between children and their parents has been widely studied by a variety of scholars. In an effort to analyze this communication environment, McLeod and Chaffee (1972; 1973) developed a set of constructs that examine two major directions in family communication. In concept – oriented communication children are encouraged to formulate and articulate opinions and ideas of their own. On the contrary, in socio - oriented communication the child is expected to comply with parental authority and pursue relational objectives dictated by the parents. Those two scales are found to be independent and orthogonal (McLeod and Chaffee, 1972), thus resulting in four types of families: pluralistic (high concept, low socio scores), protective (high socio, low concept scores), consensual (high concept and socio scores) and laissez-faire (low concept and socio scores).

The open exchange of ideas and information among family members (concept – orientation) is a key characteristic of a good family communication (Ritchie and Fitzpatrick, 1990). On the other hand, conformity and parental assertion of power (socio – orientation) indicates distorted communication within the family (Ritchie and Fitzpatrick, 1990). As such, family disruptive events are expected to negatively impact family communication, thus displaying a negative association with concept orientation and a positive relationship with socio – orientation.

Based on this discussion, the following hypotheses are developed:

**H₄a**: Adolescents who have experienced family disruptive events are more likely to experience a socio oriented family communication pattern.

**H₄b**: Adolescents who have experienced family disruptive events are less likely to have a concept oriented communication pattern in their family.

**H₅a**: Adolescents coming from more socio oriented family environments are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.
H6: Adolescents coming from more concept oriented family environments are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.

Reduced or unsatisfactory family communication has been documented to cause feelings of loneliness and isolation among adolescents, along with feelings of low self esteem (Matteson, 1974). According to the theory of loneliness (Weiss, 1973), people tend to seek emotional support in their effort to relieve this feeling. As a result, they are inclined to seek the companionship of others in order to share common experiences and feelings in various commercial settings (Rosenbaum et al, 2007).

Family disruptions have also been reported to create instability in an adolescent’s life by affecting the development of human capital resources (Benmoyal – Bouzaglo and Moschis, 2009). Human capital can be defined as the set of resources, skills, qualifications and knowledge that people acquire throughout their life course and may affect their future income and consumption patterns (Frytak et al., 2003). Family disruptive events, such as parental separation or lengthy discord, may cause impairment and delay in human capital deployment (Frytak et al., 2003). As a person’s ability to cope with stressful events is included in the attributes and skills that comprise human capital (Baltes and Baltes, 1990), children that experience family disruptive events might be more inclined to seek emotional support, in order to overcome this adequacy (Thoits, 1995). Family disruptive events are reported to negatively impact an adolescent’s communication with his/her parents (Benmoyal – Bouzaglo and Moschis, 2009), thus resulting in distorted family communications. As mentioned above, families that experience problems in the communication among their members are thought to have a stronger socio orientation (Ritchie and Fitzpatrick, 1990), as this type of communication is related to the assertion of parental power thus limiting the free expression of adolescents. This is reported to contribute to the adolescent’s feeling of loneliness (Morahan-Martina and Schumacherb, 2003), thus intensifying his/her need for emotional support in other social settings, such as Facebook. On the basis of this theory, the following hypothesis is formed:

H6: Adolescents who experience family disruptive events are more likely to report experiencing emotional support from his/her Facebook companionships.

2.6.2 Business implications hypotheses

There are several benefits that a business organization can gain from satisfying its customers’ need for social support. First of all, several studies report that close relationships of a firm with its customers can positively impact both the customers’ retention rates (Roberts et al., 2003b; Bettencourt, 1997), thus positively impacting the intensity of use of their product or service (Steinfield et al, 2009; DiMaggio et al., 2001). Based on the above the following hypothesis can be formulated:

H7a: Adolescent who report receiving instrumental support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.
**H_{1b}:** Adolescent who report receiving companionship support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.

**H_{1c}:** Adolescent who report receiving emotional support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.

According to the relational third place theory, third places that provide social support to their customers tend to enjoy increased levels of customer loyalty (Rosenbaum, 2006). Other studies have demonstrated that a customer with multiple social contacts and links within an organization is less likely to switch providers, while at the same time he/she is experiencing increased levels of value (Palmatier, 2008). Consequently, firms that satisfy their customers’ needs for social support tend to have customers that are less prone to switch to another company (Gremler and Brown, 1999; Fecikova, 2004) and tend to produce positive word of mouth (Shankar et al, 2003). This is particularly beneficial for companies, since loyal and satisfied customers are more likely to proceed with further purchases of products and/or services (Moutinho and Smith, 2000; Law et al., 2004). Customers receiving social support from service establishments are also reported to experience increased confidence (Gwinner et al., 1998) as well as enhanced trust (Wong and Sohal, 2003), while at the same time they are more likely to engage in customer voluntary performance, whereby they voluntarily assist other customers by becoming partial employees themselves (Bailey et al., 2001). Thus, a loyal customer is a valuable asset for any company compared to just a new one (Sheth et al., 1999).

Social networking sites are different from a typical business in the sense that they do not physically produce any particular product or service to their website users. These websites merely provide a place that hosts their visitors’ activities. Their main source of revenues derives from the sales of online advertising that they host, thereby converting their visitors into “customers” as they are exposed to advertisements while using the website. The users of Facebook also present a valuable opportunity for marketers. Traditional media fragmentation has dictated a shift in advertising methods in order to effectively reach a target audience (Kretchmer, 2004). The characteristic that makes this particular group very attractive to marketers is the increased information availability about each consumer’s preferences. Social media websites in the U.S frequently attract hundreds of thousands of subscribers (Woodcock, 2003) that share their preferences with the wider public through “likes” or “joins” in several groups. Marketers take advantage of those publicly available information (age, residence, gender, marital status, and other preferences) and - based on this information - efficiently target the appropriate group of the websites’ users (Evans, 2009). This feature is highly valued and accordingly priced by Facebook, which gains 85% of its revenue from this source (Official Facebook Website).

Other sources of revenue for those websites are subscriptions that allow for a full utilization of the site’s capacities or the purchase of credits that enable users to perform certain activities in the games and applications that these websites host. More particularly, Facebook was the first to introduce in 2009 a virtual currency (Facebook Credits) for transactions in gaming and non-gaming applications on the Facebook Platform. This attempt...
was received as very promising by analysts, who even compared it to the market leader of virtual payments, PayPal (Sacks, 2010). Nevertheless, Facebook Credits were abandoned in June 2012 due to increased conversion confusions (BBC, 2012). Facebook does not yet require a subscription for the full utilization of the website and the activities that require payment are not as widespread. As such, the ability to charge higher prices that derives from increased customer satisfaction is for the mean time secondary to other benefits, although it is likely to become first priority in a few years.

Recent studies have examined the effect of website usability and customer satisfaction in web – banking services (Casaló et al., 2008b), an environment that most closely resembles social media. Website usability, which is defined as the degree of effort that is required in order to use a computer system (Casaló et al., 2008a), is considered a key factor for predicting a person’s intentions to use that system (Teo et al., 2003) and thus increased perception of a website’s usability is considered as a direct antecedent of customer satisfaction (Casaló et al., 2008a). This increased degree of customer satisfaction contributes both in the development of loyalty and positive word of mouth (WOM). A customer’s intention or predisposition to return to the same organization for a future purchase results in the conviction that the value offered by that particular organization is superior compared to the alternatives (Hallowell, 1996). In this sense, satisfied users of a website are less likely to switch to another provider. Thus, loyalty is considered a determinant factor in company success and sustainability over time (Flavián et al., 2006; Keating et al., 2003). Word of mouth is also considered very important, mainly because it is considered as an objective information source (Kozinets, 2002) and can affect customers’ buying selection decisions (Lutz and Reilly, 1973). Social media can act as a carrier of electronic WOM themselves (Jansen et al., 2009), a characteristic that is recently highly valued by marketers and used in integrated marketing communication mix (Mangold and Faulds, 2009). Based on the above, the following hypotheses can be formed:

\[H_{8a}\]: Adolescents who report receiving instrumental support are more likely to experience increased (i) satisfaction and (ii) loyalty, as well as generate (iii) positive word of mouth for Facebook’s services.

\[H_{8b}\]: Adolescents who report receiving companionship support are more likely to experience increased (i) satisfaction and (ii) loyalty, as well as generate (iii) positive word of mouth for Facebook’s services.

\[H_{8c}\]: Adolescents who report receiving emotional support are more likely to experience increased (i) satisfaction and (ii) loyalty, as well as generate (iii) positive word of mouth for Facebook’s services.

2.6 Chapter summary

This chapter provides the conceptual framework upon which the research model is build. The potential drivers that could lead adolescents to seek social support by social network were examined. A quick reference is also made on the benefits of social support provided both for the company and the consumers themselves could bring. By utilizing the family disruptive events and the life course paradigm, multi-theoretical model framework such as loneliness and stress, a number of research hypotheses have been formulated. The next
chapters provide a description of the procedures and methods used to test the above stated hypotheses along with information on the scales used.
Chapter 3
Research Methodology

3.1 Introduction
This study aims to investigate the possible drivers of adolescent social support in Facebook. To this end, a survey methodology was utilized with the help of specially designed questionnaires using constructs from previous studies. This chapter will discuss methodological research issues, including the choice of setting, questionnaire composition and data collection procedures.

3.2 Research setting
As extensively analyzed above, adolescents do not socialize only in physical locations such as bars and gyms, but are also avid users of social media (Lenhart et al., 2010). Although settings like gyms and cafeterias have been widely investigated as regards their role as third places in social support provision (Rosenbaum, 2006), similar research on “virtual third places” has not yet been conducted. Similarly to physical third places, social media also host informal and happily anticipated gatherings among regular customers, in a setting apart from home or work (Oldenburg, 1989).

Social media popularity has increased during the last decade, with MySpace dominating the American market and Facebook being the most popular website among European adolescents (Lenhart et al., 2010). A recent study indicated that over 46% of Internet users in Europe have an active Facebook account, while in Greece this percentage reaches almost 70% (Internet World Stats, 2012). Both male and female adolescents constitute around 25% of Facebook users, an age group that is reported to have strong growing potential (Lenhart et al., 2010). Due to its increased popularity and strong presence in the adolescent age group, Facebook was chosen as the main research setting for this study.

3.3 Age selection
As adolescents are the main age group of this study, both males and females aged 13 to 18 were allowed to participate in this study. During this life stage, youngsters might experience reduced self esteem (Wigfield et al., 1991; Rosenberg et al., 1989; Block and Robins, 1993), which in turn might negatively impact their social interactions (DuBois et al., 1998), friendships (Parker and Gottman, 1989) and family communication (Jackson, 1998). This negative impact might lead teenagers to seek alternative sources of social support in social media, compared to adults that might have additional sources of support such as in a work environment.

Facebook incorporates a variety of characteristics that contribute to its increased popularity. First of all, it is widely popular among this age group. One reason behind this increased popularity is that adolescents may be more subject to peers due to their brain structure (Grosbras et al., 2007), thus engaging in this activity in order to better adjust in their friendly environment. Easy accessibility is also another key characteristic, as it is available any time throughout the day with no particular requirements. The smartphone application largely contributes towards this goal, as most teenagers use their cell phones to gain access in the Internet (Lenhart et al., 2010). As the majority of services offered by Facebook are free of
charge, teenagers can have unlimited access to them without depending on the financing aid of their parents. Parental control as regards adolescent internet activities may be absent in many Greek families, allowing for uncensored reactions and behaviors of teenagers on Facebook (Aslanidou and Menexes, 2008).

Adolescence usually begins at ages ranging from 10 to 12 years old (Macek, 2003). The Children's Online Privacy Protection Act (1998) imposes certain conditions regarding online collection of personal information from people under the age of 13. In an attempt to avoid this complex legislation procedure, Facebook only allows users stating an age older than 13 to create an account. Due to this limitation, the study population had a lower limit of 13 years old as prerequisite for participation. The upper limit of the age group was set at 18 years old, as this is the age that most scholars identify as the end of adolescence and the beginning of early adulthood (Marcia, 1980).

3.4 Methodology

As the present dissertation is based on an empirical study, the appropriate quantitative research techniques were deployed. This approach was selected on the basis of previous research papers that employed the same method (Rosenbaum, 2006; Rosenbaum, 2008; Black, 2011) when investigating similar research questions. As the background of the study is supported by a considerable amount of international literature, this study aimed to conduct a more focused research and provide more conclusive results, compared to those that could be provided by a qualitative approach.

In order to test the research hypotheses set in Chapter 2, a survey was conducted through a questionnaire specially designed for this purpose. This research method of data collection and analysis is also in accordance with other studies that have investigated the role of social support in third places (e.g. Black 2011; Rosenbaum 2006; 2008; Rosenbaum and Massiah 2007; Rosenbaum et al 2007). All measurements and scales used for the construction of the questionnaire were adopted from previous empirical studies.

The questionnaire consisted of five separate sections. Part A aimed to examine the type and extent of social support experienced by adolescent users of Facebook. Part B investigated the impact of certain types of family disruptive events that the participant might have experienced, while part C was dedicated on the establishment of the individual’s family communication, support and social desirability. Finally, part D focused on customer’s perception about their satisfaction, loyalty and positive word of mouth about Facebook, while part E consisted of demographical questions, along with a scale to measure the intensity of Facebook use.

Social support provision is measured through the use of the social support questionnaire for transaction (S.S.Q.T) scale (Doeglas et al 1996; Suurmeijer et al 1995). This has also been adapted by Rosenbaum and Massiah (2007) in order to fit the transactions occurring in a gym, while it has also been widely used in psychological and medical studies (e.g. Spijker et al., 2004).

The 23 questions contained in this scale were adapted so as to fit the transactions occurring among adolescents in the context of a website (Facebook). Some of the questions referred to activities that either cannot be performed by teenagers, such as driving, or are not likely
to do so, such as help out with household jobs. Those questions were restructured using similar activities that are fitting to the particular age group like studying. Adjustments were also made as regards the setting. As Facebook is not a physical location, the term “drop in for a visit” was considered irrelevant. Instead, the term “log on just for fun” was chosen to better fit the online setting. For all questions respondents were asked to state their degree of (dis)agreement in a five point scale: 1 = Never, 2 = Seldom/ Sometimes, 3 = Quite often, 4 = Often, 5 = Very often.

Part B of the questionnaire contained questions referring to family disruptive events and their perceived impact on the adolescents’ lives. All ten events were used for the purpose of this study, as reported by Rindfleisch et al. (1997) and Roberts et al. (2003a). Unlike other studies that examine those events retrospectively, this study only aimed to record whether respondents have experienced those events or not, examining their potential impact as they happen. Perceived stressfulness of those events was assessed using a five point scale (1 = strongly negative to 5 = strongly positive) also adapted from previous studies (Rindfleisch et al., 1997; Roberts et al., 2003a).

The third part of the questionnaire referred to family communication, emotional support and social desirability. Both concept – and socio – oriented family communication were assessed through scales developed by Ritchie (1991). Each section consisted of 7 statements and variables were measured on a five point Likert scale (1 = strongly disagree to 5 = strongly agree). Social desirability scale, as adapted by Ballard (1992), was also used in order to assess the validity of the answers provided by participants. Due to the fact that adolescents were asked to report negative life events, there is a risk seeking social conformity to lurk; thus failing to report the truth. Respondents were asked to state the degree of (dis)agreement with those 10 statements through a five point scale (1 = strongly disagree to 5 = strongly agree). The last element of section C referred to family support, which was adapted from Rindfleisch et al. (1997) and Roberts et al. (2003a). Participants were asked to evaluate the support provided by their family by a five point Likert scale (1 = Inadequate support to 5 = Exceptional support).

Part C consisted of measures referring to customers’ future behavioral intentions. Questions were divided into three sections: customer satisfaction, customer loyalty and positive word of mouth. As regards customer satisfaction, seven statements were used, adapted from two separate studies. Statements 10.1 to 10.4 were adapted from Collier and Bienstock (2006) and modified accordingly to fit the setting of Facebook instead of an e-retailer. The remaining statements were adapted from Yoo and Donthu (2001) and modified accordingly. Positive word of mouth was assessed by four statements. The first one (11.1) was retrieved from Collier and Bienstock (2006), while the remaining three derived from Zeithaml (1996). Similarly, customer loyalty was measured using three items: 12.1 adopted from Collier and Bienstock (2006) and the rest from Zeithaml (1996). Proper modifications were made to fit the Facebook setting and all statements were evaluated on a five point scale (1 = strongly disagree to 5 = strongly agree).

The final part of the questionnaire consisted of a series of items aimed to measure the intensity of Facebook use, along with some demographic questions. Two questions referring to the number of Facebook friends and the time spent daily on Facebook were used in order
to measure the intensity of Facebook use, along with a set of statements, as adapted by Ellison et al. (2007). The question referring to Facebook friends could be answered in a 9 point Likert scale (1=Less than 10, 2= 10-49, 3=50-99, 4=100-149, 5=150-199, 6=200-249, 7=250-299, 8=300-399, 9=More than 400), whereas the time spent daily on Facebook was evaluated using a six point Likert scale (1= Less than 10 minutes, 2= 10-30 minutes ,3= 30 minutes up to one hour, 4=,from one hour up to two hours, 5= from two up to three hours, 6= Over three hours). Each of the statements were evaluated using a five point Likert scale (1= strongly disagree to 5 = strongly agree). Finally, demographic questions such as age, gender and education were reported. The assessment of socioeconomic status was made through a series of questions adapted from Jung et al. (2010). As adolescents might not have exact knowledge about the family’s annual income, more indirect questions were used (16.c to 16.f) to assess the perceived socioeconomic status of the family. In order to evaluate the perceived socioeconomic status, each of the four questions is awarded a number of point according its answer (none or no = 0 points, yes or one = 1 point, two = 2 points and three = three points) and all points are summed up to form a total that is compared to the maximum amount of 10 points that indicate the perception of a very high socioeconomic status.

As the survey was conducted in Thessaloniki, Greece a translation of the questionnaire was necessary. Initial translation was conducted by the student and later on corrected by the bilingual supervisor of this thesis. Most of the constructs used in this questionnaire had been previously translated and validated for the purposes of other studies and this translation was used to validate the accuracy of the translation. Feedback from one English teacher and two people that studied in the UK confirmed the soundness of the translation. Back-translation was also conducted, in order to ensure the quality and relevance of the translation of the initial scales (Brislin, 1970). This is a widely accepted procedure recommended for the adaptation of all cross-cultural self report measures (Brislin, 1973; Hayashi et al., 1992; Beaton, 2000), utilized by a variety of studies in various scientific fields (e.g. Guillemin et al, 1993; Glidden-Tracey and Greenwood, 1997; Malhotra et al., 1996).

The questionnaire was also pilot tested by 4 adolescents aged 14 and 15, in order to pinpoint any constructs that might not be comprehensive or clear enough. None of the items needed rewording, as all were reported to be comprehensible.

3.5 Sampling and data collection

The study population of this study was adolescents members of Facebook aged 13 to 18 years old, which is the age where adolescence is ended (Marcia, 1980). In order to gather information necessary to test the research hypotheses stated above, a survey was distributed among Facebook users that fulfilled the above stated requirements. As Facebook is not a physical location, on site data collection was not possible. Two ways of distributing questionnaires were employed: physically and electronically.

Questionnaires were primarily distributed at internet cafes located across Thessaloniki, Greece. Several neighborhoods were included in the sampling procedure, in an effort to cover all socioeconomic layers of the society. In an effort to increase the sample size, distribution of questionnaires was also conducted in local cafeterias and fast food chains, where teenagers of this age group frequently gather. In all case, both the website and the
paper version of the questionnaire were offered, but the participants showed a strong preference of the online option.

The electronic distribution was conducted mainly via email to several acquaintances of the student, who fulfilled the study’s participation criteria. These individuals were also encouraged to forward the questionnaire to their friends, in an effort to increase the sample size. Facebook was also used in the distribution process of this questionnaire, with messages sent via inbox to the student’s Facebook friends and posts in various groups that target this age group.

Questionnaires were distributed during August. A total of 122 completed questionnaires were gathered from both distribution sources, a number that is considered sufficient enough when taking into consideration both practical and timely restraints of this study. The online completion of the questionnaire offered the advantage of fully completed questionnaires, as those with unanswered questions could not be submitted. The main disadvantage of this method is that there is no direct way of estimating the number of people that chose not to complete the questionnaire. This inevitably eliminates the possibility of determining whether there is a non response bias and its magnitude.

3.6 Tools for statistical analysis

Data retrieved from the completed questionnaires were analyzed using the statistical analysis software Stata. At first, results regarding basic descriptive statistics were extracted, such as mean and standard deviation. In an effort to address the research question, a number of techniques such as Cronbach alpha were utilized while logistic and linear regression was also employed. All statistical techniques used will be reported in the next chapter.

3.7 Chapter summary

This chapter has presented all the relevant information on research methodology and data collection necessary to test the predefined research questions and resulting hypotheses. The following chapter will present the results of the above mentioned analysis.
Chapter 4

Results

4.1 Introduction

This chapter aims to present the results of the analysis from the questionnaires regarding the drivers of Facebook use in adolescence. At first, a demographic composition of the sample is presented, followed by the presentation of the survey’s results and the research hypotheses analysis.

4.2 Demographic composition

The sample population examined consisted of 122 respondents, aged 13 to 18. The following figure (Figure 4.2.1) demonstrates that the majority of the responses came from teenagers aged 16 and 17, while adolescents aged 13 and 14 comprised only 7% & and 12% of the study population, respectively. This finding is in accordance with Lenhart et al. (2010), who reported that this age group uses Facebook less frequently compared to other adolescents, mainly due to the age restriction imposed by Facebook’s administration.

Figure 4.2.1 Age composition of the sample

As expected based on their age, most of the participants attended Lyceum. The following graph (Figure 4.2.2) demonstrates the education composition of the sample.

Figure 4.2.2 Education composition of the sample
As regards the gender composition of the study population, females were slightly more prevalent in this sample, holding a percentage of 54% (Figure 4.2.3). This finding is consistent with other reports that state women as the predominant gender among Facebook users (Lee, 2011; Chappell, 2012).

**Figure 4.2.3 Gender composition of the sample**

![Gender Composition](image)

The scale used to measure the perceived family socioeconomic status revealed that the majority of the participants reported to belong in low to middle classes. In addition to this being in accordance with reports regarding Facebook users globally (Chappell, 2012), the Greek economic recession might have also had an impact on the user’s lower economic status. The following figure (Figure 4.2.4) demonstrates the exact SES composition of the sample.

**Figure 4.2.4 Socioeconomic status composition of the sample**

![Socioeconomic Status](image)
Age, gender and income distributions indicate that the sample did not exclude any particular population group. The prerequisite of an Internet connection in order to complete the questionnaire, although excluding the adolescents with a very low socioeconomic status, did not seem to particularly influence the overall representativeness of the sample, as all findings are consistent with other reports for Facebook users in general (e.g., Lenhart et al., 2010; Lee, 2011; Chappell, 2012).

4.3 Reliability testing

Before proceeding to the data analysis, a reliability test was conducted. Prior to launching the questionnaire, a pretest took place in order to increase the reliability of the measures used. A number of 4 respondents were asked to fill in the questionnaire and report their comments. These responses were excluded from further analysis for fear of tainting the data similar to other studies (such as Moschis, 2007). This pretest resulted to minor wording alterations. Further, Cronbach Alpha was used. This aimed to measure the relevance of the used items to the related constructs, indicating the level of consistency between the two (Cronbach, 1951). The coefficient’s value can range from 0 to 1, with higher values indicating better reliability. Nunnaly (1978) reported 0.7 as a threshold above which a scale is considered reliable, which was also applicable to this study. Out of the eleven variables examined in this study, only social desirability did not manage to meet this threshold and was therefore excluded. Two additional constructs (socio-oriented family communication and loyalty) were purified by the deletion of one item with poor loadings. More specifically, the deleted items for each construct respectively were “Say that some things are either right or wrong” and “Continue to use Facebook if it started charging money for its services”. The following table (Table 4.3.1) summarizes the Cronbach values for all the constructs used in this study.

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Cronbach a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional support</td>
<td>0.962</td>
</tr>
<tr>
<td>Instrumental support</td>
<td>0.929</td>
</tr>
<tr>
<td>Companionship</td>
<td>0.848</td>
</tr>
<tr>
<td>Concept orientated family communication</td>
<td>0.840</td>
</tr>
<tr>
<td>Socio-orientated family communication (*)</td>
<td>0.807</td>
</tr>
<tr>
<td>Family support</td>
<td>0.886</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>0.892</td>
</tr>
<tr>
<td>Loyalty (**)</td>
<td>0.811</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>0.913</td>
</tr>
</tbody>
</table>

* Item 7.4 of the survey questionnaire was deleted after purification

** Item 12.3 of the survey questionnaire was deleted after purification
Apart from the above mentioned exceptions, the results indicate that all question sets were reliable. As all constructs have a Cronbach value above 0.8 they can be considered of high reliability, thus suitable for further analysis.

4.4 Descriptive statistics

In an effort to present the basic features of the data, descriptive statistics were utilized. To this end, the mean values and standard deviations of each construct is calculated and presented in the following table (Table 4.4.1).

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Abbreviation</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>emsu</td>
<td>3.466</td>
<td>0.996</td>
</tr>
<tr>
<td>Companionship</td>
<td>com</td>
<td>3.816</td>
<td>0.918</td>
</tr>
<tr>
<td>Instrumental support</td>
<td>instr</td>
<td>3.268</td>
<td>1.121</td>
</tr>
<tr>
<td>Family disruptive events</td>
<td>fdi</td>
<td>1.902</td>
<td>2.071</td>
</tr>
<tr>
<td>Impact of family disruptive events</td>
<td>fdimpact</td>
<td>-1.410</td>
<td>2.833</td>
</tr>
<tr>
<td>Concept-oriented family communication</td>
<td>cofcom</td>
<td>2.922</td>
<td>0.884</td>
</tr>
<tr>
<td>Socio-oriented family communication</td>
<td>sofcom</td>
<td>3.668</td>
<td>0.854</td>
</tr>
<tr>
<td>Family support</td>
<td>fs</td>
<td>3.932</td>
<td>0.877</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>sat</td>
<td>3.885</td>
<td>0.769</td>
</tr>
<tr>
<td>Word of mouth</td>
<td>w</td>
<td>3.727</td>
<td>0.927</td>
</tr>
<tr>
<td>Loyalty</td>
<td>l0y</td>
<td>4.053</td>
<td>0.895</td>
</tr>
<tr>
<td>Facebook friends</td>
<td>fbfr</td>
<td>5.754</td>
<td>2.361</td>
</tr>
<tr>
<td>Facebook time</td>
<td>fbttime</td>
<td>3.320</td>
<td>1.422</td>
</tr>
<tr>
<td>Perceived cohesion</td>
<td>pc</td>
<td>3.550</td>
<td>1.068</td>
</tr>
<tr>
<td>Age</td>
<td>Age</td>
<td>15.951</td>
<td>1.537</td>
</tr>
<tr>
<td>Gender</td>
<td>Gender</td>
<td>1.541</td>
<td>0.500</td>
</tr>
<tr>
<td>Education</td>
<td>Edu</td>
<td>1.623</td>
<td>0.487</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>SES</td>
<td>4.443</td>
<td>2.340</td>
</tr>
</tbody>
</table>

The mean value reveals the central tendency of the respondents regarding each variable, while standard deviation reflects the dispersion of the data around the mean. In general all data are around 1.00 point from the mean, meaning that there is no high dispersion of data in any construct. Exceptions are the occurrence of family disruptive events, their impact, the number of Facebook friends, as well as the socioeconomic status of the respondents.

All three kinds of support obtained in third places (emotional, instrumental and companionship) have a mean score around 3.5, which corresponds to answers between relatively often (3) and often (4). The study population had experienced on average 2 family disruptive events, with a negative impact yet to a lesser extent. Concept-oriented family communication was found to be more frequent than socio-oriented, while family support was evaluated as very good, only 1 point away from excellent support. Customers’ feature behavioral intentions also reported high scores, with loyalty receiving the highest score of all constructs. This means that respondents are very loyal to Facebook, as the most positive response is only 0.95 points higher. The average number of Facebook friends was found to
be around 200 and the daily time spend on Facebook was around one hour, although these
data sets displayed greater variation. The mean value of the age variable was around 16
years old, with more female respondents than male. Due to their age, most respondents
visited lyceum. As regards socioeconomic status, a mean value of 4,443 reveals that the
sample’s average is around the middle of the 10 point scale, although there is a great
dispersion of data around the mean.

The correlation matrix presented below (Figure 4.4.1) provides an overview of the
corellations between all pairs of variables examined in this dissertation.

<table>
<thead>
<tr>
<th></th>
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<td>-0.0533</td>
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<td>-0.0300</td>
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<td>sesindex</td>
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</tr>
</tbody>
</table>

**Figure 4.4.1 Variables’ correlation matrix**

The value 1.0000 indicates a perfect positive correlation that can only be observed between
the correlation of one variable with itself. In this matrix there is no perfect negative
correlation (indicated by the value -1.0000). The highest positive correlation values can be
observed between emotional support, companionship and instrumental suuport, between
education and age, as well as between perceived cohesion and satisfaction, word of mouth and loyalty (that are also highly correlated among them). The highest negative correlation value can be found between the variables family disruptive events and their impact. This indicates that as the number of disruptive incidents increases, the reported impact becomes even more negative.

### 4.5 Hypotheses testing

The following figure (Figure 4.5.1) summarizes the hypotheses tested below.

![Figure 4.5.1 Hypotheses tested based on the proposed model](image)

The above formulated hypotheses were tested utilizing logistic and linear regression. Both are widely acceptable methods used to determine the relationship between an outcome (dependent variable) and several predictors (independent variables). The main difference between the two concerns the nature of the examined variable. Logistic regression is only utilized when examining a categorical dependent variable, while linear regression is used when analyzing a continuous dependent variable (Hosmer and Lemeshow, 2000). Having defined a significance level of 0.05, all models are either rejected or accepted by comparing the calculated $p$ value to this threshold. $p$ values of the entire model are denoted either as “Prob>chi2” or as “Prob>F”. When those values are lower than 0.05, then the relationship between the dependent and independent variable(s) is not statistically significant. In order to test whether a separate independent variable of each model has a significant impact on the outcome, the $P>|z|$ or $P>|t|$ value is examined. These values are used to determine if the variables’ coefficient is significantly different from 0 (thus impacting the outcome). Again, values smaller than 0.05 indicate a statistically significant coefficient.
- **H₁**: Adolescents who have experienced family disruptive events are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.

This hypothesis was tested using logistic regression. The results of the analysis are displayed in the following figure (Figure 4.5.2).

|      | Coef.   | Std. Err. | z    | P>|z| | [95% Conf. Interval] |
|------|---------|-----------|------|------|----------------------|
| fdi  | .4720057| .3702061  | 1.27 | 0.202| -.253585 - 1.197596  |
| emsu | .4793588| .3635901  | 1.32 | 0.187| -.2332648 - 1.191982 |
| comp | -.3517365| .3110924 | -1.06| 0.288| -1.000666 - .2971926 |
| instr| .4793588| .3635901  | 1.32 | 0.187| -.2332648 - 1.191982 |
| _cons| -1.221498| .881727 | -1.39| 0.166| -2.949652 - .5066547 |

**Figure 4.5.2 Results of H₁ test**

As the model’s overall p value is greater than the critical one (0.0583 > 0.05), the combination of the three different types of social support do not statistically significant correlation with family disruptive incidents. The examination of each independent variable’s P>|z| value (all smaller than 0.05) reveals that neither type of social support independently can have a statistically significant impact on family disruptive incidents. As a result, the first hypothesis is rejected.

- **H₂**: Adolescents who have experienced family disruptive events are more likely to report a negative impact by them.

This hypothesis was analyzed using logistic regression. The results can are displayed in the following figure (Figure 4.5.3).

|      | Coef.   | Std. Err. | z    | P>|z| | [95% Conf. Interval] |
|------|---------|-----------|------|------|----------------------|
| fdi  | -.5310658| .1704965 | -3.11| 0.002| -.8652328 - .1968988 |
| fdimpact| .6608598| .2265457 | 2.92 | 0.004| .2168384 - 1.104881 |

**Figure 4.5.3 Results of H₂ test**
The model’s overall $p$ value is smaller than 0.05 (0.000 > 0.05), thus indicating that there is statistically significant correlation between family disruptive events and their impact on those who experience them. The negative sign of the coefficient indicates an inversely proportional relationship between the two variables. More particularly, based on the proposed equation of the regression model ($fdi = 0.661 + (-0.531) \times fdimpact$) the experience of e.g. one family disruptive incident would result in a perceived impact with a value of - 0.638. Based on the family disruptive incidents’ scale, the negative sign of an impact value indicates the negative effect of this incident on the person, while a positive value would indicate a positive effect. Thus, the proposed model indicates that the experience of a disruptive incident would have a negative impact on a person’s psychology. Based on the above, hypothesis $H_2$ is accepted.

$H_3$: Adolescents who report experiencing negative impacts from family disruptive events are more likely to seek (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.

This hypothesis was analyzed using linear regression. The results are depicted in the following figure (Figure 4.5.4).

<table>
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<tr>
<th>Source</th>
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<th>df</th>
<th>MS</th>
<th>Number of obs = 122</th>
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</thead>
<tbody>
<tr>
<td>Model</td>
<td>15.6934983</td>
<td>3</td>
<td>5.23116612</td>
<td>F( 3, 118) = 0.65</td>
</tr>
<tr>
<td>Residual</td>
<td>955.814698</td>
<td>118</td>
<td>8.10012456</td>
<td>R-squared = 0.0162</td>
</tr>
<tr>
<td>Total</td>
<td>971.508197</td>
<td>121</td>
<td>8.02899336</td>
<td>Root MSE = 2.8461</td>
</tr>
</tbody>
</table>

| fdimpact   | Coef.    | Std. Err. | t     | P>|t| | [95% Conf. Interval] |
|------------|----------|-----------|-------|------|----------------------|
| emsu       | -.4477518 | .4283542  | -1.05 | 0.298 | -1.29601 .4005062   |
| comp       | -.2221399 | .4524845  | -0.49 | 0.624 | -1.118182 .6739026  |
| instr      | .4959556  | .4023977  | 1.23  | 0.220 | -.3009014 1.292813   |
| _cons      | -.6211271 | 1.14156   | -0.54 | 0.587 | -2.881726 1.639472   |

**Figure 4.5.4 Results of $H_3$ test**

The overall $p$ value of the model is greater than 0.05 (0.5876 > 0.05), indicating that the model is not statistically significant. This finding is also supported by the $P>|t|$ values (all larger than the critical value 0.05), which indicate that all coefficients are not statistically different from zero. Based on the above, the third hypothesis $H_3$ is rejected.

$H_4a$: Adolescents who have experienced family disruptive events are more likely to experience a socio oriented family communication pattern in their family.

This hypothesis was analyzed using logistic regression. The results are displayed in the following figure (Figure 4.5.5).
Figure 4.5.5 Results of H₄ₐ test

The overall p value of the model is greater than 0.05 (0.2573>0.05), indicating a statistically insignificant model. This finding is also supported by the P>|z| value of the independent variable’s coefficient, which is greater than the critical value (0.266>0.05), indicating a coefficient not significantly different from 0. Based on the above, the Hypothesis 4ₐ is rejected.

➢ H₄ₐ: **Adolescents who have experienced family disruptive events are less likely to have a concept oriented communication pattern in their family.**

This hypothesis was analyzed using logistic regression. The results are displayed in the following figure (Figure 4.5.6).

```
Logistic regression
Number of obs = 122
LR chi2(1) = 1.28
Prob > chi2 = 0.2573
Log likelihood = -69.562571
Pseudo R2 = 0.0091

```

| fdi | Coef.   | Std. Err. | z    | P>|z| | [95% Conf. Interval] |
|-----|---------|-----------|------|------|-----------------------|
| sofcom | -.2818412 | .2532596 | -1.11 | 0.266 | -.7782209 , 0.2145385 |
| _cons | 2.081608 | .9757865 | 2.13  | 0.033 | .1691014 , 3.994114  |

Figure 4.5.6 Results of H₄₉ test

The overall p value of the model is smaller than the critical value (0.0018<0.05), thus indicating a statistically significant model. Both the negative sign of the coefficient – which indicates an inversely proportional relationship between the two variables – and its statistical difference from 0 (P>|z| value: 0.003<0.05) confirm the original statement. Therefore, the Hypothesis 4₉ is accepted.

➢ H₅₉: **Adolescents coming from more socio oriented family environments are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.**

This hypothesis was tested using linear regression. The results of the analysis are presented in the following figure (Figure 4.5.7).
Figure 4.5.7 Results of H5a test

The overall p value of the model is under the threshold of 0.05 (0.0384<0.05), thus verifying the model. By examining the P>|t| values of the independent variables’ coefficients, it is established that none of them has a statistically significant impact on socio oriented family communication. The statistical significance of the model derives from the model’s constant, which has a value that is statistically different from zero. A closer examination of the model reveals that an increase of the significance level (from 0.05 to 0.1) could enable the acceptance of the emotional support’s impact on socio-oriented family communication. However, the negative sign of the coefficient does not coincide with the initial hypothesis, as it indicates an inversely proportional relationship between socio oriented communication and emotional support. Based on the above, hypothesis H5a is rejected.

- **H5b**: Adolescents coming from concept oriented family environments are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.

This hypothesis was tested using linear regression. The results of the analysis are presented in the following figure (Figure 4.5.8).
The overall \( p \) value of the model is over the significance level’s value (0.4229>0.05), thus leading to the rejection of the model due to statistical insignificance. This finding is also supported by the coefficients’ \( P>|t| \) values, indicating that the contribution of all three independent variables is not statistically significant. Based on the above, Hypothesis \( H_{5b} \) is rejected.

\[ H_6: \text{Adolescents who experience family disruptive events are more likely to report experiencing emotional support from his/her Facebook companionships.} \]

This hypothesis was analyzed by logistic regression. The results are displayed in the following figure (Figure 4.5.9).

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<td>.781735323</td>
<td>Prob &gt; F = 0.4229</td>
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<td>Total</td>
<td>94.4531619</td>
<td>121</td>
<td>.780604644</td>
<td>R-squared = 0.0234</td>
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```
|     | Coef.     | Std. Err. | t    | P>|t| | [95% Conf. Interval] |
|-----|-----------|-----------|------|-------|----------------------|
| emsu| -.033735  | .1330721  | -0.25| 0.800 | -.297254          | .229784   |
| comp| -.1815918 | .1405684  | -1.29| 0.199 | -.4599556        | .0967719 |
| instr| .1916658 | .1250085  | 1.53 | 0.128 | -.0558851         | .4392166 |
|     | 3.105849  | .3546358  | 8.76 | 0.000 | 2.403574          | 3.808125 |
```

**Figure 4.5.8 Results of \( H_{5b} \) test**

The overall \( p \) value of the model is smaller than 0.05 (0.0206<0.05) and thus model is statistically significant. The finding is also supported by the \( P>|z| \) value of the independent variable’s coefficient, which also has a value smaller than 0.05 (0.023<0.05), confirming the statistically significant role of emotional support. The positive sign of the coefficient
coincides with the stated hypothesis, as it indicates a proportional relationship between the examined variables. Based on the above, the seventh hypothesis is accepted.

- **H$_{7a}$**: Adolescent who report receiving instrumental support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.

This hypothesis was tested using linear regression. The results of the analysis are presented in the following figure (Figure 4.5.10).

<table>
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<tr>
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<td>8.17730487</td>
<td>F( 2, 119) = 9.38</td>
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<tr>
<td>Residual</td>
<td>103.764412</td>
<td>119</td>
<td>.87196985</td>
<td>Prob &gt; F = 0.0002</td>
</tr>
<tr>
<td>Total</td>
<td>120.119022</td>
<td>121</td>
<td>.992719189</td>
<td>R-squared = 0.1362</td>
</tr>
</tbody>
</table>

**Figure 4.5.10** Results of H$_{7a}$ test

The overall $p$ value of the model is smaller than the defined significance level (0.0002<0.05), resulting in its acceptance. Only one of the two independent variables’ coefficients has a statistically significant difference from 0. The $P>|t|$ value of Facebook friends is above the threshold of 0.05 (0.465>0.05), leading to the conclusion that this variable has no statistically significant impact on the dependent variable. On the other hand, daily time spent on Facebook has a $P>|t|$ value smaller than 0.05, meaning that its contribution to the model is statistically significant. The positive sign of the coefficient also coincides with the initial hypothesis, therefore hypothesis H$_{7ai}$ is rejected while H$_{7aii}$ is accepted.

- **H$_{7b}$**: Adolescent who report receiving companionship support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.

This hypothesis was tested using linear regression. The results of the analysis are presented in the following figure (Figure 4.5.11).
Figure 4.5.11 Results of \( H_{7b} \) test

The overall \( p \) value of the model is smaller than 0.05 (0.0002<0.05), indicating that the model is statistically significant. By examining the \( P>|t| \) values of the independent variables’ coefficients, only one is smaller than 0.05 (0.001<0.05). This indicates that only the time spent daily on Facebook can have a statistically significant impact on instrumental support. The coefficient’s positive sign also supports the above stated hypothesis. Therefore, based on the above \( H_{7bi} \) is rejected while \( H_{7bii} \) is accepted.

\( H_{7c} \): Adolescent who report receiving emotional support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.

This hypothesis was tested using linear regression. The results of the analysis are presented in the following figure (Figure 4.5.12).

Figure 4.5.12 Results of \( H_{7c} \) test

The overall \( p \) value of the model is smaller than the critical value (0.0000<0.05), leading to the acceptance of the model. The \( P>|t| \) values of the independent variables’ coefficient indicate that only one of them is significantly different from zero, indicating that only the daily time spent on Facebook has a statistically significant impact on companionship.
support. The coefficient’s positive sign is also in accordance with the initial hypothesis. Based on the above, hypothesis $H_{7ci}$ is rejected, while $H_{7cii}$ is accepted.

- $H_{8a}$: Adolescents who report receiving instrumental support are more likely to experience (i) increased satisfaction and (ii) loyalty, as well as generate (iii) positive word of mouth for Facebook’s services.

This hypothesis was tested using regression. The results of the analysis are presented in the following figure (Figure 4.5.13).

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<td>18.2180538</td>
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<tr>
<td>Residual</td>
<td>97.2877949</td>
<td>118</td>
<td>.824472838</td>
</tr>
<tr>
<td>Total</td>
<td>151.941956</td>
<td>121</td>
<td>1.25571865</td>
</tr>
</tbody>
</table>

| instr | Coef. | Std. Err. | t | P>|t| | [95% Conf. Interval] |
|-------|-------|-----------|---|------|---------------------|
| sat   | .4302346 | .1992991 | 2.16 | 0.033 | .3555682 .8249011 |
| w     | .2665537 | .1423101 | 1.87 | 0.064 | -.015259 .5483665 |
| loy   | .1681654 | .1730911 | 0.97 | 0.333 | -.174602 .5109329 |
| _cons | -.0786069 | .4288954 | -0.18 | 0.855 | -.9279366 .7707228 |

**Figure 4.5.13** Results of $H_{8a}$ test

The overall model’s $p$ value, which is smaller than 0.05 (0.0000<0.05), verifies the statistical significance of the model. As indicated by the $P>|t|$ values, only satisfaction has a significant and positive correlation with instrumental support, as all other variables’ coefficients are not statistically different from zero. Based on the above, $H_{8ai}$ is accepted, while $H_{8a}ii$ and $iii$ are rejected.

- $H_{8b}$: Adolescents who report receiving companionship support are more likely to experience (i) increased satisfaction and (ii) loyalty, as well as generate (iii) positive word of mouth for Facebook’s services.

This hypothesis was tested using regression. The results of the analysis are presented in the following figure (Figure 4.5.14).
Figure 4.5.14 Results of H\textsubscript{8b} test

The \( p \) value of the overall model is smaller than 0.05 (0.0000<0.05), verifying the examined model’s statistical significance. The examination of the \( P>|t| \) values reveals that the positive coefficients of satisfaction and word of mouth are correlated with statistical significance to companionship support, as the remaining coefficient does not differ statistically from zero. Based on the above, \( H_{8b\text{ii}} \) are accepted, while \( H_{8b\text{i}} \) is rejected.

\[ H_{8c}: \text{Adolescents who report receiving emotional support are more likely to experience (i) increased satisfaction and (ii) loyalty, as well as generate (iii) positive word of mouth for Facebook’s services.} \]

This hypothesis was tested using regression. The results of the analysis are presented in the following figure (Figure 4.5.15).

Figure 4.5.15 Results of H\textsubscript{8c} test

The overall \( p \) value of the model is smaller than the defined significance level (0.0000<0.05), resulting in its acceptance. By the examination of the \( P>|t| \) values, it is established that the coefficients of loyalty and satisfaction are not statistically different from zero. The remaining

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number of obs = 122</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>40.0425696</td>
<td>3</td>
<td>13.3475232</td>
<td>F( 3, 118) = 25.47</td>
</tr>
<tr>
<td>Residual</td>
<td>61.8446447</td>
<td>118</td>
<td>.524107158</td>
<td>Prob &gt; F = 0.0000 R-squared = 0.3930</td>
</tr>
<tr>
<td>Total</td>
<td>101.887214</td>
<td>121</td>
<td>.842043093</td>
<td>Adj R-squared = 0.3776 Root MSE = .72395</td>
</tr>
</tbody>
</table>

| comp | Coef.    | Std. Err. | t    | P>|t|  | [95% Conf. Interval] |
|------|----------|-----------|------|------|---------------------|
| sat  | .4882888 | .1589012  | 3.07 | 0.003 | .1736211 - 0.8029564 |
| w    | .2842909 | .1134639  | 2.51 | 0.014 | .0596016 - 0.5089803 |
| loy  | -.0298552| .1380055  | -0.22| 0.829 | -.3031438 - 0.2434333 |
| _cons | .9806002 | .3419584  | 2.87 | 0.005 | .3034294 - 1.657771 |

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>Number of obs = 122</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>47.9658203</td>
<td>3</td>
<td>15.9886068</td>
<td>F( 3, 118) = 26.15</td>
</tr>
<tr>
<td>Residual</td>
<td>72.1532016</td>
<td>118</td>
<td>.61146781</td>
<td>Prob &gt; F = 0.0000 R-squared = 0.3993</td>
</tr>
<tr>
<td>Total</td>
<td>120.119022</td>
<td>121</td>
<td>.992719189</td>
<td>Adj R-squared = 0.3840 Root MSE = .78196</td>
</tr>
</tbody>
</table>

| emsu | Coef.    | Std. Err. | t    | P>|t|  | [95% Conf. Interval] |
|------|----------|-----------|------|------|---------------------|
| sat  | .3172238 | .1716343  | 1.85 | 0.067 | -.0226588 - 0.6571063 |
| w    | .3851351 | .1225559  | 3.14 | 0.002 | .1424409 - 0.6278292 |
| loy  | .0885454 | .1490642  | 0.59 | 0.554 | -.2066422 - 0.3837331 |
| _cons | .4611106 | .3693602  | 1.25 | 0.214 | -.270323 - 1.192544 |

The overall \( p \) value of the model is smaller than the defined significance level (0.0000<0.05), resulting in its acceptance. By the examination of the \( P>|t| \) values, it is established that the coefficients of loyalty and satisfaction are not statistically different from zero. The remaining
coefficient indicates a positive correlation between word of mouth and emotional support. Based on the above, hypothesis $H_{8cii}$ are rejected, while $H_{8ciii}$ is accepted.

The above described results are summarized in the following table (Table 4.5.1).

**Table 4.5.1 Summary of hypotheses testing results**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Accepted/ Rejected</th>
</tr>
</thead>
<tbody>
<tr>
<td>$H_1$: Adolescents who have experienced family disruptive events are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_2$: Adolescents who have experienced family disruptive events are more likely to report a negative impact by them.</td>
<td>Accepted</td>
</tr>
<tr>
<td>$H_3$: Adolescents who report experiencing negative impacts from family disruptive events are more likely to seek (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{a3}$: Adolescents who have experienced family disruptive events are more likely to experience a socio oriented communication pattern in their family.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{b3}$: Adolescents who have experienced family disruptive events are less likely to have a concept oriented communication pattern in their family.</td>
<td>Accepted</td>
</tr>
<tr>
<td>$H_{3a}$: Adolescents coming from more socio oriented family environments are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_{3b}$: Adolescents coming from more concept oriented family environments are more likely to report experiencing (i) emotional, (ii) companionship and (iii) instrumental support in e-third places, such as Facebook.</td>
<td>Rejected</td>
</tr>
<tr>
<td>$H_6$: Adolescents who experience family disruptive events are more likely to report experiencing emotional support from his/her Facebook companionships.</td>
<td>Accepted</td>
</tr>
<tr>
<td>$H_{7a}$: Adolescent who report receiving instrumental support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.</td>
<td>$H_{7ai}$ Rejected</td>
</tr>
<tr>
<td>$H_{7b}$: Adolescent who report receiving companionship support from Facebook are more likely to intensively use Facebook, as indicated by (i) the number of their Facebook friends and (ii) the time spent daily on Facebook activities.</td>
<td>$H_{7bii}$ Accepted</td>
</tr>
</tbody>
</table>
4.6 Chapter summary

This chapter aimed to present the findings resulting from the data analysis. After a brief description of the general sample characteristics, an analysis of the constructs reliability checks followed together with a brief presentation of the descriptive statistics of the findings. As regards the hypothesis testing, various conclusions can be drawn. First of all, family disruptive events have been found to impact the need for emotional support. Additionally, the time spent daily on Facebook activities has been found to positively correlate with all types of social support deriving from its services. Finally, the provision of different types of social support was reported to have various impacts on the users’ behavior such as satisfaction and production of word of mouth but not on loyalty intentions - possibly questioning Facebook’s longevity; for instance through the introduction of another social media. The following chapter will proceed in a more in depth analysis of the results.
Chapter 5
Discussion and conclusions

5.1 Introduction
This chapter is dedicated to the discussion of the previously presented findings. These are compared and contrasted with prior empirical and theoretical findings, in order to justify the research outcomes of the present study.

5.2 Summary of the findings
The following figure (Figure 5.3.1) aims to provide an overview of the results from the statistical analysis. Rejected hypotheses are indicated with red color, while accepted hypotheses are marked with green.

![Figure 5.3.1 Overview of the analysis' results](image)

The statistical analysis revealed that there is no direct impact of family disruptive events or their negative impact on the adolescent’s need for social support. Family communication was also found not to have any direct influence on the same need. The analysis only revealed a direct impact of family disruptive incidents on the increased levels of emotional support from their Facebook companions that adolescent participants of this study reported receiving. These findings indicate - that although relevant - the ten family disruptive events utilized in this study to explain the adolescents’ need for social support do not have the explanatory power that negative life events have on the adults’ need for social support, as demonstrated by Rosenbaum (2006; 2008). Consequently, further research on this topic is deemed necessary.
The provision of social support from Facebook’s services was found to positively correlate with intensity of use and future customer behavior intentions. As reported by other studies, intensity of use is better represented by the time spent daily on Facebook activities rather than the number of Facebook friends. Intensive use of Facebook, which leads to increased interactions with Facebook companions, was found to significantly correlate with the provision of all three types of social support. There was a differentiation of outcomes regarding future behavioral intentions depending on the type of social support obtained by Facebook’s services. Although, satisfaction and positive word of mouth can be achieved by the provision of all three types of social support by Facebook, loyalty is not induced by either of them. The data obtained by the study’s questionnaire did not allow for the analysis of possible explanations of this phenomenon. Further research is also necessary to investigate this in depth.

5.3 Discussion

In order to address the research hypotheses stated above, a statistical analysis was conducted. As regards the correlation of family disruptive incidents and the adolescents’ need for social support, the analysis indicated that there is no statistically significant direct relationship between them. The retrospective impact of those events has been documented in various occasions (Benmoyal – Bouzaglo and Moschis, 2009, Abeles et al., 1980), but none of them has ever examined their impact in the moment of occurrence. The failure to document a statistically significant relationship between the two variables examined in H1 might be due to the fact that – as these events have a severe impact on the individual experiencing them - a minimum amount of time has to elapse before these experiences can actually influence the needs and desires of an adolescent. Another explanation could be that although no direct relationship can be documented between the two variables, family disruptive incidents may have an impact on other factors that might drive a teenager to seek social support in third places. Fergusson et al. (1994) report that family difficulties can have a negative effect on an adolescent’s self-esteem, indicating that family disruptive events can impact other personal characteristics that may in turn lead a person to seek social support.

As expected, there is a statistically significant negative correlation between the experience of family disruptive incidents and their perceived impact. This finding is in line with findings reached by de Jong Gierveld and Dykstra (1993), who report that any experience of such events has a negative impact on the person, as they cause a certain amount of stress. Goodyer et al. (1997) confirm this relationship, meaning that adolescents are not in denial and are willing to accept the expected, negative impact of those events.

The analysis also indicated that there is no significant correlation between the negative impact of the family disruptive incidents and the need for social support. This finding was anticipated, as no correlation was found between the actual incidents and the same need. This finding may indicate an indirect relationship between the negative impact that those events have on an adolescent’s psychology and his/her need for support in social media. Another explanation could be that a certain amount of time should elapse before the experience of those events has a profound impact on the adolescent’s needs and preferences.
The analysis regarding the relationship between family disruptive incidents and family communication patterns indicated that no direct relationship could be traced between socio oriented communication patterns and disruptive events. Although Hill et al. (2001) reported that those events had an adverse impact on family communication; this was not proven by the present study’s findings. The model utilized in this study measured the quality of family communication through the two dimensions suggested by Ritchie and Fitzpatrick (1990): socio orientation as an indicator of distorted family communication and concept orientation as an indicator of good communication among family members. This might explain why the findings of this study do not coincide with those from Hill et al. (2001), as other measures of family communication’s quality might be more appropriate. However, the negative relationship between family disruptive events and concept oriented communication were confirmed by the present analysis, a finding which provides an indirect confirmation to previous literature (for example: Hill et al., 2001; Vuchinich, 1987).

The attempt to correlate family communication types experienced by an adolescent with the need for social support also proved unsuccessful. The analysis indicated, in both cases, that there were no statistically significant correlations between either socio – or concept-oriented communication with social support. Despite several reports indicating that distorted family communication can drive youngsters to seek support in non-familiar socialization agents (Uhlenberg and Mueller, 2003; Johnson and Easterling, 2012), as well as rely more on their peers, the findings of the present study did not confirm such a need for social support in Facebook. It is likely that adolescents do experience this need, but not from their Facebook activities thus further research into this area is necessary. A variety of studies indicate that youngsters tend to appreciate face to face more than online contact with their friends (Wolak et al., 2002; Subrahmanyam and Lin, 2007; Crocket et al., 1984). West et al. (2009) also reported that Facebook users distinguish some of their Facebook friends as people they really trust and would confide in and others into a category of general acquaintances. These evidences suggest that the need for social support might be satisfied though the adolescent’s face to face, personal contact with friends rather than with the wide circle of Facebook acquaintances.

A positive and statistically significant correlation was confirmed through the analysis between family disruptive events and emotional support received from Facebook companions. This finding is also supported by Thoits (1995) who reports that family disruptive incidents tend to diminish the emotional support an adolescent receives from his/her family environment, thus driving this individual to seek emotional support from alternative sources. Online expression and social activities have been reported to help adolescents cope with feelings of loneliness (Seepersad, 2004), thus indicating that the use of Facebook could play a role in the provision of emotional support in the same age group.

Several assumptions were made regarding the business implications of the social support provision by Facebook. The analysis conducted in order to investigate the relationship between intensity of Facebook use and the provision of several types of social support revealed that there is a positive correlation between the time spent daily on Facebook and all three types of social support. This finding is in accordance with several other studies which support that intensity of Facebook use is mainly depicted by the frequency of visit and the time spent during each visit (Valenzuela, 2009; Steinfield, 2008; Joinson, 2008). The
number of Facebook friends may not reflect directly the intensity by which an adolescent uses Facebook, as this number depends from a variety of other factors such as the individual’s extraversion. Moreover, Junghyun and Jong-Eun (2011) reported a negative relationship between the number of Facebook friends and perceived social support, thus supporting the findings of the present study. The positive correlations between the provision of social support and the daily time spent on Facebook activities confirms the findings of previous studies performed for other service settings (Steinfield et al., 2009; DiMaggio et al., 2001). This is also in consistence with Black (2011), who reports that the intensity of use increases the interactions with other members of an organization, thus facilitating the provision of social support.

Additionally, the findings of this study’s analysis indicate that different types of social support seem to have a diverse impact on future behavior intentions of the users. The provision of instrumental support was only associated with satisfaction. Instrumental support, which is mainly characterized by the provision of advices and other forms of practical help, it is not easily obtainable in service settings (Helgeson, 2003). Based on the above, the user is expected to experience increased satisfaction by the provision that is rarely found in other service settings, thus confirming the finding of this study.

Companionship support, which is mainly characterized by communication, was proven to have a statistically significant positive correlation with both satisfaction and word of mouth. This finding could be explained by the fact that the user positively evaluates the various communications features that Facebook provides, thus facilitating the provision of companionship support. As also reported by Teo et al. (2003) this positive evaluation of website characteristics can be considered as a direct antecedent of customer satisfaction. Positive word of mouth is also anticipated to derive from the provision of companionship support, due to the fact that the satisfied user is likely to urge his/her companionships to use Facebook, as it facilitates their communications in a satisfactory level.

Finally, the provision of emotional support was found to have a positive correlation only with satisfaction. Taking into consideration that emotional support is considered as crucial for a person’s well-being (Sorkin et al., 2002), it is anticipated that its provision would urge that individual to experience increased satisfaction from the provider’s services. The provision of emotional support - which is mainly characterized by displays of support, encouragement and affection (Helgeson, 2003) - is facilitated by a number of functions provided by Facebook (e.g. likes and comments). These functions are also positively evaluated by Facebook users, leading to a positive valuation of the Facebook’s usability and consequently to increased feelings of customer satisfaction (Teo et al., 2003).

Neither type of social support provision results in increased customer loyalty. Although Dongseong and Jinwoo (2004) reported that social interactions contribute to users’ loyalty to online activities, Banwari and Walfried (1998) indicated that there are various other components of service quality that drive loyalty. Although satisfaction is the main prerequisite, more than half of the customers that are satisfied with a particular service were found to be predisposed to switching suppliers (Banwari and Walfried, 1998) – thus indicating that other factors must also be taken under consideration. Gould (1995) stated that customer loyalty is a critical component for a company’s success, indicating that
Facebook should take action towards increasing its users’ satisfaction. If left unresolved, this issue could undermine Facebook’s success, as the introduction of a new social networking site could track their attention and interest in their future.

5.4 Chapter summary

This chapter aimed to discuss the findings presented in Chapter 4. An in depth discussion of the tested hypotheses, based on the literature review presented in Chapter 2, led to several interesting conclusions. The managerial implications of the findings, along with the limitations of the study and further research areas, are presented in the following chapter.
6.1 Introduction

This chapter aims to present the study’s managerial implications, alongside with the limitations faced during its conduct. It also presents directions for further research.

6.2 Managerial implications

There are several managerial implications deriving from the findings of the present study. Several marketers and other service managers coming from social media can benefit from a deeper understanding of social support provided by those media.

As evident from the above analyzed results, customers receiving social support from Facebook exhibit a more intense usage rate – as indicated by the time spent daily on Facebook activities, while according to the type of social support obtained users report higher level of satisfaction, as well as propensity to generate positive word of mouth. More particularly, satisfaction can derive both from instrumental and companionship support, while positive word of mouth stems from companionship and emotional support.

International literature documents the positive impact of customer e-satisfaction on website loyalty (Anderson and Srinivasan, 2003; Flavián et al., 2006), which – along with positive word of mouth – are the basic factors contributing to a social networking website’s success. Based on the above, satisfaction can be considered as a predecessor of loyalty, thus indicating that its provision from two different types of social support is even more important for Facebook’s market success.

Social networking sites are different from other web pages, as their main stream of revenue derives from online advertisements hosted on their site (Facebook’s Official Website). As such, customer satisfaction and positive word of mouth is essential for increasing their customer base and thus gain a competitive advantage over other online social media. These two features could enable the managers of social media websites to charge higher prices for the online advertisements they host. Although loyalty is the ultimate goal for all social media, the two aforementioned customer behavioral intentions are also important for the business’s success.

The research findings also suggest that service managers should encourage and facilitate social interactions among customers. Depending on the service setting type, different suggestions deem as appropriate (Black, 2011). It is evident that actions like the formation of group classes or coffee–tea breaks that were proposed for settings such as gyms and hair salons (Black, 2011), are not applicable to the case of social media websites. On the contrary, other activities that can be hosted online should be proposed. These could include the ability to make video–supported conference calls, in order to enhance the sensation of a personal interaction. This feature could also be utilized for more formal purposes, such as a virtual class or study group, in an environment where class notes and slides could be uploaded instantly as all members interact with each other via video. Although groups and
events are already an important part of Facebook’s activities (Facebook’s Official Website), the organization of video-supported online events – where people can attend from the comfort of their own home – could further enhance social interactions among Facebook users.

As website usability has been proven to greatly affect user satisfaction (Bai et al., 2008; Lin, 2010; Casaló et al., 2008a and 2008b), managers should take measures to ensure the highest degree of website usability for their customers. More specifically, Facebook should upgrade its Help Center by offering the option to immediately contact a certified Facebook technician (via email or even by phone) and get customized assistance to the customer’s personal request within a predefined maximum amount of time. Currently, Facebook only offers the options of Frequently Asked Questions, which cover a wide range of frequently occurring problems and are available in 20 different languages, and a forum where users can interact with each other to ask for help with several issues that arise. As Ramaswamy (2009) correctly points out, all linkages in the organization – including those with employees and owners – enhance the customers’ experience in general (Black, 2011). As Facebook users do not interact with any Facebook employees or the owner at any point in their daily routine, the ability to contact a Facebook technician in the event of a problem or question, would facilitate the formation of bonds between customers and employees, thus contributing to the provision of social support to the customers.

**6.3 Limitations**

It is important to point out certain limitations that apply to this study. Despite the multiple measures implemented to avoid any deliberate biases, some were difficult to overcome. Firstly, the sample size of 122 completed questionnaires - although sufficient - is in no case large enough to draw conclusions regarding the adolescent population. The limited time available for data collection did not allow for the increase of the sample. Additionally, due to the fact that schools and other facilities like private language schools or sports clubs were closed due to summer holidays, places that usually host large numbers of this age population were limited, thus eliminating the option of massive distribution to places hosting exclusively the target population.

The online administration of the questionnaire, although helpful in the effort to increase the sample size, did not allow any way to check for non-response bias. As the link was uploaded in numerous websites, access to it was unlimited. Unfortunately, there was no way of establishing how many attempted to fill in the questionnaire but did not complete it for any reason. As with all empirical studies the accurate interpretation of the questions and the sincerity of the respondents’ answers are difficult to establish.

Finally, as an Internet access was a prerequisite for the participation in this study, some might argue that adolescents stemming from a poor socioeconomic background could be excluded from the sample. This issue was addressed by widening the distribution to internet cafes, cafeterias and fast food chains in areas that are considered to have lower socioeconomic status level, like Menemeni and Kordelio. Even in those areas adolescents exhibited a strong preference to the online version of the questionnaire, indicating that there is no obvious differentiation of internet access according to socioeconomic status.
Due the limited contact between users and employees of Facebook, only the intercustomer section of social support was examined. According to Rosenbaum (2006) the value of social support for consumers derives from interactions among other customers, employees and owners together. Taking this into consideration, maybe any social support deriving from employees and owners should be measured on a separate scale and included in the questionnaire.

Finally, the present study chose to investigate the impact of ten specific family disruptive incidents on the need to obtain social support from third places. Nevertheless, other factors can lead a person to seek social support in those service settings. Taking into consideration the emotional instability of the specific age group examined (Pastorelli et al., 1997), other factors could contribute towards the need for social support. The results of this study clearly indicate the need to explore additional factors that might drive adolescents to seek social support in social networking websites such as low self esteem (Steinfield et al., 2008), introversion (Tong et al., 2008) or feelings of loneliness and shyness (Ryan and Xenos, 2009).

Despite the above mentioned limitations, the present study successfully demonstrated the social supportive role of Facebook in young adolescents of Thessaloniki, while at the same time attempted to explore the ascendants of such a behavior. It also succeeded in revealing how the provision of social support can result in managerial benefits, through the increase of customer satisfaction and positive word of mouth.

6.4 Directions for further research

This present thesis is the first – to our knowledge – to examine the effect of life disruptive incident on the adolescents’ need for social support in Facebook. As the life course paradigm only retrospectively examines the effect of those incidents on adults, there is significant room for research regarding the general effect of those events on the adolescents at the time of their occurrence. Adolescents in general could be considered an understudied section of the general population in some marketing fields (Shim et al., 2011), thus requiring further examination.

As there were no statistically significant finding to correlate the need for companionship and instrumental support with family disruptive events, further research is needed to establish other factors that contribute to this end. As this type of events are documented to correlate with the need for emotional support, the other two types of social support obtained through Facebook use could lay in factors regarding the adolescent’s psychology or perception. For example, O’Brien and Bierman (1988) have reported a strong need for social acceptance by adolescents, which might play a role in the need for companionship. Further research is necessary to clarify those issues further.

The role of family communication in the adolescents’ need for social support must also be investigated. As the results of the present research indicated, there is no statistically significant immediate correlation between the two, but this does not exclude the possibility of an indirect influence of family communication on the need for social support. As the impact of family communication on an adolescent’s personal development and well-being has been widely documented (Jackson et al., 1998; Rask et al., 2003; Joronen and Åstedt-
Kurki, 2005), further research is necessary in order to establish whether this verified impact is related to the need for social support and in what way.

As social networking sites are becoming more and more popular across all age segments, their role in social support provision regarding both working adults and elders should also be investigated. Not only Facebook, but other social media such as Twitter or even LinkedIn could also contribute towards this end. As users of Facebook are likely to have an account in other social networking sites as well, it would also be of interest to examine whether this overlap has a magnifying effect on the social support provision.

Apart from the above mentioned age implications, further research could investigate whether other demographical or socioeconomic factors play an important role in the need for social support from social media. More specifically, gender implications might arise as various reports document the inclination of the female gender to form commercial relationships easier than males (Day, 2000b; Stone, 1954).

Finally, additional research is required in order to understand the reasoning behind the different outcomes regarding consumers’ future behavioral intentions that different types of social support provision have.

Conclusively, although social support has been examined by a number of marketers, its drivers along with the managerial implications of its provision could become the object of many future studies.

6.5 Chapter summary

The present chapter aimed to pinpoint several managerial implications arising from this study. Despite the fact that several limitations could not be surpassed, the study’s general conclusions and implications are thought to contribute – to a certain extent – to the Marketing theory and practice. Additionally, directions for future research were also presented, pinpointing some gaps in the present literature that would worth being further investigated.
The International Hellenic University, under the MSc in Management program, is conducting a research about social support provision of social networking sites, and more specifically Facebook, in adolescent users. Prerequisites for the participations in this study are that participants should be aged 13 to 18 years old and own a Facebook account. We would greatly appreciate your participation in the anonymous completion of this questionnaire in order to conduct Marketing based conclusions. The same questionnaire can be completed online in the following address: https://docs.google.com/spreadsheet/viewform?formkey=dFZtUHJVMjhtbEFxY19QLTVlZk5WUnc6MQ#gid=0

Please respond honestly to the questions below, stressing that no one can know the identity of the research participants and all information provided will remain strictly confidential.

Thank you for your cooperation!

**Part A**

Please indicate the degree of agreement/disagreement with the following:

*In this questionnaire Facebook members are considered all your Facebook friends and other people you may come in contact with via Facebook.*

<table>
<thead>
<tr>
<th></th>
<th>How often do Facebook members:</th>
<th>Never</th>
<th>Seldom–Sometimes</th>
<th>Quite often</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Are warm and affectionate towards you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Are friendly to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Showing their understanding for you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Sympathize with you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Are willing to lend you a friendly ear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Make you feel at ease</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Give you a nudge in the right direction as it were</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Perk you up or cheer you up</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Reassure you about things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Tell you not to lose courage</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Make you feel that you can rely on them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 2. How often:

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Quite often</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you visit Facebook just to see what’s going on</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do Facebook members call you up or just chat to you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you do things like shopping, walking, going to movies together with other Facebook members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do Facebook members ask you to join in in events organized via Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you go out for the day with other Facebook members just for the enjoyment of it?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

### 3. How often do Facebook members:

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Quite often</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Help you in tasks such as e.g. find notes, material for examinations, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lend you small things (e.g. a pen, notes, their books or cell phone to make a call, etc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lend you small amounts of money</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Give you information or advice (e.g. about holidays, homework, clothes, etc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If necessary help you if you call upon them to do so unexpectedly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>If necessary lend you valuable things (e.g. their cell phone, clothes, etc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>If necessary help you, for example when you are sick, needed psychological support or help with some homework, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

---

**PART B**

Please indicate whether you have experienced or are experiencing any of the following incidents. If you have experienced such incidents, then indicate the field “I have experienced”. In any other case, indicate “I have not experienced”.

<table>
<thead>
<tr>
<th></th>
<th>I have experienced</th>
<th>I have not experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficulties with school work</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A major, sudden change in your family’s financial status</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Frequent or lengthy periods in which one or both parents were absent</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Move(s) to a new place or residence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have experienced</td>
<td>I have not experienced</td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>5</td>
<td>The loss (other than death) or separation from family members or loved ones</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Physical abuse by parents or close family members</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Arguments between parents or other family members (including self)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Encounters with juvenile authorities or police</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Difficulties establishing and/or keeping social relationships with friends</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Changes in the membership or composition of your family unit other than the divorce of your parents (e.g. remarriage of our parent(s), birth of your own child, etc)</td>
<td></td>
</tr>
</tbody>
</table>

We would like for you to report the extent to which your experience with the below mentioned incidences has (positively or negatively) affected you:

<table>
<thead>
<tr>
<th></th>
<th>Move(s) to a different home or place of residence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Difficulties with school work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>A major, abrupt change in your family’s financial status</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Frequent or lengthy periods in which one or both parents were temporary absent</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Difficulties establishing and/or maintaining social relationships with friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>The loss (other than death) or separation from family members or loved ones</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Encounters with juvenile authorities or police</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Physical abuse by parents or other family members</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Arguments between parents or other family members (including self)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Changes in the membership or composition of your family unit other than the divorce of your parents (e.g. remarriage of our parent(s), birth of your own child, etc)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### PART C

Please indicate how often your parents say or do the following:

<table>
<thead>
<tr>
<th></th>
<th>How often do your parents:</th>
<th>Never</th>
<th>Seldom - Sometimes</th>
<th>Quite often</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Talk about topics like politics and religion where some persons disagree with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Stress that every member of the family should have some say in family decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Ask your opinion when the family is talking about something</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Admit that kids know more about some things than adults do</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Encourage you to challenge their ideas and beliefs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Point out that getting your ideas across is important, even if others don't like it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Say that you should always look at both sides of an issue</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please indicate whether your parents say or do any of the following:

<table>
<thead>
<tr>
<th></th>
<th>How often do your parents stress the following issues:</th>
<th>Never</th>
<th>Seldom - Sometimes</th>
<th>Quite often</th>
<th>Often</th>
<th>Very often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Answer to your protests by saying “You'll know better when you grow up.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Say that their ideas are right and you should not question them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Say that a child should not argue with adults</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Say that there are some things in life that are either right or wrong</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Say that there are some things that just shouldn’t be talked about.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Stress that the best way to stay out of trouble is to keep away from it</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Say that you should give in on arguments rather than risk making people mad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Below are some sentences regarding the way you feel about yourself follow. Please circle the number indicating the extent to which you (dis)agree with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I'm always willing to admit it when I make a mistake</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I always try to practice what I preach</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I never resent being asked to return a favor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I have never been irked when people expressed ideas very different from my own</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I have never deliberately said something that hurt someone’s feelings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I like to gossip at times</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>There have been occasions when I took advantage of someone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I sometimes try to get even rather than forgive and forget</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>At times I have really insisted on having things my own way</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>There have been occasions when I felt like smashing things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Please indicate how you would evaluate the degree of support that your family provides you with.

<table>
<thead>
<tr>
<th></th>
<th>Inadequate Support</th>
<th>Excellent Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Time and attention</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Discipline</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>Life skills and instruction</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>Emotional Support and love</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>Role modeling and guidance</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
### PART D

Please indicate the degree of (dis)agreement with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree, nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>In general I am happy with the services Facebook provides</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>In general I am pleased with the quality of Facebook’s services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I am satisfied with the service Facebook provides</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I feel pretty negative about Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I feel comfortable in surfing Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I feel that surfing Facebook is a good way to spend my time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Compared with other social networking sites, I would rate Facebook as one of the best</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree, nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>I would recommend Facebook to my friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>It is very likely to say positive things about Facebook to other people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>It is very likely to recommend Facebook to someone who seeks my advice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>It is very likely to encourage friends and relatives to use Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree, nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>I intend to continue visiting Facebook in the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I consider Facebook as my first choice when deciding on social networking sites</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>It is very likely to continue using Facebook if it started charging money for its services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
PART E

Next follow questions regarding the intensity of your personal Facebook use.

13. About how many total Facebook friends do you have:
   $\text{I}_1$ Less than 10  $\text{I}_2$ 10-49  $\text{I}_3$ 50-99  $\text{I}_4$ 100 – 149  $\text{I}_5$ 150 - 199  $\text{I}_6$ 200 – 249  
   $\text{I}_7$ 250 - 299  $\text{I}_8$ 300 – 399  $\text{I}_9$ 400 or more

14. On a typical day, about how much time do you spend on Facebook:
   $\text{I}_1$ Less than 10 minutes  $\text{I}_2$ 10-30 minutes  $\text{I}_3$ More than 30 minutes, up to 1 hour  
   $\text{I}_4$ More than 1 hour, up to 2 hours  $\text{I}_5$ More than 2 hours, up to 3 hours  $\text{I}_6$ More than 3 hours

<table>
<thead>
<tr>
<th>15. To what extent do you (dis)agree with the following statements:</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree, nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Facebook is part of my everyday activity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2 I am proud to tell people I am on Facebook</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3 Facebook has become part of my daily routine</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4 I feel out of touch when I haven’t logged onto Facebook for a day</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5 I feel I am part of the Facebook community at the campus</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6 I would be sorry if Facebook shut down</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

16. Demographics

a. Age: ________  

b. Gender: $\text{I}_1$ Male  $\text{I}_2$ Female  

c. Education: $\text{I}_1$ Gymnasium  $\text{I}_2$ Lyceum  

d. Does your family own cars: $\text{I}_1$ None  $\text{I}_2$ 1  $\text{I}_3$ 2  $\text{I}_4$ 3 or more  

e. Do you have your own bedroom: $\text{I}_1$ Yes  $\text{I}_2$ No  

f. How many times did you travel on vacation with your family during the past year:
   $\text{I}_1$ None  $\text{I}_2$ 1  $\text{I}_3$ 2  $\text{I}_4$ 3 or more  

g. How many computers does your family own:
   $\text{I}_1$ None  $\text{I}_2$ 1  $\text{I}_3$ 2  $\text{I}_4$ 3 or more
Please write any comment in the provided area below:

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Thank you for providing us with your valuable time!
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