

An Investigation into Facebook and its Relationship with Interpersonal Skills

Arleena B. Mims, Llanette L. Llanes, Dr. Toni Didona
Carlos Albizu University

Abstract

The introduction of social networks, such as Facebook, has created a new and technologically savvy way of communicating with a broad global audience. With the dominant users of this medium being of working age, online communication skills may not transfer to real-world situations, namely the workplace. Due to the globalization of various organizations, greater emphasis and demands are being placed on interpersonal competencies. Current research indicates that there is a relationship between the use of social networking sites (SNSs) and various personality and social factors. This article investigates the use of Facebook, and its effects on workplace interpersonal skills. When considering the large influence social networks have on younger generations, the lack of face-to-face interaction may result in the deficiencies of interpersonal skill. It is hypothesized that time spent on Facebook, negatively correlates to interpersonal competencies. It is also predicted that Facebook use is correlated to interpersonal skills across different age groups and genders. A questionnaire regarding Facebook use was distributed to Facebook members, in addition to a 15-item Liking People Scale, a valid and reliable measure of interpersonal skills. Findings significantly reinforce previous research indicating that Facebook use is correlated to age. Furthermore, there was a significant, positive correlational relationship between Facebook use and interpersonal orientation, across the different age groups.

Keywords: Social networking sites, Facebook, interpersonal skills

Facebook Use and Interpersonal Skills

“Our mission is to give people the power to share and make the world more open and connected.” -Facebook

Facebook, one of the most popular social networks, was brought to the public platform in 2004 (“Obsession with Facebook”, 2012). By 2012, Facebook had over one billion users accessing their website each month (Olanoff, 2012). So, has Facebook allowed us to create a more open and connected world? The progression of technology affords us global connectedness, unfortunately, face to face communication is lacking in online mediums. The tendency for social media sites to discourage traditional, face-to-face human interactions (Rizzo, 2009), may be inhibiting individuals’ interpersonal skills (Supramanyam, 2011).

Seventy-three percent of teens and young adults are active on at least one social network

(“Social Networking Statistics 2010”, 2011). Social Networking sites (SNSs) grant us the ability to connect with people globally, and the potential for communication is endless. Due to its convenience, availability and shareability, effects of social networking can be immense. Social networking may afford an extensive breadth of virtual interactions, but it is replacing, not supplementing human interaction (Strickler, 2005). The sheer impact of social networks, such as Facebook, has captivated attention of researchers, and provided a new avenue to study.

Facebook and its Relationship to Personality

Extraversion

A major portion of previously conducted studies concerning Facebook have concentrated on the personality dimensions of the members. Big Five personality traits function as significant indicators for Facebook behavior (Ryan and Xenos, 2011). For instance, Facebook users tend to demonstrate narcissistic and extraverted orientations (Ryan and Xenos, 2011). Extraverted Facebook users belong to more Facebook groups, and are more likely to engage in social activities (Ross et al., 2009). Their large networks are made up of both close relationships and weak ties (Pollet et al., 2011). Compared to introverts, extraverts were more likely to be engaged during their online experience (Gosling et al, 2011), but did not have higher friend counts (Ross et al., 2009). As for communication, studies differ as to whether extraverts are more likely to use the communicative features which Facebook offers.

Narcissism

Carpenter (2011) studied narcissism traits which contribute to anti-social behaviors on Facebook. As it relates to his study, he describes narcissistic Facebook behaviors as being self-promoting. Carpenter addressed two subgroups of narcissism within the study: Grandiose Exhibitionism (GE) and Entitlement/Exploitativeness (EE). The GE trait of narcissism involves self-absorption, vanity, and superiority. In addition to an even stronger relation to the anti-social aspect of narcissism, individuals with this trait enjoy the spotlight. Results showed that GE was related to angry responses due to social neglect, Entitlement/Exploitativeness (EE) narcissists are manipulative, feel they deserve respect, and take advantage of others. Both EE and GE narcissists sought more social support on these SNSs than they provided, and retaliated against mean comments. The study concludes that these two traits of narcissism are positive predictors of interpersonal deviance.

Neuroticism & Openness

Among the Big Five Personality Traits, openness and neuroticism related to online sociability and communicative behaviors (Gosling et al., 2011). Neurotic individuals prefer asynchronous forms of online communication (Ryan and Xenos, 2011). This could be explained by neurotic individuals' desire to control the information which is shared about them (Gosling et al., 2011). The Wall feature on Facebook is a favorite of those with a neurotic predisposition. Contrarily, individuals that scored low on neuroticism preferred the photo component (Gosling et al., 2011).

After observing psychological states and communication behaviors, researchers suggest that shyness can influence situations in the real-world and online formats (Chan, 2011). Shyness was found to coincide with more time spent on Facebook, more favorable attitudes about Facebook, but fewer numbers of friends (Orr et al., 2009). Shy individuals were more likely to distance themselves. They aim to reduce the stimuli which leave them vulnerable to the unpredictable nature of spontaneous communication (Chan, 2011). Conversely, individuals who exhibit the openness trait enjoy the novel experiences and contacts social networks provide; hence, they are more willing to consider alternative avenues of communication (Gosling et al., 2011). These traits, along with other predispositions, help to define member behavior in online networks.

Effects of Facebook on Perceptions and Self-Esteem

Perceptions and Impression Formation

Zwier et al. (2011), studied Facebook users' social connectedness (i.e. depth and breadth of interpersonal relationships). The need to fit a certain "social" mold can be a stress-inducing sport. Facebook permits its users to view another user's profile. Subsequently, the opinions and attitudes users hold of other members in their social network, is largely based on appearances. This could have dramatic effects on individual perceptions. The information a SNS user allows on their profile (photos, posts, quotes, group membership), may not lead viewers toward the impressions and perceptions the user hoped to convey. It was found that personal perceptions of our ideal selves rarely matched outsider perceptions. Users' ideal selves can be articulated through excessive identity markers (i.e. high friend counts or profile photos with other people). The use of these excessive identity markers actually led to weaker inferences about the quality of this "ideal" or hoped-for image. This means, excessive identity markers actually obstruct the anticipated ideal self. Impressions formed about a Facebook user's profile demonstrate that impression formation on online networks entails differing dimensions and functions than face to face impressions.

Self-esteem

Facebook, along with other social media sites, allow profile users to select and manipulate the information they present on their profiles. This selective self-presentation aspect of Facebook is indicative of positive self-impressions (Gonzales and Hancock, 2009). Surprisingly, studies on self-worth agree that the number of online contacts an individual has actually increases their self-esteem (Kay, 2011). Prior to social networks, stimuli that prompted self-awareness was traditionally found in the form of a mirror, video, photo, audio feedback, autobiography ...etc (Gonzales and Hancock, 2009). With the advent of SNSs, online users are able to view and alter their profiles as they see fit. In an examination of undergraduate college students, participants who had low self-esteem benefited from the social capital they obtained through Facebook use (Kalpidou, 2011). Compared to non-edited views of oneself (i.e. a mirror), digital self-presentations allow people to present their preferred and optimal selves. Similar to Zwier's study, the ideal self, instead of the real self, was activated by Facebook involvement and audience awareness. These profile owners derive happiness from their friend counts because it reinforces their perception of and ability to maintain social connectedness, therefore, enhancing self-worth (Kim and Lee, 2011).

Facebook and Interpersonal Relationships

Facebook encourages the creation of new relationships; however, maintaining those relationships is the user's responsibility. It was found that spending more time online does, indeed, relate to a larger online network and weekly contacts (Pollet et al., 2011). While this may demonstrate that social networking increases sociability (Pollet et al., 2011), it does not fulfill emotional needs (Kalpidou, 2011). The superficiality of the network (Chase, 2011), may translate to the lack of correspondence between a large online network and a large offline network (Pollet et al.,

2011). Acquaintances and activity-based friends form the majority of online networks, and are impersonal in nature (Manago et al., 2012). Opposite of aforementioned studies, Kim and Lee (2011) found that Facebook provides the chance to display social skills and exchange social support. However, despite the attempts to show online support, Facebook users mainly view their profile and media sites as an opportunity to showcase their social prowess.

The formation of new online relationships carries great emphasis for social network members (Ji et al., 2010). People's tendency to find life support and satisfaction through other people (Manago et al., 2012) is a factor which perpetuates the appeal of social network. Time spent on social networks or instant messaging did not correspond to emotionally closeness of offline network members (Pollet et al., 2011). Facebook users, who are convinced that this social media outlet provides social support, had large amounts of maintained relationships (Manago et al., 2012). While SNSs provides distance with which users can feel comfortable, many still do not disclose much of their identity, for fear of criticism. The communicative features in Facebook allow self-disclosure to go public; consequently, what used to be thought of as intimate information is now open to public scrutiny (Kim and Lee, 2011). The pressure of public performance perceptions sets the stage for that exactly, a performance (Kim and Lee, 2011). Should an SNS user perceive their interpersonal interactions in their online networks as being similar to that in the real-world, self-disclosure behavior increases (Joon, 2012).

Communication is without a doubt, the hub of social networks. Individuals differ in their decision to participate in face-to-face communication, or the multi-tasking nature of online networks (Pea et al., 2012). Communication opportunities offered online can only extend as far as the virtual network allows and simulates. The development of interpersonal skills using face-to-face interactions are obtained from a much broader, physical, and temporal context (Ming-tien, 2011), or, as we call, the real-world. It is clear that the online and offline worlds operate in two separate and very dissimilar dimensions.

SNSs and Interpersonal Skills

Imagine, in the real world, the conscious and subconscious minds work together to process personal interactions. The conscious mind focuses on words, while the subconscious decodes sensory information (Baskin, 2012). Comprehending text on a computer takes less cognitive effort (Kay, 2010). Thus, these essential sensory details present in the real world, such as body language or emotions, cannot be utilized in the evaluation or decision making process online (Baskin, 2012). Facebook may positively affect social interaction and self-esteem, but it can create negative issues for interpersonal relationships (Fleming, 2011). Unfortunately, there is no substitute for direct human interaction.

Interpersonal skills involve one-on-one interaction (Sen, 2011). Self-awareness, self-management, problem-solving, and listening skills provide the framework for interpersonal skill acquisition (Cullen, 2011). Social media sites and SNSs lack the pertinent face-to-face interaction necessary for skill attainment. The simulated interactions within the Facebook environment are not typical of real-world interaction (Strickler, 2005). As a result, users do not have the opportunity to practice interpersonal competencies (Doo, 2006). The development of interpersonal skills takes more effort to achieve, than just merely learning about them (Mills and Gordon, 1989).

In 2002, 69% of business or clerical ads, and 92% of professional ads included interpersonal requirements (North & Worth, 1998). Employing individuals that can demonstrate interpersonal abilities can prove to be beneficial to the entire organizational entity: it motivates team work, influences workplace climate, engages employees in problem resolution, and reduces the costs associated with turnover ("Workplace Interpersonal Skill", 2012). Effective communication is critical to an individual's success within the work organization (Smart and Featheringham, 2006), and in some of most demanding face-to-face situations, employees need to be competent enough to build productive relationships (Doo, 2006).

Interpersonal skills are a key factor in managing, cooperating, relationship building, and problem-solving (Doo, 2006). Among workplace competencies, communication is a significant factor in most organizational functions (Conrad and Newberry, 2011). The acquisition of effective interpersonal skills allows individuals a competitive edge; moreover, these individuals are more likely to thrive within their work roles and tasks (Smart and Featheringham, 2006). The broad roles that are currently seen in organizational contexts require employees to perform diverse tasks and interact in diverse situations (Ming-tien, 2011).

Technology is changing the way we communicate with each other, and Facebook is now one of the largest social networks in the world (Chase, 2011). 57% of people on Facebook talk to people online, more than they do in real life ("Obsession with Facebook", 2012). As younger generations become inclined to use social networking sites, they may be missing out on fundamental interpersonal skills which are necessary for real world social interactions. The largest proportions of Facebook users are those age 18-25, followed by 26-34 year olds (Bodnar, 2010). Millennials, the latest generation, show great sophistication and dexterity with technology use, yet they lack critical oral, written, interpersonal and communication skills (Hartman, 2011). Their experience in the workplace is bound to be impacted by the interpersonal skills they have acquired up to that point in their life. Due to the broad role divisions, it is

common to see the importance of interpersonal skills extend to everyone in the organization (North & Worth, 1998), young and old alike.

Many organizations are emphasizing effective interpersonal communication networks organization-wide. Aforementioned studies have examined the effects social networking sites have on self-perceptions and self-esteem. While self-esteem increases with superficial online connections, the strength of these online bonds is less than desirable. Studies involving personality dimensions note how extraversion and narcissism traits can be found in many SNS users. However, information regarding interpersonal competencies gained by accessing online networks has been presented in only a few findings. The purpose of this study is to determine if there is a correlation between Facebook use and interpersonal orientations, when controlling for variables of gender and age. Facebook use, the independent variable, will concern functions and behaviors associated with communication, daily use, attitudes, and profile details. The dependent variable will be the measure of interpersonal orientation. Interpersonal orientation is operationally defined as the ability to interact within the scope of face- to -face social interactions, and effectively communicate, listen, and understand others. Together, these variables help form the predictions relevant to the research topic.

H1: time spent on Facebook, negatively correlates to interpersonal competencies.

H2: High Facebook use among females will be positively related to greater interpersonal skills.

H3: High Facebook use among age groups will be positively related to interpersonal skills.

Hence, Facebook is being viewed as a deterrent in obtaining and applying interpersonal skills in the workplace.

Method

Sample

Participants (n =124; 54% female) were self-selected Facebook users, all residing in the United States. In order to obtain a sample that was representative of the Facebook population, participants were required to have an active Facebook account. A survey link was sent out via personal networks of the researcher and colleagues, and participation was anonymous and voluntary. The majority of participants were 18-24 years old (32.3%), followed by those in the 25-34 age group (24.2%). Among the different ethnicities, Caucasian participants accounted for the majority (38%). To note, the mean number of Facebook Friends participants reported were between 0-100, the next largest reported, 600+.

Materials

Facebook use: Facebook use was measured using a self-developed questionnaire, (See Appendix B), consisting of 19 Facebook usage questions and two questions concerning profile features. Responses were scored using a 5-point Likert scale, with the following ranges: Never, Rarely, Sometimes, Most of the time, Always. Questions will include, but are not limited to: I go on Facebook daily, I add/upload photos to Facebook, I update my status daily, I comment of Facebook friends' profiles.

Interpersonal Skills: In addition, a 15 item Liking People Scale (LPS) will be used to measure interpersonal competencies (see Appendix B). Erik E. Filsinger, the author of the Liking People Scale (LPS) developed this measure to assess interpersonal orientation (Filsinger, 1981) .While the goal of the scale is to measure the degree to which a person approaches or avoids a social situation (Fischer and Corcoran, 2007), previous, congruent studies have found the LPS to be significantly related to various interpersonal orientations (Filsinger, 1981). In theory, those who avoid social interactions will score lower on the measure (Fischer and Corcoran, 2007). Scoring involves a 5-point Likert scale ranging from "strongly disagree" to "strongly agree". The questions will inquire about the participant's feelings on 15 interpersonal-related questions. Questions 4, 6, 8, 9, 10, and 15 are reverse-scored (Filsinger, 1981). Examples of questions to which participants are responding are as follows: My need for people is quite low, My happiest experiences involve other people, Personal character is developed in solitude. The participants' responses are totaled, and can range from a 15 to 75. A low score on the scale is indicative of high interpersonal orientation and liking of people.

Cronbach's alpha was used to test the internal consistency of this scale. Based on two samples the internal consistency proved to be .85 and .75, respectively, along with a coefficient alpha, .78 (Fischer and Corcoran, 2007). The internal consistency, general validity and concurrent validity are described by the author as being "good" (Filsinger, 1981). Validity corresponded with number of close friends, amount of time spent alone, and social anxiety (Fischer and Corcoran, 2007). Measures of affiliation motivation and social self-esteem are known to provide correlations within the instrument (Filsinger, 1981).

Lastly, demographic variables were included at the end of the questionnaire for direct purposes of the study. Information about gender, age, ethnicity, and employment status were collected to gain relevant data for hypothesis testing.

Procedure

Participant responses were collected using Survey Monkey, a survey tool accessed online. After the questionnaire design was established, a link was provided to send out to Facebook users. Given the sample goal of 100 participants, 500 to 800 Facebook users residing within the United States were sent the link. The link appeared as a message in their inbox, or by using the Wall feature on the researcher’s own profile.

Prior to beginning the survey portion, participants will be presented with an informed consent form. The completion of the questionnaire will be evidence of consent. The only way to refuse consent or withdraw is to not send the results of the questionnaire. The consent form also outlined the purpose of the study, voluntary participation, and contact information (should the participants have questions regarding the study, and potential risks). Provided that confidentiality is a main issue concerning questionnaires and surveys, participants will be advised that their information would be kept secure and anonymous.

Once preliminary consent was acknowledged, all participants were given access to a Facebook questionnaire. The designated questionnaire was sent out during June 2012, with an end date of October 2012. Upon completion of the survey, participants’ scores were automatically sent to my Survey Monkey account. Should the participants request further information about the study, they can provide an email address to be sent the finalized results.

Results

The mean Facebook use score, was 35.35 (SD= 11.05) and the mean interpersonal orientation score using the Liking People Scale was 42.94 (SD=8.89) (See Table 2). The most vital correlation for the study, took into account the independent variable of Facebook use and its relationship to interpersonal competencies, the dependent variable. The correlations between these two variables was $r = + .526$, $n = 124$, $p < .05$, one tail (See Table 1). The coefficient of determination, $r^2 = .25 = 25\%$, thus the variability in the interpersonal skills scores can be predicted with 25% accuracy from the relationship with Facebook use. The correlation shows to only have a moderate relationship, therefore, a strong and significant relationship cannot be inferred from Facebook use scores and interpersonal skills scores alone.

To statistically test the corresponding hypotheses, a Pearson correlation was used to assess relationship direction and strength when controlling for age and gender. It was found that age negatively correlated with Facebook use, $r = -.61$, $p < .05$, one-tail, but no relationship was found across age and interpersonal skills score. The six age groups were: 17 and younger, 18-24, 25-34, 35-44, 45-54, and 55-64. The questionnaire initially included the age group, 65 and over, since there were no participants to account for the 65 and older age group, it was eliminated from the statistical analysis of the study. The youngest and oldest age groups were found to have a significant relationship with Facebook use and interpersonal orientation. There was a significant correlation among 17 and younger Facebook use and interpersonal scores, $r = -.69$, $p < .05$, one-tail, $r^2 = .36$. Correlational results for the responses totaled in age groups 45- 54 and 55-64, showed to have a $r = -.67$, $p < .05$ and $r = -.60$, $p < .05$, accordingly. Regardless of the high scores in Facebook use, there was only a weak relationship to interpersonal scores for the age groups of: 18-24, $r = .56$, $p < .05$; 25-34 $r = .49$, $p < .05$; or 45-54 year olds, $r = .46$, $p < .05$ (See Table 3).

Next, correlational statistics were performed to test the relationship between Facebook use and interpersonal orientation, when controlling for gender. There was a weak, negative correlation between both variables. It was hypothesized that Facebook use would be positively correlated to females’ interpersonal skills, but negatively correlated to males interpersonal skills. When controlling for the factor of gender, females ($r = .47$, $p < .05$) had a lower correlation than males ($r = .54$, $p < .05$). Strong relational inferences cannot be drawn from these correlations, but it can be said that males’ Facebook use had a stronger relationship to interpersonal skills, than did females.

Age	Gender	FB SUM	IN SUM
FB SUM	-0.61096	-0.23499	
IN SUM	-0.19715	-0.19152	0.526732

Table 1

Table2			
Facebook mean	35.34677419	Interpersonal Mean	42.9435484
Facebook Standard Deviation	11.0461297	Interpersonal Standard Deviation	8.88892836

Table 3

Discussion

While the results indicate that the association between Facebook use and interpersonal orientation is non-significant, when comparing across age groups, significance is found in the youngest age group and the oldest age group. The goal of the study was to investigate whether an association existed between an individual's involvement on Facebook, and their tendency to exhibit interpersonal skills necessary for social interactions. The majority of participants claimed to have owned a Facebook account for three to four years. It was assumed that the online social networks, may have an effect on an individual's interpersonal competencies. Only a moderate relationship was found when comparing the overall scores for both variables ($r = .53$); however, control and subgroups within the study were able to prove some significance.

Without taking into account interpersonal tendencies, the results of this study suggest that age positively relates to Facebook use. Individuals who are likely to use Facebook the most, tend to fall within a certain age category. Participants who scored the highest on the Facebook section of the questionnaire were in the first three age groups (17-34 years of age). When asked if they go on Facebook daily, the majority of these participants responded that they always do. In fact, many of these participants would check their Facebook as soon as they woke up. These findings align with previous statistics regarding the composition of the Facebook network and the large amount of users being between the ages 18-33 ("Obsession with Facebook", 2011). Contrary to what was initially hypothesized, there was only a weak, negative correlation between age and interpersonal skills alone. Young participants (25-33 years old) received high and low scores on the interpersonal orientation, along with 35 to 44 year old participants. Consequently, it cannot be inferred that a relationship exists between the age of an individual and the amount of interpersonal skills they possess.

As predicted, Facebook use did share relational ties to interpersonal orientation when controlling for age. There were three age ranges which proved to show strong correlations: 17 and younger, 45-54, and 55-64. Among the participants in the 17 and younger group, high scores on Facebook use correlated with high scores on the interpersonal orientation scale (high interpersonal scores relating to lower interpersonal inclination). This demonstrates that younger Facebook users may not have had the necessary time to establish or be exposed to situations that utilize their potential interpersonal competencies. Two items on the interpersonal scale helped to clarify younger participants thoughts' on interpersonal situations. One item stated, "Sometimes when people are talking to me, I find myself wishing they would leave". The other item stated, "Except for my close friends, I don't like people". For both of these questions, the majority of participants in the 17 and younger age group responded "agree" or "strongly agree".

Surprisingly though, participants on the other end of the spectrum, between the ages of 45-64, displayed similar results. It was predicted that interpersonal tendencies would increase as an individual aged; however, these older participants did not have higher interpersonal scores. In fact, they answered "disagree" or "strongly disagree" to statements such as, "No matter what I'm doing, I would rather do it in the company of others", and "It is important for me to get along with other people". This disregard for interpersonal interaction among older adults may be a result of impression formation and how it factors in relates to interpersonal tendencies. Older adults may not feel the pressure to conform to social norms when in social settings.

Men and women differ in respect to social networking use (Clipson and Wilson, 2012). For the purposes of this study, gender was controlled in order to see consistencies between Facebook and interpersonal components. It was hypothesized that Facebook use would be positively correlated to females' interpersonal skills, but negatively correlated to males' interpersonal skills. Findings did not show a significant relationship among female or male participants. The male correlation, contrary to what was predicted, were actually slightly higher than the female correlation (.54 vs. .47), but again, these results do not provide statistical power to state significance of any kind. On a more interesting note, when questionnaire items were dissected more fully, it was found that 31.1 % of participants (the majority), varying in age, responded that they rarely request someone as a "Friend" whom they have recently met in person. Almost half said they rarely start a "Chat" with a Facebook friend. As previous research examined, a

reduction in online communication behaviors, may occur because online “chatting” and instant messaging can still be challenging for socially-anxious communicators (Chan, 2011).

Conclusion

Overall, the links between Facebook use and interpersonal skills are concerning for young adults who have not had the opportunity to gain social skills in a real-world setting. While data for older adults also displayed a lack of interpersonal tendencies, it does not pose as serious of a threat to workplace competencies as it does for young adults. According to the information gathered and inferred from this study, the individuals comprising the younger generations are the ones utilizing social network the most, the youngest of which showing low scores for interpersonal orientation. To show deficiencies in a workplace skill which many organizations require and consider necessary (North & Worth, 1996), could hinder future opportunities for employment success.

Limitations

The present study was able to examine a dominant social network and its relation to interpersonal skills, however implications that future research may want to address are is the measure of Facebook use. The questionnaire used in the current study was self-developed and has not been tested for validity or reliability; therefore, the results and inferences drawn from the data cannot be generalized to the population. Should replication of this research topic be desired, a larger, more representative sample is suggested. Further, examination of other cultures and countries could provide insight into interpersonal competencies and potentials outside the United States. Given that this study found older adults to have lower interpersonal scores, one may want to replicate, or investigate the reasons behind the results.

Appendix A

Consent Form

You have been invited to participate in a research study being conducted at Carlos Albizu University. The study involves understanding the relationship between Facebook usage and interpersonal skills relevant to the workplace. Arleena Mims will be conducting the study under the advisement and supervision of the Program Coordinator, Dr. DiDona.

By choosing to volunteer, you will be provided with a link to SurveyMonkey. Once the questionnaire is completed, you can click the "send survey" button and the survey will be finished.

There are no perceived or anticipated risks associated with participation in the study. Participation is voluntary and information will remain anonymous. If, at any time, you do not want to continue with the study and wish to withdraw, you may do so. If you choose to withdraw, simply exit out of the questionnaire.

Any questions or concerns pertaining to the research study are welcome. Provided below is the number of the major researcher, Arleena Mims. Additional contact information for the Research Supervisor, Dr. DiDona, will be presented upon request.

Arleena Mims

Email: amims39@gmail.com

Participant Agreement: By completing and submitting your survey, you are agreeing that you fully understand participant involvement and acknowledge that your data will be used for the purposes of this research study.

Appendix B

Questionnaire

Below you will find 22 questions involving Facebook usage. Mark the answer which best describes your own personal experiences. Any question marked with an asterisk (*) requires an answer before you can proceed to the next question.

Scale: 1=Never 2= Rarely 3= Sometimes 4= Most of the time 5= Always

??

Facebook

1. I go on Facebook daily.
2. One of the first things I do when I wake up is check my Facebook.
3. I add/upload photos to Facebook.
4. I neglect my work because I am on Facebook.
5. I spend more than an hour a day on Facebook.
6. I respond quickly when I receive a Facebook Message, Wall Post, or Chat Request.
7. I feel out of touch when I haven't logged on to Facebook in a while.
8. I request someone as a “Friend” whom I have recently met in person.

9. I would consider myself knowledgeable of Facebook features and uses.
10. When I sign on to Facebook, I view my own profile before I look at my Newsfeed.
11. I use Facebook, primarily, to communicate with my friends.
12. I comment on my Facebook Friends' profiles.
13. I update my status daily.
14. I update my own profile information.
15. I respond to my Facebook Friends' posts/comments/photos when it appears on my Newsfeed.
16. I often use Facebook for no particular reason.
17. I will start a "Chat" with a Facebook Friend.
18. I update my status several times a day.
19. If Facebook were shut down, I would be sad.
20. How many Facebook Friends do you currently have?
 - a. 0-100s
 - b. 200s
 - c. 300s
 - d. 400s
 - e. 500s
 - f. 600s and more
21. How long have you had your Facebook profile?
 - a. Less than a year
 - b. 1-2 years
 - c. 3-4 years
 - d. 5-6 years
 - e. 7-8 years

Interpersonal Orientation

This next section of the survey contains 15 questions. Any question marked with an asterisk requires an answer before you can proceed to the next question. Again, thank you for taking the time to complete this survey!

Scale: 1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Disagree

22. Sometimes when people are talking to me, I find myself wishing that they would leave.
23. My need for people is quite low.
24. One of the things wrong with people today is that they are too dependent on other people.
25. My happiest experiences involve other people.
26. People are not important to my personal happiness.
27. Personal character is developed in the stream of life.
28. I could be happy living away from people.
29. It is important to me to be able to get along with other people.
30. No matter what I am doing, I would rather do it in the company of other people.
31. There is no question about it—I like people.
32. Personal character is developed in solitude.
33. In general, I don't like people.
34. A person only has a limited amount of time and people tend to cut into it.
35. People are the most important thing in my life.

Demographics

You're almost finished! This last section of the survey asks questions regarding your demographics (i.e. gender, age, race...etc). Any question with an asterisk (*) requires an answer before you are allowed to view the next question. After you have completed this section, hit the "Send Survey" button. Again, thank you for taking the time to complete this survey!

36. What is your gender?
 - a. Female
 - b. Male
37. Which category below includes your age?
 - a. 17 or younger
 - b. 18-24

- c. 25-34
- d. 35-44
- e. 45-54
- f. 55-64
- g. 65+
- 38. What is your race?
 - a. White
 - b. Black or African-American
 - c. American Indian or Alaskan Native
 - d. Asian
 - e. Native Hawaiian or other Pacific Islander
 - f. From multiple races
 - g. Other
- 39. Marital Status
 - a. Single (never married)
 - b. In a relationship
 - c. Married
 - d. Separated
 - e. Widowed
 - f. Divorced
- 40. What is the highest level of education you have completed?
 - a. Completed some high school/grammar school
 - b. High school graduate (diploma or equivalent-GED)
 - c. Completed some college (1 year)
 - d. Associate degree (for example: AA, AS)
 - e. Bachelor's Degree/ 4-year degree (for example: BS, BA, AB)
 - f. Master's Degree/Upper Level of Education
 - g. PH.D, Law, or Medical degree
- 41. Which of the following best describes your employment status?
 - a. Employed, full-time
 - b. Employed, part-time
 - c. Not employed, looking for work
 - d. Not employed, NOT looking for work
 - e. Retired
 - f. Disable, not able to work
 - g. N/A
- 42. What would best describe the type of employer you work for?
 - a. Employee of a for-profit company or business or of an individual, for wages, salary, or commissions
 - b. Employee of a not-for-profit, tax-exempt, or charitable organization
 - c. Local, state, or Federal government employee
 - d. Self-employed in own not-incorporated business, professional practice, or farm
 - e. Self-employed in own incorporated business, professional practice, or farm
 - f. N/A
- 43. If you do not reside in the United States, please type your current location in the box below.

References

- Baskin, S. (2012, January 08). Fighting the flood of facebook. Retrieved from <http://www.psychologytoday.com/blog/smores-and-more/201201/fighting-the-flood-facebook>
- Bodnar, K. (2010, June 24). The ultimate list: 100 Facebook statistics. Retrieved from <http://blog.hubspot.com/blog/tabid/6307/bid/6128/The-Ultimate-List-100-Facebook-Statistics-Infographics.aspx>
- Carpenter, C. J. (2012). Narcissism on facebook: Self-promotional and anti-social behavior. *Personality & Individual Differences*, 52(4), 482-486. doi: 10.1016/j.paid.2011.11.011
- Chan, M. (2011). Shyness, sociability, and the role of media synchronicity in the use of computer-mediated communication for interpersonal communication. *Asian Journal of Social Psychology*, 14(1), 84-90. doi: 10.1111/j.1467-839X.2010.01335.x
- Chase. (2011, June 5). Facebook's effect on interpersonal relationships. Retrieved from *Communication Studies*: <http://www.communicationstudies.com/facebooks-effect-on-interpersonal-relationships-infographic>
- Clipson, T. W., Wilson, S. A., & DuFrene, D. D. (2012). The social networking arena: Battle of the sexes. *Business Communication Quarterly*, 75(1), 64-67. doi: 10.1177/1080569911423961
- Conrad, D., & Newberry, R. (2011). 24 business communication skills: Attitudes of human resource managers versus business educators. *American Communication Journal*, 13(1), 4-23.
- Cullen, S. (2011, March 14). What are the interpersonal skills you need at work?. Retrieved from <http://www.quantumlearn.com/blog/bid/50925/What-are-The-Interpersonal-Skills-You-Need-at-Work>
- Degrees of separation. (2012). *Communications of the ACM*, 55(7), 13-15. doi: 10.1145/2209249.2209255
- Doo, M. Y. (2006). A problem in online interpersonal skills training: Do learners practice skills? *Open Learning*, 21(3), 263-272. doi: 10.1080/02680510600953252
- Elphinston, R. A. N., Patricia. (2011). Time to face it! facebook intrusion and the implications for romantic jealousy and relationship satisfaction. *CyberPsychology, Behavior & Social Networking*, 14(11), 631-635. doi: 10.1089/cyber.2010.0318
- Facebook statistics 2012. (2012, September). Retrieved from <http://uberly.com/facebook-statistics-2012/>
- Filsinger, E. E. (1981). A measure of interpersonal orientation: The linking people scale. *Journal of Personality Assessment*, 45(3), 295.
- Fischer, J., & Corcoran, K. (2007). *Measures for clinical practice and research*. (2 ed., Vol. 2, pp. 325- 326). New York: The Free Press. Retrieved from http://books.google.com/books?id=hwu2wqiipuw&pg=pa325&lpg=pa325&dq=likingpeoplescale&source=bl&ots=t24tzhnu&sig=paex4hrp9vzxnlpdms6_qb_0zv0&hl=en&sa=x&ei=sbgrukcjo4ha8wtmjig4bw&ved=0cckq6aewa
- Fleming, C. (2011, June 5). Facebook's effect on interpersonal relationships. Retrieved from <http://www.communicationstudies.com/facebooks-effect-on-interpersonal-relationships-infographic>
- Gonzales, A. L., & Hancock, J. T. (2011). Mirror, mirror on my facebook wall: Effects of exposure to facebook on self-esteem. *CyberPsychology, Behavior & Social Networking*, 14(1), 79-83. doi: 10.1089/cyber.2009.0411
- Gosling, S. D., Augustine, A. A., Vazire, S., Holtzman, N., & Gaddis, S. (2011). Manifestations of personality in online social networks: Self-reported facebook-related behaviors and observable profile information. *CyberPsychology, Behavior & Social Networking*, 14(9), 483-488. doi: 10.1089/cyber.2010.0087
- Hartman, J. L., & McCambridge, J. (2011). Optimizing millennials' communication styles. *Business Communication Quarterly*, 74(1), 22-44. doi: 10.1177/1080569910395564
- Joon, S. H., Se, K. C., Kyu, T. K., & Bong, G. L. (2012). The study on the flow experience of mobile facebook use effects on the post-hoc interpersonal relationships. *International Journal of Multimedia & Ubiquitous Engineering*, 7(3), 105-122.
- Kalpidou, M., Costin, D., & Morris, J. (2011). The relationship between facebook and the well-being of undergraduate college students. *CyberPsychology, Behavior & Social Networking*, 14(4), 183-189. doi: 10.1089/cyber.2010.0061
- Kay, P. (2011). Why are interpersonal skills and communication skills important in the business environment?. Retrieved from <http://ezinearticles.com/?Why-Are-Interpersonal-Skills-and-Communication-Skills-Important-in-the-Business-Environment?&id=4812506>

- Kim, J., & Jong-Eun, R. L. (2011). The facebook paths to happiness: Effects of the number of facebook friends and self-presentation on subjective well-being. *CyberPsychology, Behavior & Social Networking*, 14(6), 359-364. doi: 10.1089/cyber.2010.0374
- Krishnaveni, R., & Thamaraiselvi, R. (2008). Interpersonal skills of professional women: A psychological approach. *ICFAI Journal of Soft Skills*, 2(1), 29-38.
- Manago, A. M., Taylor, T., & Greenfield, P. M. (2012). Me and my 400 friends: The anatomy of college students' facebook networks, their communication patterns, and well-being. *Developmental Psychology*, 48(2), 369-380. doi: 10.1037/a0026338
- Mills, G. E., & Pace, R. W. (1989). What effects do practice and video feedback have on the development of interpersonal communication skills? *Journal of Business Communication*, 26(2), 159-176.
- Ming-tien tsai, cheng-chung chen, & chao-wei chin. (2010). Knowledge workers' interpersonal skills and innovation performance: An empirical study of taiwanese high-tech industrial workers. *Social Behavior & Personality: An International Journal*, 38(1), 115-126.
- North, A. B., & Worth, W. E. (1996). Trends in advertised entry-level technology, interpersonal, and basic communication job skills, 1992-1994. *Journal of Employment Counseling*, 33(3), 98-105.
- Orr, E. S., Sisc, M., Ross, C., Simmering, M. G., Arseneault, J. M., & Orr, R. R. (2009). The influence of shyness on the use of facebook in an undergraduate sample. *CyberPsychology & Behavior*, 12(3), 337-340. doi: 10.1089/cpb.2008.0214
- Pea, R., Nass, C., Meheula, L., Rance, M., Kumar, A., Bamford, H., . . . Zhou, M. (2012). Media use, face-to-face communication, media multitasking, and social well-being among 8- to 12-year-old girls. *Developmental Psychology*, 48(2), 327-336. doi: 10.1037/a0027030
- Pollet, T. V., Roberts, S. G. B., & Dunbar, R. I. M. (2011). Extraverts have larger social network layers: But do not feel emotionally closer to individuals at any layer. *Journal of Individual Differences*, 32(3), 161-169. doi: 10.1027/1614-0001/a000048
- Pollet, T. V., Roberts, S. G. B., & Dunbar, R. I. M. (2011). Use of social network sites and instant messaging does not lead to increased offline social network size, or to emotionally closer relationships with offline network members. *CyberPsychology, Behavior & Social Networking*, 14(4), 253-258. doi: 10.1089/cyber.2010.0161
- Rizzo, M. (2009, July 14). The negative effects of facebook. Retrieved from <http://www.helium.com/items/1517401-the-negative-effects-of-facebook>
- Ryan, T., & Xenos, S. (2011). Who uses facebook? an investigation into the relationship between the big five, shyness, narcissism, loneliness, and facebook usage. *Computers in Human Behavior*, 27(5), 1658-1664. doi: 10.1016/j.chb.2011.02.004
- Social networking statistics 2010. (2010, June). Retrieved from <http://www.graphicsms.com/blog/877-social-networking-statistics-2010/>
- Strickler, K. (2005, October 17). Facebook could harm interpersonal skills, communication. Retrieved from http://www.iowastatedaily.com/news/article_2da6946a-bcfb-5fd5-905427e3db707416.html
- Sen, S. (2008). Interpersonal skills through emotional intelligence: A psychological perspective. *ICFAI Journal of Soft Skills*, 2(4), 25-30.
- Sheldon, P. (2008). The relationship between unwillingness-to-communicate and students' facebook use. *Journal of Media Psychology: Theories, Methods, and Applications*, 20(2), 67-75. doi: 10.1027/1864-1105.20.2.67
- Smart, K. L., & Featheringham, R. (2006). Developing effective interpersonal communication and discussion skills. *Business Communication Quarterly*, 69(3), 276-283.
- Yong Gu, J., Hwangbo, H., Ji, S. Y., Rau, P. L. P., Fang, X., & Ling, C. (2010). The influence of cultural differences on the use of social network services and the formation of social capital. *International Journal of Human-Computer Interaction*, 26(11), 1100-1121. doi: 10.1080/10447318.2010.516727
- Zwier, S., Araujo, T., Boukes, M., & Willemsen, L. (2011). Boundaries to the articulation of possible selves through social networking sites: The case of facebook profilers' social connectedness. *CyberPsychology, Behavior & Social Networking*, 14(10), 571-576. doi: 10.1089/cyber.2010.0612