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Responding to Ostracism: Self-Esteem Repair Through Facebook Profile Creation

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### Abstract

This study examines how students use online social networks such as Facebook to express the self and for self-esteem maintenance. Sixty college students were recruited for Study 1 and 17 returned for Study 2. During Study 1, participants completed questionnaires investigating self-esteem and information about Facebook useage. For Study 2, the effect of social ostracism on simulated social profile creation was investigated. Low self-esteem participants were found to want more interactive features on their profiles following the ostracism manipulation. Additionally, the link between self-esteem and ostracism, as theorized in the sociometer hypothesis (Leary, Tambor, Terdal, & Downs, 1995) and shown in previous research, was supported. Implications of this research are that people who have been socially excluded may use online social profiles to reach out socially. Individuals with low self-esteem also may benefit from using a social networking profile to enhance their interpersonal relationships.

### Responding to Ostracism: Self-Esteem Repair Through Facebook Profile Creation

With the sudden growth and popularity of the Internet in the 1990s came a major change in the way people communicate. According to [internetworldstats.com](http://internetworldstats.com), the United States had 211 million internet users as of June 2007, making it the country with the most internet users in the world ([internetworldstat.com](http://internetworldstat.com), 2008). Additionally, the consulting agency, Caslon Analytics, which specializes in researching trends in technology, reports that 76 percent of internet users in the U.S. check their email at least once a day ([caslon.com.au](http://caslon.com.au), 2007). This is only one example of how dependent people have become on internet communication, which can include e-mail, instant messaging, online dating services and online social networks. Accordingly, psychological research has delved into the internet communication trend in an attempt to find how this form of communication may serve as an asset or detriment to a person's wellbeing. For instance, researchers have investigated relationship formation (McKenna, Green & Gleason, 2002), social life (Bargh & McKenna, 2004), attraction (Levine, 2000), and egocentrism (Kruger, Epley, Parker, & Ng, 2005) all in the context of the internet.

Another facet of this research is the investigation of how use of the internet differs as a function of self-esteem. According to Brown (1998), self-esteem is made up of two components, one of which is based on a person's social experiences. This part of self-esteem, also referred to as feelings of belongingness (Brown, 1998), is much like Roger's (1951) definition of unconditional positive regard. Whatever the terminology, the premise is that self-esteem is influenced by whether a person feels loved and cared about for his or her genuine self. Further theory surrounding the argument that self-esteem has a social component comes from the sociometer hypothesis (Leary, Tambor, Terdal, & Downs, 1995). This hypothesis states that

individuals' trait self-esteem, or consistent feelings about themselves, should correlate with how included or excluded they generally feel in social situations.

According to Williams (1997), being socially ignored or excluded is the definition of social ostracism. Williams (1997) goes on to say that ostracism instigates actions that are aimed at recovering a sense of belonging, control, self-esteem, and meaningful existence. Taking this into consideration with the research on self-esteem, it seems logical that there is a link between trait self-esteem and ostracism. Interestingly, the relationship between ostracism and self-esteem appears to be reciprocal, meaning that both constructs appear to affect one another. Research has suggested that trait self-esteem is linked to an individual's manner of coping with social ostracism. For example, it has been found that participants with low self-esteem are more susceptible to the negative effects of ostracism than participants with high self-esteem (Nezlek, Kowalski, Leary, Blevins, & Holgate, 1997). Additionally, researchers have found that people with low self-esteem are more likely to perceive being ostracized in a social situation, whereas people with high self-esteem are more likely to perceive being included (Harter, 1993; Leary et al., 1995; Sommer, Williams, Ciarocco, & Baumeister, 2001). In other words, high self-esteem individuals are more likely to enter a social situation with the expectation of being accepted. In contrast, low self-esteem individuals are more likely to anticipate rejection and are, therefore, more prone to experiencing the negative effects.

It is here that the present study steps in to ask: How does the use of an online social network help people to cope with negative social experiences such as ostracism? And how does the answer to this question differ according to individual self-esteem?

The way in which people present themselves in a social situation is a factor in both online and in person scenarios. Interestingly, self-presentation is also linked to self-esteem. In a study

done by Baumeister, Tice, and Hutton (1989), it was found that people with low self-esteem tended to exhibit a style centered on protecting themselves from failure, embarrassment, and rejection while people with high self-esteem tended to present themselves in a way that highlights their positive attributes. Similar to the previously discussed research, this suggests that when people with low self-esteem are placed in a social situation they expect to be ostracized. As a result, these individuals tend to present themselves in a way that proactively deters this inevitable rejection and are, subsequently, more negatively affected by the consequences. In contrast, people with high self-esteem go into social situations expecting others to be welcoming. They present themselves with confidence and were found less likely to experience the effects of ostracism (Baumeister et al., 1989).

Not only do individuals perceive ostracism and feel the effects of ostracism differently as a result of their self esteem, but research has found that people respond differently to ostracism depending on self-esteem level. Specifically, individuals with low self-esteem tend to withdraw in a defensive manner, while individuals with high self-esteem tend to brush social rejection off and move on to new social groups or relationships (Murray, Holmes, MacDonald, & Ellsworth, 1998). Moreover, when people use ostracism as a defense to feeling ostracized, low self-esteem people tend to do so in hopes of mending a relationship or being included in a group while high self-esteem people tend to do so in hopes of terminating a relationship or association with a group (Sommer et al., 2001). Said differently, individuals with low self-esteem have been shown to respond to ostracism by pulling away from friends (Murray et al., 1998), the intent being to get attention from the person or group responsible for the ostracism in order to resolve the problem (Sommer et al., 2001). High self-esteem individuals, on the other hand, respond to

ostracism by ending relationships with the people who hurt them (Murray et al., 1998) with the intent of making room in their lives for new relationships (Sommer et al., 2001).

Considering what is known about the relationship between self-esteem, self-presentation, ostracism, and general social behavior, one wonders if similar patterns occur in the context of online social experiences. Support for these patterns in an online setting is found in a study done by Rodham, Gavin, and Miles (2007) who found that seeking validation from other people was a primary function of using an online message board. Research on the sociometer hypothesis has indicated that individuals with low self-esteem may be more sensitive to rejection (Nezlek et al., 1997) than those with high self-esteem and may, therefore, be more inclined to seek reassurance of their worth from others (Vohs & Finkel, 2006).

It could then be the case that people with low self-esteem may be inclined to use online social networks or internet communication in search of the self-worth validation they may be missing out on in face-to-face social interaction. In a study done by Ellison, Steinfield, and Lampe (2007), the online social network, Facebook, was examined for its role in helping participants gain social capital (resources gained through relationships). Results of the study showed that the type of social capital gained varied according to self-esteem. Specifically, when participants used Facebook regularly, the group with low self-esteem appeared to gain in bridging social capital and the group with high self-esteem appeared to gain in bonding social capital. This means that intense Facebook use may help those with low self-esteem to expand their social circle by making new acquaintances (bridging), while it helps those with high self-esteem to become better connected with their close friends and family (bonding) (Ellison et al., 2007). These results are somewhat contradictory to the research on self-esteem and way of coping with ostracism, which is probably because it is a representation of Facebook usage in a

context other than ostracism. This finding suggests that an online social network such as Facebook can be helpful in creating or maintaining relationships and that self-esteem is an important variable to investigate in understanding this phenomenon.

Thus, the way in which individuals present themselves socially and how they react to ostracism has been shown to be linked to self-esteem. Additionally, it is reasonable to conclude, given all the previously discussed research, that these links extend to online social interactions. For this reason, an interesting way of testing the theories on self-esteem and ostracism, such as the sociometer hypothesis, is to look at it through the contemporary lens of online social networking.

To test this idea, Study 1 explored the online social network, Facebook, as an expression of the self. The study collected survey data from participants in order to gain some insight into Facebook users' motivation for using the social networking service and, in Study 2, collected experimental data on what effects social ostracism has on the way in which people choose to express themselves through simulated profiles. To do this, participants created a profile, similar to one found on Facebook, but were limited to using only particular profile features. The study investigated two main hypotheses. First, it was anticipated that a significant difference would exist between low and high self-esteem participants in usage of Facebook as a coping mechanism to ostracism. Following the ostracism manipulation, participants with low self-esteem were expected to be more likely than participants with high self-esteem to add interactive features to their profiles that directly reference friendship. Secondly, it was expected that high self-esteem participants would want a higher number of friends than low self-esteem participants, following the ostracism manipulation.

### Study 1

## Method

### *Participants*

Forty-six female and fourteen male students enrolled in the general psychology course at Gustavus Adolphus College were recruited through the psychology department's online participant recruitment website. Each student received class credit for participating in the study.

### *Materials*

The Satisfaction with Life Scale (Diener, Suh, & Oishi, 1997; Pavot & Diener, 1993), a five question survey, was used as a filler exercise meant to make the study's specific intent less obvious. Questions were posed to participants on a 5-point Likert scale and are designed to measure participants' overall perceptions of their life.

The Self-rating Scale (Fleming & Courtney, 1984) was used as the self-esteem measure for this study. The scale is a thirty-six question survey, asking participants to respond on a 7-point Likert scale (1 = rarely, 7 = very often). Questions on this scale asked participants to rate themselves on factors of self-regard, social confidence, school abilities, physical appearance, and physical abilities (Fleming & Courtney, 1984). For example participants were asked, "How often do you feel inferior to most of the people you know?" and "How often do you worry about whether other people like to be with you?" Test-retest correlations for this measure on each factor (i.e. self-regard, social confidence, etc.) are significant at the .001 level, suggesting good reliability. This measure also correlates strongly and positively with the widely used Rosenberg Self-Esteem Scale, suggesting good validity as well.

An exploratory questionnaire about Facebook was administered to collect information from personal Facebook profiles and to provide the researcher with insight into the purpose in



using Facebook. The first five questions of the survey were similar to those used in a study by Ellison, Steinfield, and Lampe (2007) which investigated whether participants' Facebook usage was motivated by the desire to contact people with whom they have a previously established relationship or by the desire to meet new people. Specifically, participants were asked if they use Facebook for any or all of the following reasons: to check out someone you met socially, learn more about people in your classes, learn more about people living near you, keep in touch with old friends, and meet new people. Responding "yes" to any of the first four questions indicated motivation related to a previously established relationship and responding "yes" to the last question indicated motivation to make new friends.

Thirteen additional questions addressed specific information that could be found on a profile such as a status statement, number of friends, and applications. Participants were asked about several Facebook applications, one of which is called the Bumper Sticker application. This application is one of the most widely used (was one of the biggest variables within this study) and, therefore, requires a little explanation. This application allows Facebook users to browse through thousands of pictures that look like bumper stickers one may put on a vehicle. These stickers can then be sent to a user's fellow Facebook friends. Similar to their vehicle counterparts, Facebook bumper stickers can be about friendship, sports, politics, artistic, something humorous, etc. For this reason, participants were asked which of these categories best represents the types of bumper stickers they currently have on their profiles. Finally, participants were also asked some free-response questions such as: "What features of Facebook do you like best and why?" and "Is your purpose in using Facebook personal, social, or other? Describe in detail" in order to get insight on individual Facebook usage. All measures for this study can be found in the Appendix.

### *Procedure*

The three measures for this study were made available to participants online. As a whole, the questionnaires took no longer than 30 minutes to complete. Participants were notified of the available study and given a week to complete the three questionnaires at their leisure. Once they had completed the three measures, they were given class credit for their participation.

### Results

Given the main hypotheses, for Study 1 it was anticipated that self-esteem would be correlated with the information obtained from participant responses to the Exploratory Facebook Questionnaire. It is important to note that higher scores on the self-esteem measure indicate lower self-esteem. Therefore, it was likely that self-esteem would be positively correlated with more time spent on Facebook, frequency of checking the profile, number of “Top Friends” added, number of quizzes created, and number of bumper sticker categories. To be clear, the expectation was that the lower a participant’s self-esteem (higher score) the higher the report of all these variables would be. It was also probable that self-esteem would be negatively correlated with the number of friends presently on the profile; meaning higher self-esteem (lower score) would be related to a higher number of friends.

To test this, a Pearson correlation was done on all of the previously listed variables. A significant correlation was found between the number of minutes spent on Facebook and the number of bumper sticker categories checked ( $r(51) = .34, p < .01$ ). Another significant correlation was found between the total number of applications checked and the number of bumper sticker categories ( $r(51) = .28, p < .05$ ). A significant correlation was also found between self-esteem and the number of bumper sticker categories ( $r(51) = .30, p < .05$ ).

Secondly, in Study 1 it was expected that self-esteem would correlate positively with a higher incidence of status statements referring to relationships, stress, and mood. Furthermore, it was hypothesized that self-esteem would be negatively correlated with reports of status statements referring to successes. It was also likely that self-esteem would correlate positively with preference for being sent friendship and humor-related bumper stickers. As expected, a significant positive correlation was found between self-esteem and statements referring to stress ( $r(51) = .25, p < .05$ ) and mood ( $r(60) = .27, p < .05$ ). Also as expected, a significant correlation was found between self-esteem and the friendship-related bumper sticker category ( $r(51) = .33, p < .01$ ). Additionally, a significant correlation was found between self-esteem and the humor-related bumper sticker category ( $r(51) = .28, p < .05$ ).

## Discussion

### Study 1

Results from Study 1 show that the more time participants spend on Facebook and the more applications they add to their profile, the more categories of bumper stickers they enjoy. Furthermore, self-esteem was shown to be positively related to the number of bumper sticker categories on participant profiles. Showing appreciation for a wide variety of bumper stickers may indicate a stronger general interest in this application, which the results suggest is linked with lower self-esteem. This could imply that participants with low self-esteem are more interested than those with high self-esteem in receiving positive attention from friends through Facebook because to receive a bumper sticker may indicate to a person that someone was thinking about him or her and cared enough to show it. Moreover, these results could suggest that low self-esteem is related to the desire to be specifically recognized by friends in a way that validates their status as an important person in another's life.

Additionally, the results showed that self-esteem was negatively related to creating a status statement based on stress or mood. It was also shown that low self-esteem was related to a higher number of friendship-related and humor-related bumper stickers. Once again, these results may suggest that individuals with low self-esteem are more inclined to seek out attention from friends through a feature of Facebook. In regards to the patterns of creating status statements, the results showed that individuals with low self-esteem may want to openly express themselves, perhaps about things that are bothering them, and are more comfortable doing so through a more indirect medium such as Facebook.

## Study 2

### Method

#### *Participants*

Participants from Study 1 were offered additional class credit for their involvement in Study 2 and 17 of 60 returned to participate. Before Study 2 began, participants were separated by individual self-esteem level, as measured in Study 1, into low and high self-esteem groups using a median split procedure. Each group was then randomly assigned to the ostracism or inclusion conditions. Eight participants were placed in the social exclusion condition and nine were assigned to the social inclusion condition.

#### *Materials*

Interpersonal scenarios were created and used in the ostracism manipulation. The social exclusion scenario was written as follows:

It's Friday. You have no specific plans yet but figure you will do something with your group of good friends. After classes are over for the day, you give one of your friends a call but s/he does not answer. You end up spending the afternoon and early evening alone while waiting to get a call back. The time is now coming closer to 8:00 but you have still not heard back from any of your friends. After several phone calls with no response you decide to call it a night and go to bed

early. The next day you find out that your group of friends was out that previous night without you.

The scenarios depicting both social exclusion and social inclusion were written similarly to one another, only differing from one another in how the group of friends was said to have treated the individual. Specifically, the inclusion scenario described the group of friends inviting the individual to join them for dinner, making it clear that the person was wanted by the group. In the exclusion condition, shown above, the individual was never invited to join the group and was not considered in the plans. A second scenario, with a positive outcome, was also given to all participants at the end of the study to counteract any negative effects the ostracism manipulation may have had. All materials for Study 2 are in the Appendix.

The Current Feelings Scale (Heatherton & Polivy, 1991), a measure of state self-esteem or mood, was given to participants following the first interpersonal scenario task as a manipulation check. The scale consists of twenty questions that are posed on a 5-point Likert scale, asking participants to rate themselves on performance, appearance, and social factors (Heatherton & Polivy, 1981). Lower scores on the scale were expected for those following the ostracism compared to the inclusion manipulation.

A profile simulation form was used as the dependent variable to record what participants would put on a Facebook profile if they were creating a new one at the time of the study. This simulation asked participants to write a status statement, identify an ideal number of friends, identify desirable applications, ask friends a question, display a mood, create a quiz about themselves, and identify a set of “bumper stickers” that best represented the types of stickers they enjoy receiving from Facebook friends.

The list of applications was categorized into fun applications and friendship applications. An example of a fun application was the Oregon Trail application which allows Facebook users

to play the game with their Facebook friends. An example of a friendship application is Top Friends which allows users to specifically identify and list who they believe to be their most important Facebook friends. Similar to Study 1, the bumper stickers presented on the profile simulation for participants to choose from were categorized into friendship-related, neutral, and humorous. An example of a friendship-related sticker is one that read, “The only people you need in your life are the ones that prove they need you in theirs.” Neutral stickers were images of a flower or landscape. Humorous stickers included one that made fun of the Avian flu using an image of a dying Sesame Street character, Big Bird.

### *Procedure*

Participants were asked to read an interpersonal scenario that depicted either social exclusion or social inclusion. After reading the scenario, participants were asked to consider themselves in the situation. In order to have participants relate to and feel the effects of the scenario, they were asked to journal about how the scenario would make them feel, what it reflected about their relationship with the group of friends depicted, and how they would most likely react to being in such a situation.

Once participants had read the scenario and written a journal entry, they completed the Current Feelings Questionnaire. Participants were then asked to complete the Facebook profile simulation as if they were creating one at that moment. Following this task, participants were asked to read and journal about a second interpersonal scenario designed to counter any potentially negative effects of the social exclusion manipulation. Participants were then given a debriefing form that gave background information on the topic, described the study’s hypotheses, and provided references for more information regarding the study.

### Results

For Study 2, it was hypothesized that profiles would differ between low self-esteem participants and high self-esteem participants following the ostracism manipulation. Specifically, low self-esteem participants who were ostracized were expected to add more interactive features to their profile than high self-esteem participants. It was also anticipated that high self-esteem participants who were ostracized would list a higher ideal number of friends than low self-esteem participants.

#### *Manipulation Check*

An independent samples t-test with the ostracism condition as the independent variable was done on participants' Current Feelings Scale scores. Participants in the exclusion condition reported a marginally greater degree of negative current feelings ( $M = 77.00$ ,  $SD = 8.65$ ) than participants in the inclusion condition ( $M = 81.00$ ,  $SD = 15.44$ ),  $t(15) = -.647$ ,  $p = .08$ . Higher scores indicate less negative affect. This suggests that the participants in the exclusion condition felt negative effects of the manipulation in comparison to the participants in the inclusion condition, making the manipulation somewhat successful.

#### *Main Analysis*

To test the hypotheses, 2 X 2 ANOVA's were conducted using self-esteem and ostracism condition as the independent variables and several profile features as the dependent variables.

*Total number of applications checked.* A significant main effect of self-esteem on the total number of applications checked was found,  $F(1, 17) = 5.41$ ,  $p < .05$ , such that a higher number of applications were checked by low self-esteem participants ( $M = 3.50$ ,  $SD = 2.52$ ) than high self-esteem participants ( $M = 2.75$ ,  $SD = 1.26$ ).

*Fun applications.* A significant main effect of self-esteem on fun applications was found,  $F(1, 17) = 9.51$ ,  $p < .01$ , such that a higher number of these applications were checked by low

self-esteem participants ( $M = 2.13$ ,  $SD = .99$ ) than high self-esteem participants ( $M = .89$ ,  $SD = .78$ ). In addition, a significant interaction between self-esteem and ostracism was found for fun applications,  $F(1,17) = 3.60$ ,  $p < .05$ . Specifically, the interaction shows that low self-esteem participants checked more fun applications when in the inclusion condition than in the exclusion condition. Conversely, high self-esteem participants checked more fun applications when in the exclusion condition than in the inclusion condition. The means for this interaction are presented in Figure 1.

*Friendship applications.* A marginal main effect of self-esteem was found on friendship applications,  $F(1, 17) = 1.47$ ,  $p = .25$ , such that higher numbers of these applications were checked by low self-esteem participants ( $M = 1.75$ ,  $SD = 1.75$ ) than high self-esteem participants ( $M = .89$ ,  $SD = .78$ ).

*Bumper sticker category.* A significant main effect of self-esteem on friendship-related bumper stickers was found,  $F(1,17) = 5.39$ ,  $p < .05$ , such that higher numbers of friendship-related bumper stickers were circled by low self-esteem participants ( $M = 1.88$ ,  $SD = .84$ ) than high self-esteem participants ( $M = .78$ ,  $SD = .97$ ).

*Ideal number of friends.* Finally, a significant main effect of condition on ideal number of friends was found,  $F(1, 17) = 4.56$ ,  $p < .05$ , such that higher ideal numbers of friends were listed by participants in the exclusion condition ( $M = 445.63$ ,  $SD = 291.93$ ) than by participants in the inclusion condition ( $M = 211.67$ ,  $SD = 157.94$ ).

## Discussion

The results regarding the effects of self-esteem generally show that participants with low self-esteem reported more interest in the interactive features of Facebook such as the applications, particularly the fun applications, and friendship-related bumper stickers. In



conjunction with the findings from Study 1, these results imply that low self-esteem individuals have more interest in interacting with their friends through media like Facebook. Moreover, low self-esteem individuals appear to be more interested than high self-esteem individuals in seeking out attention from their friends that validates the individual's social worth. In other words, the results support the general hypothesis that low self-esteem individuals want to be specifically recognized by friends and feel cared for by friends and appear to be doing so through both simulated and real Facebook profiles.

Although the manipulation check for this study showed a marginal impact on participant current feelings for the ostracism versus inclusion conditions, the results from the total number of applications checked gives some support for the effect of the manipulation. Specifically, the results suggest that after feeling socially excluded, participants wanted to feel socially desirable by having a larger number of Facebook friends.

Of all the results, the interaction found for the fun applications is the most interesting because of its support for the research done by Murray et al. (1998) which found that individuals with low self-esteem withdrew from friends after being ostracized while individuals with high self-esteem brushed it off and moved on to the next social group or relationship. Specifically, the interaction suggests that for low self-esteem individuals, being socially included causes them to enjoy interacting with friends whereas being socially excluded causes them to withdraw from friends.

Moreover, the interaction suggests that for high self-esteem individuals, being included may be more expected and, thus, interest in reaching out to friends through something like Facebook games is not appealing. However, when high self-esteem individuals are excluded,

their interest in this type of interaction significantly increased, which may be indicative of seeking out new relationships.

### General Discussion

This research was based primarily around the theory presented by Leary et al. (1995) in the sociometer hypothesis which speculated that a link exists between trait self-esteem and social ostracism. In looking at these factors and their effect on Facebook profile creation, the present study has helped to support the sociometer hypothesis in showing that these links may exist even in an online context. Most importantly, what the results of this study imply is that the use of online social networking sites may give people another way of coping with negative social experiences such as ostracism. Moreover, these sites may be particularly useful for low self-esteem individuals who may be less comfortable in expressing themselves in face-to-face interaction.

There were limitations to this research. Sample size and the experimental manipulation could have been stronger. Although the sample sizes for both studies could have benefited from more participants, the sample for Study 2 was particularly small which makes the ability to generalize the implications of the study a little hard. It would be very interesting to see if a larger sample size would elicit similar or even stronger results for the variables studied. In regards to the manipulation, a stronger effect may have produced different results, which makes the fact that significant results were found noteworthy. Once again, it would be interesting to see if a stronger manipulation would elicit even more significant results and help to make the implications more generalizable.

It is most likely that online social communication will only become more popular as time goes on, making this area of research particularly important for the current generation. This said,

future research on how and why people are using social networking sites like Facebook will continue to serve as an interesting lens through which to look at social interaction. Given the limitations of this research, it would be interesting to repeat it with, as previously suggested, a larger sample size and stronger ostracism manipulation. In addition, it may be interesting to look at differences in Facebook usage in line with personality characteristics, given the link shown here with trait self-esteem. Another phenomenon that seems to be happening with social networking sites is that they are replacing other forms of communication like e-mail or instant messaging. It would be worthwhile to investigate the reasoning and motivation behind this and see how this links to self-esteem or personality characteristics. Finally, this study looked at Facebook usage and self-esteem in terms of how being on Facebook may help people to cope with ostracism. It would also be valuable to look into the opposite; how being on Facebook may contribute to feeling ostracized or singled out by negative attention like cyber-bullying.

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## Appendix

### Satisfaction with Life Scale

Below are five statements with which you may agree or disagree. Using the 1 -7 scale below, indicate your agreement with each item by writing the appropriate number in the line preceding that item. Please be open and honest in your responding. The 7-point scale is as follows:

- 1 = strongly disagree
- 2 = disagree
- 3 = slightly disagree
- 4 = neither agree nor disagree
- 5 = slightly agree
- 6 = agree
- 7 = strongly agree

- \_\_\_ 1. In most ways my life is close to my ideal.
- \_\_\_ 2. The conditions of my life are excellent.
- \_\_\_ 3. I am satisfied with my life.
- \_\_\_ 4. So far I have gotten the important things I want in life.
- \_\_\_ 5. If I could live my life over, I would change almost nothing.

## Self-Rating Scale

Please answer each question by circling one number in the scale of 1 to 7, 1 being the lowest and 7 being the highest. For example, for the first question 1 would represent rarely or never while 7 would represent regularly or very often.

1. How often do you feel inferior to most of the people you know?  
1    2    3    4    5    6    7
2. Do you ever think that you are a worthless individual?  
1    2    3    4    5    6    7
3. How confident do you feel that someday the people you know will look up to you and respect you?  
1    2    3    4    5    6    7
4. Do you ever feel so discouraged with yourself that you wonder whether you are a worthwhile person?  
1    2    3    4    5    6    7
5. How often do you dislike yourself?  
1    2    3    4    5    6    7
6. In general, how confident do you feel about your abilities?  
1    2    3    4    5    6    7
7. How often do you have the feeling that there is nothing you can do well?  
1    2    3    4    5    6    7
8. How much do you worry about how well you get along with other people?  
1    2    3    4    5    6    7
9. How often do you worry about criticisms that might be made of your work by your teacher or employer?  
1    2    3    4    5    6    7
10. Do you ever feel afraid or anxious when you are going into a room by yourself where other people have already gathered and are talking?  
1    2    3    4    5    6    7
11. How often do you feel self-conscious?  
1    2    3    4    5    6    7
12. How much do you worry about whether other people will regard you as a success or failure in your job or in school?  
1    2    3    4    5    6    7
13. When in a group of people, do you have trouble thinking of the right things to talk about?  
1    2    3    4    5    6    7
14. When you make an embarrassing mistake or have done something that makes you look foolish, how long does it take you to get over it?  
1    2    3    4    5    6    7
15. Do you often feel uncomfortable meeting new people?  
1    2    3    4    5    6    7
16. How often do you worry about whether other people like to be with you?  
1    2    3    4    5    6    7
17. How often are you troubled with shyness?  
1    2    3    4    5    6    7
18. When you think that some of the people you meet might have an unfavorable opinion of you, how concerned or worried do you feel about it?  
1    2    3    4    5    6    7

19. How often do you feel worried or bothered about what other people think about you?  
1    2    3    4    5    6    7
20. When you have to read an essay and understand it for a class assignment, how worried or concerned do you feel about it?  
1    2    3    4    5    6    7
21. When you have to write an argument to convince your teacher who may disagree with your ideas, how concerned or worried do you feel about it?  
1    2    3    4    5    6    7
22. How often do you have trouble expressing your ideas when you try to put them into writing as an assignment?  
1    2    3    4    5    6    7
23. How often do you have trouble understanding things you read for class assignments?  
1    2    3    4    5    6    7
24. How often do you imagine that you have less scholastic ability than your classmates?  
1    2    3    4    5    6    7
25. In turning in a major assignment such as a term paper, how often do you feel you did an excellent job on it?  
1    2    3    4    5    6    7
26. Compared with classmates, how often do you feel you must study more than they do to get the same grades?  
1    2    3    4    5    6    7
27. Have you ever felt ashamed of your physique or figure?  
1    2    3    4    5    6    7
28. Do you often feel that most of your friends or peers are more physically attractive than yourself?  
1    2    3    4    5    6    7
29. Do you often wish or fantasize that you were better looking?  
1    2    3    4    5    6    7
30. Have you ever been concerned or worried about your ability to attract members of the opposite sex?  
1    2    3    4    5    6    7
31. How confident are you that others see you as being physically appealing?  
1    2    3    4    5    6    7
32. Have you ever thought of yourself as physically uncoordinated?  
1    2    3    4    5    6    7
33. Have you ever felt inferior to most other people in athletic ability?  
1    2    3    4    5    6    7
34. When involved in sports requiring physical coordination, are you often concerned that you will not do well?  
1    2    3    4    5    6    7
35. Have you ever thought that you lacked the ability to be a good dancer or do well at recreational activities involving coordination?  
1    2    3    4    5    6    7
36. When trying to do well at a sport and you know other people are watching, how rattled or flustered do you get?  
1    2    3    4    5    6    7



## Facebook Survey

1. In the past week, on average, approximately how many minutes have you spent on Facebook? (circle one)

0-10      10-30      31-60      61-120      121-180      181 +

2. Do you use Facebook to..... (check any that apply)

- Check out someone you met socially
- Learn more about people in your classes
- Learn more about other people living near you
- Keep in touch with old friends
- Meet new people

3. How many total "friends" do you have on Facebook? (include all networks, not only Gustavus) \_\_\_\_\_

4. What is your current profile status?

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5. How often do you change your status, on average? (circle one)

More than once a day      Daily      Weekly      Once a month      Very rarely

6. What prompts you to change your status?

7. What does your status generally refer to? (circle any that apply)

Academics      Relationships/Friendships      Stress      Successes      Mood

8. Which of these applications, if any, do you have on your profile? (check all that apply)

- Top Friends
- Compare People
- Likeness
- X Me
- Quizzes
- Bumper Sticker
- My Questions
- Honesty Box
- Moods
- Are YOU Interested?

9. If you checked the Moods application, what is your current mood as displayed on Facebook?

- Do you regularly notify your friends of mood changes when Facebook prompts you to? If so, how often?

- If yes, what is your relationship to the people you notify and why do you choose to notify them?
10. If you checked Top Friends, how many people have you added to this application? \_\_\_\_\_
- Why did you choose these people as your top friends?
11. If you checked Quizzes, how many quizzes have you created? \_\_\_\_\_
- What are the quizzes about?
  
  - What was your purpose in creating these quizzes?
12. If you checked My Questions, what questions have you posted?
13. If you checked Bumper Sticker, which of these categories represents the types of stickers you enjoy receiving most? (circle all that apply)
- Friendship-related
  - Sports-related
  - Animals
  - Political
  - Scenic/Artistic photos
  - Humor/Witticisms
14. Overall, what features of Facebook do you like best and why?
15. Is your purpose in using Facebook *personal*, *social*, or *other*? Describe this in detail

### Exclusion Scenario

Consider this scenario: It's Friday. You have no specific plans yet but figure you will do something with your group of good friends. After classes are over for the day, you give one of your friends a call but s/he does not answer. You end up spending the afternoon and early evening alone while waiting to get a call back. The time is now coming closer to 8:00 but you have still not heard back from any of your friends. After several phone calls with no response you decide to call it a night and go to bed early. The next day you find out that your group of friends was out that previous night without you.

Please take a few minutes to consider this situation. How does this make you feel? What do you think this situation says about your relationships with these friends? Spend some time imagining yourself in this scenario and write about these questions in relation to how you would react in this situation.

### Inclusion Scenario

Consider this scenario: It's Friday. While most people are still figuring out what to do tonight, you already know how your night will pan out because you and your group of good friends always hang out together on the weekends and have a great time. Around 6 you get a call from one of your friends saying that the group is going to dinner, watching a movie and then going to a party and you need to come. As predicted, you go and have a great time.

Please take a few minutes to consider this situation. How does this make you feel? What do you think this situation says about your relationship with these friends? Spend some time imagining yourself in this type of scenario and write about these questions in relation to how you would react in this situation.

### Positive Scenario

Consider this scenario: All last week you spent every spare minute you had to study for an important test. After you took the test, you thought you had done pretty well but could have focused harder on a few things. Today is the day your professor is giving you your test back. You wait to look at your score until after class and you find that your studying has paid off – you got an A. You're so excited about this grade that you call your parents to tell them the good news. It turns out your parents are excited too, so excited, in fact, that they've decided to help fund your spring break trip to Florida.

Please take a few minutes to consider this situation. Spend some time imagining yourself in the scenario and write about how it makes you feel to have such a success and to be rewarded for it.

## Current Feelings Questionnaire

This is a questionnaire designed to measure what you are thinking at this moment. There is, of course, no right answer for any statement. The best answer is what you feel is true of yourself at this moment. Be sure to answer all of the items, even if you are not certain of the best answer. Again, answer these questions as they are true for you *right now*.

Please answer each question by circling one number in the scale of 1 to 5 (1 = not at all, 2 = a little bit, 3 = somewhat, 4 = very much, and 5 = extremely).

1. I feel confident about my abilities.  
1      2      3      4      5
2. I am worried about whether I am regarded as a success or failure.  
1      2      3      4      5
3. I feel satisfied with the way my body looks right now.  
1      2      3      4      5
4. I feel frustrated or rattled about my performance.  
1      2      3      4      5
5. I feel that I am having trouble understanding things that I read.  
1      2      3      4      5
6. I feel that others respect and admire me.  
1      2      3      4      5
7. I am dissatisfied with my weight.  
1      2      3      4      5
8. I feel self-conscious.  
1      2      3      4      5
9. I feel as smart as others.  
1      2      3      4      5
10. I feel displeased with myself.  
1      2      3      4      5
11. I feel good about myself.  
1      2      3      4      5
12. I am pleased with my appearance right now.  
1      2      3      4      5
13. I am worried about what other people think of me.  
1      2      3      4      5
14. I feel confident that I understand things.  
1      2      3      4      5
15. I feel inferior to others at this moment.  
1      2      3      4      5
16. I feel unattractive.  
1      2      3      4      5
17. I feel concerned about the impression I am making.  
1      2      3      4      5
18. I feel that I have less scholastic ability right now than others.  
1      2      3      4      5
19. I feel like I'm not doing well.  
1      2      3      4      5
20. I am worried about looking foolish.  
1      2      3      4      5

## Profile

Please complete each part of this profile as you currently see fit. Take time to consider how you would like to represent yourself through an online profile that your friends will see.

## Status Statement

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Ideal number of Facebook friends (how many you would like to have) \_\_\_\_\_

Applications (check all that you would like to have)

- Top Friends (Displays the friends who you have chosen as your best or top friends)
- Compare People (You choose who is the cutest, smartest, etc.; shows how you rank among your friends)
- Scrabulous (Lets you play games of Scrabble with Facebook friends)
- X Me (Allows people to hug you, give a high five, wave, etc.)
- Movies (Share and compare your taste in movies with your friends)
- Honesty Box (Lets your friends send you anonymous messages, removing any inhibitions and letting them be completely honest with you)
- Are YOU Interested? (Shows who has answered “yes” in response to you)
- Graffiti (Lets you draw pictures on your friends’ profiles)
- Oregon Trail (Play the game with Facebook friends)
- Free Gifts (Show friends some affection by sending them a personal gift)

If I could ask my Facebook friends anything, I would ask:

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I am feeling... \_\_\_\_\_

Fill in the blank with one choice from the following list:

Angry	Festive	Nerdy
Army Strong	Flirty	Organized
Confident	Funny	Pissed
Confused	Furious	Rich
Content	Happy	Sad
Cool	In Love	Sexy
Depressed	Innocent	Sporty
Dizzy	Lonely	Stressed
Embarrassed	Loved	Tired
Fashionable	Musical	Worried

Create a quiz to find out how well your friends know you. Pose up to 5 questions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Choose a sticker(s) representative of what you would like to receive from a friend and display.  
(Circle all that apply)



The only people you need  
in your life are the ones  
that prove they need you  
in theirs.

