The Uses and Gratifications of Facebook Among Swedish University Students

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Abstract

The present study explored Swedish students' motives for using Facebook and how those motives were influenced by various factors. By employing a uses and gratifications (U&G) approach, students' motives, use intensity and network size were examined and assessed through quantitative measures. Data collected from university students (N = 139) via a web-based survey revealed that students' primary motives for using Facebook are relationship maintenance, passing time, entertainment and social information which suggests that Facebook is about social interactions, having fun and knowing about the activities and events taking place among one's peers. Additionally, the results showed no major differences between males and females in their motives. Data analysis of students' use intensity showed that high-intensity users were generally more motivated to use Facebook regardless of motive, than low-intensity users. Furthermore, regression analysis revealed no significant correlations between motives for using Facebook and network size. Findings are discussed within the framework of uses and gratifications and in relation to prior U&G research of Facebook and social media.

Keywords: Uses and gratifications, U&G, motives, Facebook

Forewords

First, I would like to thank my supervisor for her exceptional guidance and support during the process of this paper.

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1. Introduction

1.1. Background

In the last decade, the use and popularity of social networking sites (SNSs) have increased drastically (Statista 2017). Numerous SNSs have emerged since the dawn of social media, acting as daily and effective means of communication, allowing us to interact and communicate with one another in meaningful and satisfying ways. Facebook for example, which is the most popular and most widely adopted SNS today, had 2.32 billion monthly active users worldwide as of the last quarter of 2018, compared to 600 million in 2010 (Statista 2018). This impressive growth and spread of SNSs has drawn the attention of researchers who aim to understand why we use them.

Prior research has established the importance of understanding users' motives for using SNSs as it can have insightful implications for organizations and their strategic decisions (Jin et al. 2017). It has also been argued that identifying influential factors behind users' intentions to use SNSs is a critical issue as it can help SNS developers to create more effective marketing strategies (Chiang 2013). Furthermore, it has been suggested that various SNSs are competing with one another to gratify users in particular and similar ways (e.g. entertainment) (Dindar & Yaman 2018) and that it is essential for smaller SNSs to recognize this and differentiate their services into providing different gratifications (Kim & Cha 2017).

One of the more prominent and successful theoretical frameworks used to answer the question as to why users consume SNSs, has been the Uses and Gratifications (U&G) theory. Originally applied and utilized in the context of traditional media such as newspapers, radio and television (Katz et al. 1973), the U&G theory has been widely employed within social media in attempts to explain why users join SNSs and why they continue to consume various SNSs (e.g. Papacharissi & Mendelson 2010; Quan-Haase & Young 2010; Sheldon & Bryant 2016).

In addition to examining motives for using SNSs, many U&G studies attempt to explain how those motives are affected by both internal and external factors. Some studies suggest that motives to use SNSs are affected by factors such as being male or female (Yang & Brown 2012; Pornsakulvanich & Dumrongsiri 2013; Malik et al. 2015; Khan 2017; Huang & Su 2018). A

handful of studies have also examined the role of use intensity as a potential influencing factor (Alhabash et al. 2014; Alhabash & Ma 2017). Other studies have aimed to determine whether or not motives are affected by network size, e.g. number of friends on a platform (Kim et al. 2011; Spiliotopoulos & Oakley 2013).

Over the years, a considerable amount of U&G research has focused on Facebook as a particular platform, and seeing as it is the most popular SNS today and the third most visited website in the world (Alexa 2019), one can argue that it is entirely warranted. Prior studies examining the uses and gratifications of Facebook have commonly focused on university students in countries such as The United States, China, Japan, Korea, Taiwan and Ecuador. In fact, university students have been the subject of numerous U&G studies and have seemingly been regarded as a suitable and representative population. Furthermore, it has been emphasized that motives behind SNS usage may vary between cultures, (Sheldon et al. 2017; Ozanne et al. 2017; Karimi et al. 2014) which suggests that research into other previously unexplored countries and cultures might be worthwhile.

1.2. Problem

Up until now, little to no research has investigated the motives for using Facebook among university students in Sweden. As indicated by prior research, which suggests that motives to use Facebook may vary between cultures; this appears as a gap in the field. Given the impressively wide adoption of Facebook in Sweden, where an estimated 52 percent of the population (5.19 million) were Facebook users in 2015 (Statista 2016), this gap becomes seemingly important to study and understand.

In addition to this, only a few studies have taken network size (e.g. number of Facebook friends) into consideration when examining motives behind Facebook usage, and the results have been rather inconsistent (e.g. Kim et al. 2011, Alhabash & Ma 2017). In a similar fashion, gender differences and use intensity have also been overlooked by many prior studies as a potential factor of influence.

1.3. Purpose

This study attempts to fill the gap and thus extending the existing research in the context of Facebook. The purpose of the present study is to examine the motives for using Facebook among university students in Sweden in order to determine the most salient motives as well as how those motives are influenced by various factors.

1.4. Research questions

To address this gap in the literature, four research questions are proposed.

The first research question (RQ1) acts as the primary objective of this study, and attempts to reveal the most prevalent motives behind students' Facebook usage. The second research question (RQ2) derives from the primary research question and aims to determine what the differences are, if any, between genders in their motives. Similarly, the third research question (RQ3) aims to investigate differences between low-intensity and high-intensity users. The purpose of the fourth research question (RQ4) is to determine the relationship between network size and motives for using Facebook. The research questions are stated as follows:

RQ1: What are the most salient motives for using Facebook among students attending Swedish universities?

RQ2: What are the differences between males and females in their motives for using Facebook?

RQ3: What are the differences between low-intensity and high-intensity users in their motives for using Facebook?

RQ4: What is the relationship between network size and motives for using Facebook?

2. Theoretical framework

2.1. The Uses and Gratifications theory

When researchers investigate the motivations related to different forms of media, they commonly do so by employing a uses and gratifications approach, also known as the Uses and Gratifications (U&G) theory. Originally used in research related to more traditional forms of media, such as

newspapers, books, radio and television, the theory states that users actively seek out and consume media in order to satisfy their needs and to achieve their goals and that they are assumingly goal directed in their consumption. The theory emphasizes that in order to understand the popularity of mass media, underlying factors behind its use must be identified (Katz et al. 1973). In short, the theory is used to describe why consumers utilize a certain medium and what purposes the medium serves for them (Karimi et al. 2014). For example, earlier research on the motivations for television viewing revealed two types of consumers: those who use television out of habit, to pass the time and for entertainment and those who use it in order to seek information and learn (Rubin 1983).

2.2. Uses and Gratifications of Social Networking Sites

More recently, the U&G theory has been employed in the context of more modern forms of mass media, such as the Internet (Kaye & Johnson 2002) and social networking sites (SNSs). In the words of Boyd and Ellison (2007), social networking sites may be defined as:

> "*[…] web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site*."

The theory has proved to be relevant and applicable in the field of SNSs as it can be used to explain why SNS users actively consume social media (Whiting & Williams 2013) and based on its roots in the communications literature, it provides an excellent framework for studying social media usage (Malik et al. 2015). Much like the research of traditional media, where research combined has yielded a mixture of gratifications due to differences in levels of study, materials and cultures (Katz et al. 1973), research in the social media domain presents a similar construct. It has been argued that different SNSs have different motives that influence their use and that individuals' motives for using SNSs varies as a result of their unique features and contents (Kim & Cha 2017).

Previous studies adopting the U&G framework in attempts to examine motivations associated with SNS usage appear to indeed have different levels of study. For example, a handful of

studies have examined the uses and gratifications of SNSs in general terms (e.g. Pornsakulvanich & Dumrongsiri 2013), i.e. without a specific platform in mind whereas others have focused on specific platforms such as Facebook and Instagram (e.g. Papacharissi & Mendelson 2010; Sheldon & Bryant 2016) or even combinations of platforms (e.g. Alhabash & Ma 2017). These two approaches have previously been highlighted as two common approaches in U&G research (Kim & Cha 2017). Moreover, some studies have chosen a narrower focus by investigating motives behind the use of particular SNS features and contents (e.g. Malik et al. 2015; Ozanne et al. 2017). This approach has been emphasized by Smock et al. (2011) as well as Jung and Sundar (2016) who claim that there is a relationship between specific SNS features and specific user motivations.

2.2.1. Motives

Research into the uses and gratifications of SNSs has yielded some rather consistent results, with numerous studies suggesting that the primary motives for using social media are social interaction, relationship maintenance, information seeking, convenience, passing time, entertainment and relaxation (Whiting & Williams 2013; Pornsakulvanich & Dumrongsiri 2013; Kim et al. 2011; Karimi et al. 2014). Moreover, Whiting and Williams (2013) also identified surveillance/knowledge about others to be a motive for using social media and Pornsakulvanich and Dumrongsiri (2013) found that users are motivated to use an SNS for its popularity and whether or not their friends have it. Upon comparison of the motives, it appears that the most salient motives for using SNSs, generally speaking, are social interaction, relationship maintenance and entertainment.

When applying the U&G theory on Instagram - a popular image-sharing SNS with one billion active users in 2019 (Statista 2019a) - Sheldon and Bryant (2016) identified a few distinct motives among college students. One motive they found - surveillance/knowledge about others - was also found by Whiting and Williams (2013), which seems to suggest that users consume social media, Instagram and perhaps other SNSs in order to find out what their peers are up to. Sheldon and Bryant (2016) further revealed that Instagram gratifies users in the form of documentation, coolness/popularity and creativity. Coincidently, the coolness/popularity motive was also identified to be a motive to use Facebook in earlier studies (Papacharissi & Mendelson

2010; Quan-Haase & Young 2010). The motivation to use Instagram for creativity was supported in a later study of Instagram use (Huang and Su 2018), further indicating that creativity is a frequent motive to use the platform. Furthermore, social interaction has been found to be a primary motive of Instagram usage among others such as self-promotion, diversion and convenience (Alhabash & Ma 2017; Sheldon et al. 2017). In a study of users' gratifications obtained from using Pinterest (Mull & Lee 2014) - another image-sharing SNS - creative projects was revealed to be a motivation to use the platform, similar to creativity on Instagram. When comparing these image-sharing SNSs to other SNSs, creativity appears to be a rather unique motive associated with Instagram as well as Pinterest, which might explain their place in the social media domain.

Another popular SNS that has been a target for U&G research is Twitter, with its 326 million active users as of 2019 (Statista 2019a). Twitter acts as a microblogging service, combining social networking with blogging mechanics. The most salient motives of Twitter, identified by several studies, are self-expression, social interaction, entertainment, information sharing and passing time (Alhabash & Ma 2017; Kim & Cha 2017; Dindar & Yaman 2018). In one study based on observations and data mining, a unique motive emerged, namely *campaign*, suggesting that users consume Twitter for the sole purpose of expressing political or social opinions (Dindar & Yaman 2018).

2.2.2. Gender differences

Some studies suggest that motives for using SNSs may differ between male and female users. For example, Pornsakulvanich and Dumrongsiri (2013) found that females were more inclined to use SNSs to create new friendships than males. Yang and Brown (2012) found that females appeared to have stronger motivations than males to use Facebook in order to maintain existing relationships. In a study of Instagram users, Huang and Su (2018) revealed that females used the platform to escape awkward situations more often than males whereas males used the platform to show off and promote themselves more often than females. Malik et al. (2015), who examined gratifications obtained by sharing photos on Facebook, found that males were more likely to share photos because of habit and disclosure than females.

2.2.3. Use intensity

Use intensity as an influencing factor of the motivation to use an SNS, was examined by Alhabash and Ma (2017) who investigated how motivations predicted the intensity of use. They found that entertainment was the strongest predictor of use intensity, similar to the findings from Alhabash et al. (2014). Furthermore, Alhabash and Ma (2017) found that the four different SNSs - Facebook, Twitter, Instagram and Snapchat - all had different predictors of use intensity.

2.2.4. Network size

A handful of studies have included network size (e.g. number of friends/followers) as a variable in attempts to discover if and in what ways it affects motives for using SNSs as well as the usage itself. In a study of American and Korean SNS users (Kim et al. 2011), it was revealed that the number of SNS friends had a significant relationship with motivations for seeking social support, seeking information and seeking entertainment, among American users. In contrast, only the motivation for seeking friends was related to network size in Korean users. In a U&G study of Facebook, network size was found to be correlated with users' motivation for social connection, suggesting that users with larger networks, i.e. more Facebook friends, tend to also be more interested in connecting with others (Spiliotopoulos & Oakley 2013). When examining the effect of network size on the SNS usage intensity, Alhabash and Ma (2017) discovered little to no association.

2.3. Uses and Gratifications of Facebook

Founded in 2004, Facebook is the most popular and most consumed SNS platform today (Statista 2019a) with its 2.32 billion monthly active users as of the last quarter of 2018 (Statista 2018). Research into Facebook, as a particular platform and the gratifications obtained, reveals a large and diverse amount of motives behind its usage.

In a study based on a survey and a set of interviews, Quan-Haase and Young (2010) identified a number of motives for using Facebook: pastime/entertainment, affection/friendship, fashion, sharing problems, sociability and social information. The latter is consistent with Whiting and Williams (2013) who found that knowledge about others is a motive for using SNSs. As noted by Quan-Haase and Young (2010), Facebook is about having fun and knowing about the social

activities taking place among one's peers. These results are also consistent with those of Papacharissi and Mendelson (2010) who, in a study of university students, found that passing time, entertainment, boredom relief and companionship were all motives of Facebook use. Papacharissi and Mendelson (2010) also noted that users rely on Facebook for maintaining existing relationships as well as meeting new people. In line with this, Yang and Brown (2012) found that maintaining existing relationships and pursuing new connections were two distinct motives of university students' Facebook usage and that maintaining existing relationships was more prevalent than pursuing new connections. Similar to the findings of Papacharissi and Mendelson (2010), a study of university students from Hong Kong and Japan revealed that the two primary motives in using Facebook were entertainment and connection with friends (Ng 2016). Consistent with these results, Tosun (2012) found that maintaining long-distance relationships as well as game-playing/entertainment were the primary motives for using Facebook. In fact, numerous studies suggest that boredom relief and entertainment are key motives of Facebook usage (Tosun 2012; Alhabash et al. 2014; Kim & Cha (2017) and that enjoyment is the most influential factor behind users' intention to continuously use Facebook (Lin & Lu 2011).

In an extensive study of 3172 Facebook users, Alhabash et al. (2014) found that users were motivated to use Facebook by seven distinct factors. The main motive was identified as entertainment, followed by information sharing, medium appeal, escapism, socialization, self-documentation and self-expression. Coincidently, information sharing was also found to be a motive by Kim and Cha (2017) and Alhabash and Ma (2017), which might suggest that users of Facebook are motivated by telling others about themselves and share information that may be perceived as important to others.

Other highlighted motives include initiating/terminating relationships and passive observations (Tosun 2012), Fashion (Quan-Haase & Young 2010) and coolness (Papacharissi & Mendelson (2010). Alhabash & Ma (2017) identified convenience as a motive behind Facebook use which is consistent with several studies assessing motives behind general SNS usage (Kim et al. 2011; Whiting & Williams 2013; Karimi et al. 2014).

Brought together, the various studies reveal that the primary motives for using Facebook are entertainment, passing time, maintaining relationships, friendship, social interactions and sharing

information. These findings are in accordance with those of Ryan et al. (2014) who suggest that the main motives for using Facebook are relationship maintenance, passing time, entertainment, and companionship.

2.4. Eleven motives to use Facebook

Throughout the years of research into the uses and gratifications of Facebook, a large variety of motives have been examined. The following section describes eleven common and widely adopted motives identified and used in prior studies (see Table 1). Besides being included in numerous studies, the motives presented here and the significance they represent have been found to be both valid and relevant in the field of U&G, hence their inclusion below.

Motive	**Description**
Maintaining relationships	To stay in touch with family and friends
Meeting new friends	To find new friends
Entertainment	To entertain or amuse oneself
Passing time	To pass the time or to relieve boredom
Escapism	To forget about one's problems or to avoid tasks
Trend/fashion	Because it is popular and because friends use it
Information-giving	To share information that may be useful to others
Self-expression	To tell others about oneself and one's interests
Social support	To seek social support by talking about one's problems
Social information	To know about the activities that take place among one's peers
Professional advancement	To expand one's professional network

Table 1 - Description of common motives

Defined as keeping in touch with or staying connected with friends and family, relationship maintenance has previously been identified as a primary motive to use Facebook in numerous studies (Yang & Brown 2012; Tosun 2012; Pornsakulvanich & Dumrongsiri 2013).

Meeting new friends is another motive that has been widely examined and is typically defined as finding or meeting new friends, i.e. establishing new connections (Yang & Brown 2012; Tosun 2012; Pornsakulvanich & Dumrongsiri 2013; Quan-Haase & Young 2010; Kim et al. 2011).

Entertainment, the motive to use Facebook because it's fun or entertaining or because it's enjoyable and amusing, has in prior studies been regarded as a key motive for using Facebook (Tosun 2012; Alhabash et al. 2014; Kim & Cha (2017).

Passing time, which has been defined as using Facebook in order to pass the time when bored or to 'kill time', is a motive previously investigated in several studies (Quan-Haase & Young 2010; Alhabash & Ma 2017; Kim & Cha 2017).

Some studies also found escapism to be a motive for Facebook usage (Kim & Cha 2017; Papacharissi & Mendelson 2010; Alhabash et al. 2014), indicating that some users tend to use Facebook as a means to escape worries, forget problems and/or avoid people and tasks.

In prior research, Quan-Haase and Young (2010) examined whether or not Facebook users were motivated to use Facebook in order to look stylish or fashionable. Pornsakulvanich and Dumrongsiri (2013) examined similar motives when they investigated whether or not users were motivated to use Facebook because it's popular or because their friends use it.

Sharing information or information-giving is another motive that has been identified and examined in U&G research of Facebook. It can be defined as using Facebook in order to share information that may be useful or of interest to others (Alhabash et al. 2014; Alhabash & Ma 2017; Kim & Cha 2017).

Self-expression is a motive included in several prior studies which implies that users consume Facebook in order to tell others about themselves and their interests (Alhabash et al. 2014; Alhabash & Ma 2017; Kim & Cha 2017) as well as to disclose personal information (Kim & Cha 2017).

Social support has been defined as the motive to use Facebook to talk about one's problems (Quan-Haase & Young 2010), to get peer support from others (Kim & Cha 2017) and to talk about one's problems and in doing so, get advice (Kim et al. 2011).

To use Facebook in order to find out what friends are up to, or to feel involved with other people, can be labeled as 'social information' or 'knowledge about others'. This particular motive has been identified as a motive to use Facebook in previous studies (Quan-Haase & Young 2010; Tosun 2012).

Professional advancement, the motive to use Facebook because it helps one's professional network and future, is another motive examined in a handful of studies (Papacharissi & Mendelson 2010; Kim & Cha 2017).

3. Methodology

3.1. Research design

Most previously conducted U&G studies have employed a quantitative approach in order to measure and determine salient motives for using Facebook, as well as other SNSs. According to Denscombe (2015), quantitative data and analysis allows the researcher to investigate relations and correlations between data and is suitable when dealing with numbers, variables, probabilities and statistical conclusions. Therefore, to fulfill the purpose of this study and to answer its research questions, a quantitative approach was employed as the research design in order to allow for a larger amount of data to be collected and analyzed. More specifically, a web-based and self-administered survey was chosen as the instrument for data collection as it allows for quick collection of data in large quantities.

3.2. Data collection

A web-based survey via Google Forms (see Appendix C) was conducted during a period of two weeks in spring 2019, during which participants were recruited through various forums and groups, explicitly intended for university students in Sweden. Invitations to the survey, consisting of a questionnaire, were posted via student channels on Discord, Skype, LinkedIn and Facebook in an attempt to recruit as many participants as possible.

On Discord, the invitations were sent to a group of university students from a specific class at the Mid Sweden University. Similarly, invitations were also sent to a group on Skype consisting of university students from the same class and university. As for LinkedIn, invitations were sent to a group belonging to the Mid Sweden University. Finally, invitations were sent to three different Facebook groups named "*Luleå University of Technology / Luleå tekniska universitet*", "*Dom kallar oss studenter*", and "*Informatik-studenter i Östersund*". The goal of the survey was not to target a specific university or university students with a particular major, but university students regardless. Invitations were thus administered to students from different universities via various groups and forums. For example, one of the three Facebook groups was a group for university students from all over Sweden whereas the other two were more specific in their nature. Important to note is that these groups and forums were intentionally chosen based on availability and accessibility.

In addition to this, a convenience sample was used by sending invitations to the same survey to a selection of random E-mail addresses belonging to university students in Sweden. These E-mail addresses were provided by the Mid Sweden University upon request.

In order to mitigate the issue of low response rates, which is not uncommon for online surveys, several actions were taken. First, the survey was designed to be easy to use and quick to complete, reducing time consumption and fatigue. Second, in order to boost motivation to participate, students were informed upon invitation that completing the survey will give them the possibility to be enrolled in an optional drawing for one of two gift cards. Third, reminders were sent out as needed with re-invitations to the survey. In addition to this, students were provided with useful information about the survey, e.g. how long it takes to complete it as well as the background and general purpose of the study.

3.3. Sample

According to recent statistics, more than half of Facebook users worldwide are between the ages 18-34, making university students a seemingly suitable population to study (Statista 2019b). For this reason, students attending a Swedish university were selected as this study's population.

Two control questions were used in the survey in order to exclude participants who fail to fulfill the necessary criteria to participate in the study. First, respondents were asked whether or not

they are a student at a university in Sweden. Second, they were asked whether or not they have a Facebook account. Due to this study's focus on university students' Facebook usage, these control questions were considered necessary in order to improve the validity of the sample.

A total of 143 participants completed the survey out of which 4 participants were excluded for failing control questions, reducing the sample size to 139.

Invitations were sent out to groups and forums with a total amount of 24 700 members. The response rate for the first wave of participants was 0.5 percent with 125 students participating in the survey. Given the large amount of members in certain groups and the frequent postings that occur in them, specific postings such as survey invitations are easily unseen. The low response rate may also be explained by the fact that a large amount of members may be inactive members. The second step of the recruitment process involved administering the survey through E-mail addresses. Invitations were sent to a total of 200 E-mail addresses of which 18 students participated in the survey, resulting in a response rate of 9 percent.

The majority of the sample identified as female (74.1 %) and the mean age among all participants was 24.09 years (*SD* = 4.46). The vast majority (74.8 %) of the participants were in the ages 19-25. Several U&G studies have seen a large majority of female participants in similar surveys (Kim et al. 2011; Alhabash & Ma 2017; Tosun 2012 Papacharissi & Mendelson 2010), which may indicate that females are more interested in the subject than their male counterpart. A complete overview of the sample is displayed in Table 2.

Constructs	**Items**	**Amount**
Gender	Male	35 (25.2 %)
	Female	103 (74.1 %)
	Unspecified	1 (0.7 %)
Age	19-25	104 (74.8 %)
	26-31	26 (18.7 %)
	32 or above	9 (6.5 %)

Table 2 - Profile of participants

3.4. Measures

The questionnaire comprised three parts of which the first part was used to collect demographic information about the participants, such as age and gender.

The second part involved assessing participants' Facebook usage and network size. In order to determine intensity of use, participants were asked about how much time they spent on Facebook every day on average, ranging from less than ten minutes to more than two hours. In order to assess the participants network size, they were simply asked to disclose their total amount of friends on the platform.

The third part examined participants' motives for using Facebook. The motives included in the present study were maintaining relationships, meeting new friends, entertainment, passing time, escapism, trend/fashion, information-giving, self-expression, social support, social information and professional advancement. A total of eleven items were adapted from prior studies (Smock et al. 2011; Whiting & Williams 2014; Quan-Haase & Young 2010; Papacharissi & Mendelson 2010; Kim & Cha 2017). Each item represents one of the aforementioned motives and is presented as a single statement in the following format: "I use Facebook to [*motive*]". For example, one motive representing entertainment was phrased "I use Facebook to entertain myself". The participants were asked to indicate how much they agreed with each item on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Furthermore, each statement was carefully translated to Swedish from its original wording in English. A complete list of the motives and items used in the study can be viewed in Appendix A.

3.5. Data analysis

For data analysis and presentation, Google Sheets was used for its simplicity and low cost, as it is free to use without limitations. The platform incorporates all analytical tools and calculation formulas necessary to fulfill the purpose of this study. Before the analysis began, data from excluded participants was removed. In order to facilitate analysis and presentation of motives, abbreviations were created and paired with each motive (see Table 3).

Maintaining relationships	MR
Meeting new friends	MF
Entertainment	EN
Passing time	PT
Escapism	ES
Trend/fashion	TF
Information-giving	IG
Self-expression	SE
Social support	SS
Social information	SI
Professional advancement	PA

Table 3 - Abbreviations for motives

Throughout the analyses, mean scores were used to determine the salience of motives. A higher mean score indicated a higher level of salience whereas a lower mean score indicated the opposite. Standard deviations (SD) were used to describe the variation of data concerning each specific motive.

The purpose of the first research question (RQ1) was to investigate the most salient motives among students at Swedish universities. In order to achieve this, a mean score for each motive was calculated based on how much the participants agreed with each statement representing the motives. This was presented as an average value indicating the level of salience of each motive. In this case, motives with a higher mean score are interpreted as more salient whereas motives with lower mean score are interpreted as less salient.

The second research question (RQ2) aimed to examine whether or not motives for using Facebook varied between males and females. This was done by repeating the procedure for the first research question (RQ1) for each gender as an isolated group.

For the third research question (RQ3), a similar analysis was performed where participants were categorized by the amount of time spent on Facebook. Each category was given a category index ranging from one to six (see Table 4). For example, participants who spend less than ten minutes per day on Facebook belonged to the first category whereas those who spent more than two hours per day belonged to the sixth category. See Appendix B for a complete overview of intensity groups and distribution.

Less than 10 minutes	1
10-30 minutes	2
30-60 minutes	3
60-90 minutes	4
90-120 minutes	5
More than 2 hours	6

Table 4 - Use intensity categories

The analysis followed a series of steps as follows. First, the mean score of each motive was assessed according to each of the six intensity categories. Then, based on the categories, two major groups were defined: low-intensity users comprising intensity categories one to three and high-intensity users comprising categories four to six. Thereafter, the mean score for each motive in both groups (low-intensity- and high-intensity users) were calculated based on the categories' individual mean score. Finally, the scores were compared between the groups and presented accordingly.

The purpose of the fourth and last research question (RQ4) was to assess the relationship between the motives for using Facebook and network size, i.e. the number of Facebook-friends. To accomplish this, several linear regression analyses were performed - one for each motive - in order to find potential correlations between the variables. More specifically, linear regression analyses were carried out in order to find *R-squared* values that may or may not indicate a correlation between the variables. Regression analysis is a potent analytic tool that can be used to examine the relationship between two variables and ascertain the strength of said relationship.

3.6. Ethical considerations

According to Denscombe (2016, 427-435), there are four key principles to take into consideration when conducting ethical research:

The first principle states that participants must not be harmed in their participation, both short-term and long-term, neither physically nor psychologically. This includes ensuring confidential management of identities and information as well as prohibition from including or excluding certain groups of individuals based on irrelevant or unjust reasons.

The second principle states that participants must not be forced into participating and that participation is entirely voluntary. As such, they must be sufficiently informed about the research so that they can make a reasonable decision on whether or not they want to participate.

The third principle states that the researcher is expected to avoid false pretenses and misrepresentations. In practice, this means that the researcher is honest and objective in his or her approach and that he or she avoids plagiarism as much as possible. The principle also states the importance of being transparent toward the participants by informing them about the nature of the research, its purpose as well as its benefit.

The fourth principle states that the research must follow national law and that researchers are not above it. For example, there may be laws that regulate how data can be stored, used and distributed.

In regards to the principles described by Denscombe, several ethical considerations were made in this study. Participation in the survey was entirely voluntary and anonymous, with the exception of those participants who wanted to be enrolled in the optional drawing, in which case an E-mail address was required. All data collected was handled with strict confidentiality and was used for the sole purpose of the present study. The students were informed of the points mentioned above when invited to take the survey. In order to ensure the confidentiality of the participants, data was stored on a secure Google-Account with limited access. All data collected in the survey was destroyed upon completion of the study.

The survey was designed in a way to not contain any sensitive or intrusive questions that would harm participants in any way or drive certain groups away from participating, thus reducing the risk of contaminating the sample. For example, participants could choose to not disclose their gender by selecting the ‘Unspecified’ option.

In addition, participants were recruited from a number of different channels specifically for university students, further reducing the risk of contamination and bias. No participants were excluded in the study except those who did not belong to the target population.

4. Result

The results of this study are presented in the order in which the research questions were proposed and described.

4.1. Motives for using Facebook

A simple data analysis was performed to examine the most as well as the least salient motives among the participants (see Fig. 1).

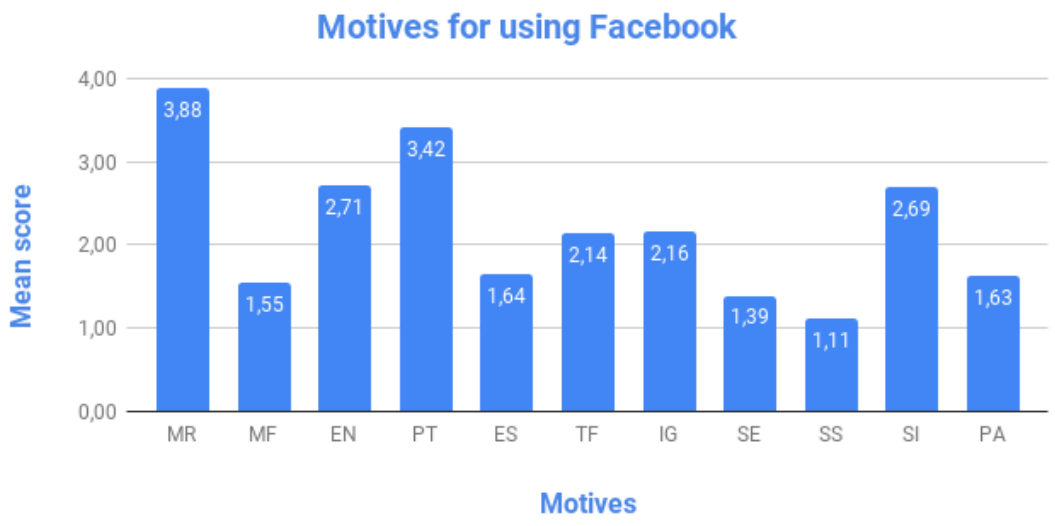

Fig. 1 - Mean score among students' motives to use Facebook

The analysis revealed that the most salient motives for using Facebook were, in order of importance, maintaining relationships (M = 3.88, SD = 1.24), passing time (M = 3.42, SD = 1.35), entertainment (M = 2.71, SD = 1.18) and social information (M = 2.69, SD = 1.27). Less salient motives include information giving (M = 2.16, SD = 1.29) and trend/fashion (M = 2.14, SD = 1.21) followed by escapism (M = 1.64, SD = 1.13), professional advancement (M = 1.63, SD = 1.07), meeting new friends (M = 1.55, SD = 0.83), self-expression (M = 1.39, SD = 0.84) and social support (M = 1.11, SD = 0.39).

At a closer look, the results concerning the two least salient motives, self-expression and social support, were rather consistent with 78.4 percent of participants strongly disagreeing when asked if they used Facebook to tell others about themselves and 92 percent strongly disagreeing when

asked if they used Facebook to talk about their problems and seek social support. Similarly, when asked if they used the platform to find new friends, 62.5 percent of the participants strongly disagreed and no participants at all strongly agreed with the statement.

In contrast, the most salient motive, maintaining relationships, had 43.1 percent of the participants strongly agreeing and 23.7 percent partly agreeing when asked if they used Facebook to keep in touch with family and friends. Only five percent of the participants disclosed that they did not use Facebook for this particular reason.

A complete overview of the motives is displayed in Table 5.

Motives	**Mean**	**SD**
Maintaining relationships (MR)	3.88	1.24
Passing time (PT)	3.42	1.35
Entertainment (EN)	2.71	1.18
Social information (SI)	2.69	1.27
Information giving (IG)	2.16	1.29
Trend/fashion (TF)	2.14	1.21
Escapism (ES)	1.64	1.13
Professional advancement (PA)	1.63	1.07
Meeting new friends (MF)	1.55	0.83
Self-expression (SE)	1.39	0.84
Social support (SS)	1.11	0.39

Table 5 - Mean and standard deviation of motives in order of importance

4.2. Differences among males and females

Upon comparison of males (M. age = 23.88) and females (M. age = 24.25), similar Facebook usage patterns and network sizes were discovered. 28.57 percent of males were considered high intensity users compared to 23.30 percent of females and less than five percent in both males and females disclosed that they spend more than two hours per day on Facebook. 34.29 percent of males spend less than ten minutes on Facebook each day compared to 9.71 percent among females. Moreover, 14.29 percent of males spend 90 to 120 minutes per day compared to merely 2.91 percent among females. The vast majority of females disclosed that they spend 10 to 90 minutes per day, thus belonging to categories 2-4, whereas males were more evenly spread out across the categories. Similar network sizes were also found where females had an average of 378 Facebook-friends and males had an average of 366.

Two isolated analyses revealed the motives for using Facebook among both females and males (see Fig. 2 and Fig. 3) and the results were relatively similar, however a few differences were found. The most salient motives in both males and females were maintaining relationships and passing time. Entertainment was the third most salient motive among females (M = 2.84, SD = 1.18) and the fifth most salient motive in males (M = 2.29, SD = 1.10). Instead, the third most salient motive among males was found to be social information (M = 2.57, SD = 1.24) followed by trend/fashion (M = 2.40, SD = 1.35).

The most noticeable difference between males and females is that trend/fashion, i.e. the motive to use Facebook because it is popular and because their friends use it, was more prevalent among males (M = 2.40, SD = 1.35) than females (M = 2.06, SD = 1.16), while information-giving, i.e. sharing information that may be useful to others, was more prevalent among females (M = 2.27, SD = 1.34) than males (M = 1.83, SD = 1.10). Social support scored equally across both genders (M = 1.11, SD = 0.40). Although motives among both females and males shared many similarities, females had a higher overall mean score on the vast majority of the motives compared to their male counterpart.

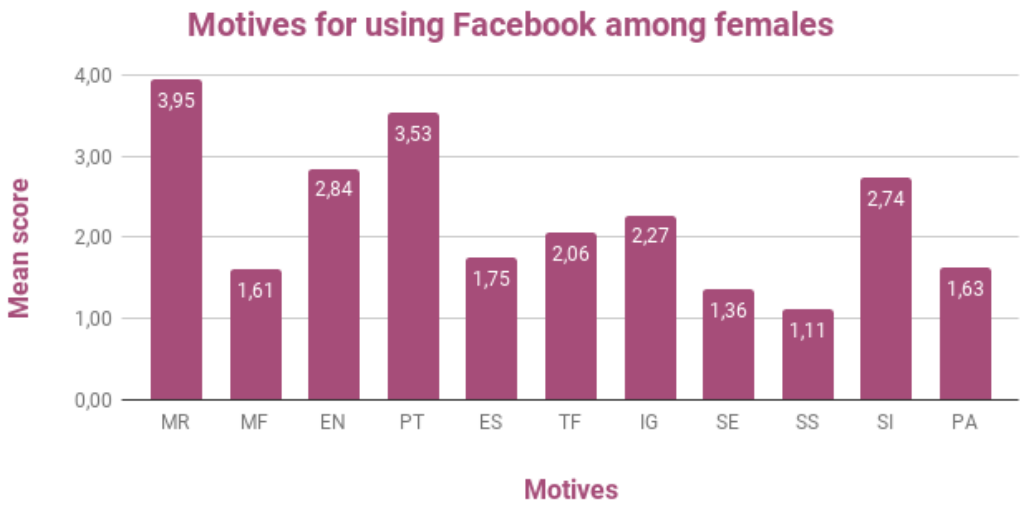

Fig. 2 - Motives for using Facebook among female students

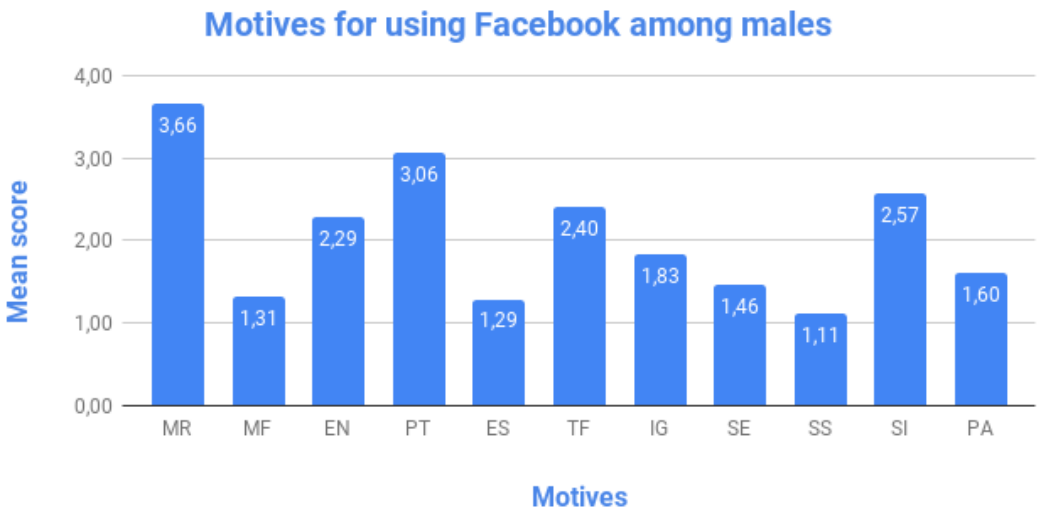

Fig. 3 - Motives for using Facebook among male students

4.3. Motives among low-intensity and high-intensity users

When asked about how much time they spend on Facebook per day on average, 44 participants (31.7 %) disclosed that they spend 10 to 30 minutes per day on the platform, making this group the largest. 38 participants (27.3 %) revealed that they spend 30 to 60 minutes per day and 16 participants (15.1 %) said that they spend 60 to 90 minutes per day. A total of 22 participants (15.8 %) belonged to the group who spend less than 10 minutes per day on average. Only a

handful of participants belonged to categories five and six where 8 participants (5.8 %) revealed that they spend 90 to 120 minutes per day and 6 participants (4.3 %) revealed that they spend more than two hours on the platform each day. See Appendix B for a complete overview.

An analysis revealed a few major differences between the groups in their motives to use Facebook (see Fig. 4). The most salient motives among low-intensity users were, in order of importance, maintaining relationships (M = 3.77) passing time (M = 3.09), social information (M = 2.50), entertainment (M = 2.38), trend/fashion (M = 1.96), information-giving (M = 1.96), professional advancement (M = 1.50), escapism (M = 1.43), meeting new friends (M = 1.42), self-expression (M = 1.28) and social support (M = 1.07).

In high-intensity users, the most salient motives were maintaining relationships (M = 4.04) followed by passing time (M = 4.00), entertainment (M = 3.26), social information (M = 3.03), information giving (M = 2.69), trend/fashion (M = 2.42), escapism (M = 2.28), meeting new friends (M = 1.94), professional advancement (M = 1.83), self-expression (M = 1.68) and social support (M = 1.21).

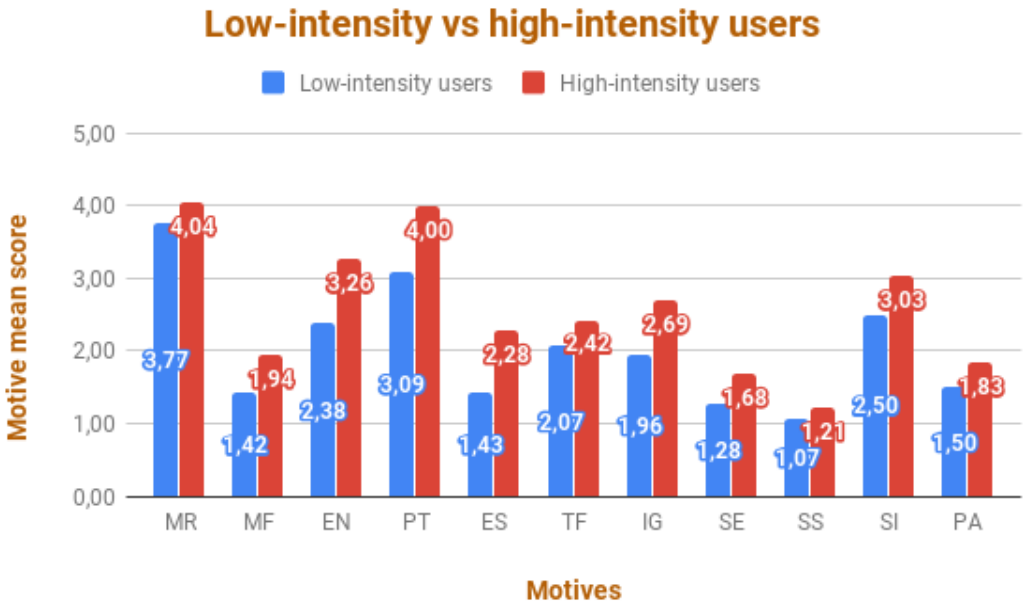

Fig. 4 - Motives among low-intensity and high-intensity users

In both groups, the two most salient motives were maintaining relationships and passing time whereas the two least salient motives were self-expression and social support. The most significant differences found in the analysis concerned the motives passing time (-0.91), entertainment (-0.88), escape (-0.85) and information-giving (-0.73) where high-intensity users scored a much higher mean. Furthermore, participants belonging to the high-intensity group scored a higher mean across all other motives as well compared to the low-intensity group.

From a more granular perspective, the analysis revealed that most motives' mean score increases alongside use intensity, i.e. when moving from one intensity category to the next, and later decreasing toward the more intense groups (see Fig. 5).

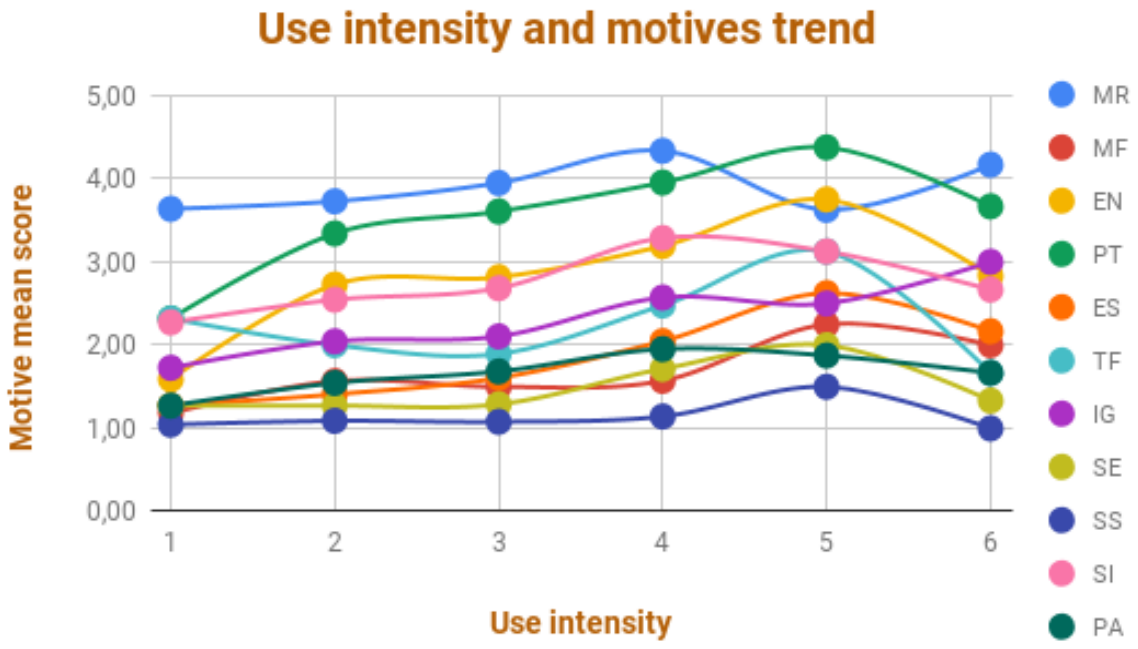

Fig. 5 - Trend among motives and use intensity

For example, maintaining relationships had a mean score of 3.64 among participants belonging to category one (those who spend less than ten minutes per day) which later increases to 3.73 in category two, 3.95 in category three and 4.33 in category four before decreasing to 3.63 in

category five only to increase again to 4.17 in category six. Meeting new friends, entertainment, passing time, escapism and information-giving follow similar trends. Trend/fashion was the only motive to start with a decline between the first and the third category before significantly increasing.

4.4. Motives and network size

Participants reported a varying amount of Facebook friends (see Fig. 6). Analysis revealed an average of 377 Facebook-friends (SD = 244.36) with the smallest network size reported being 20 and the largest network size being 1500. The average network size was nearly identical among males and females with females having a slightly higher mean.

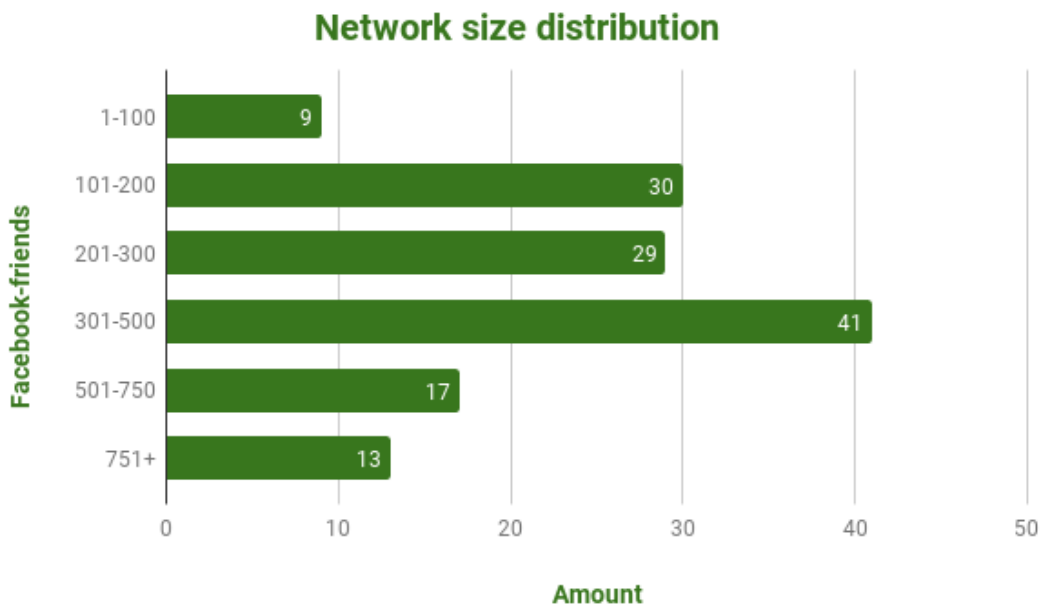

Fig. 6 - Network size distribution

9 participants (6.47 %) reported having a network size of a hundred or less. 30 participants (21.58 %) disclosed that they had between 101-200 Facebook-friends while 29 participants (20.86 %) had between 201-300 friends. The majority of the participants (29.50 %) had a network size of between 301-500. 17 participants (12.23 %) reported a network size of between 501-750 and only 13 (9.35 %) participants had more than 751 Facebook-friends.

Linear regression analyses revealed little to no correlations between the network size, i.e. number of Facebook friends, and motives for using Facebook. The least insignificant correlation found was between network size and self-expression (R^2 = 0.067) followed by maintaining relationships (R^2 = 0.061), information-giving (R^2 = 0.058), professional advancement (R^2 = 0.054), finding new friends (R^2 = 0.032), entertainment (R^2 = 0.031), social information (R^2 = 0.014), social support (R^2 = 0.010), escapism (R^2 = 0.003), boredom relieving (R^2 = 0) and trend/fashion (R^2 = 0).

However, some trends were revealed through further exploratory analysis (see Fig. 7). Overall, maintaining relationships, meeting new friends, entertainment, information giving, self-expression, social information and professional advancement were typically found to be more salient among participants with larger network sizes than among those with smaller network sizes. The same trend was not found in the motives passing time, escape, trend/fashion and social support.

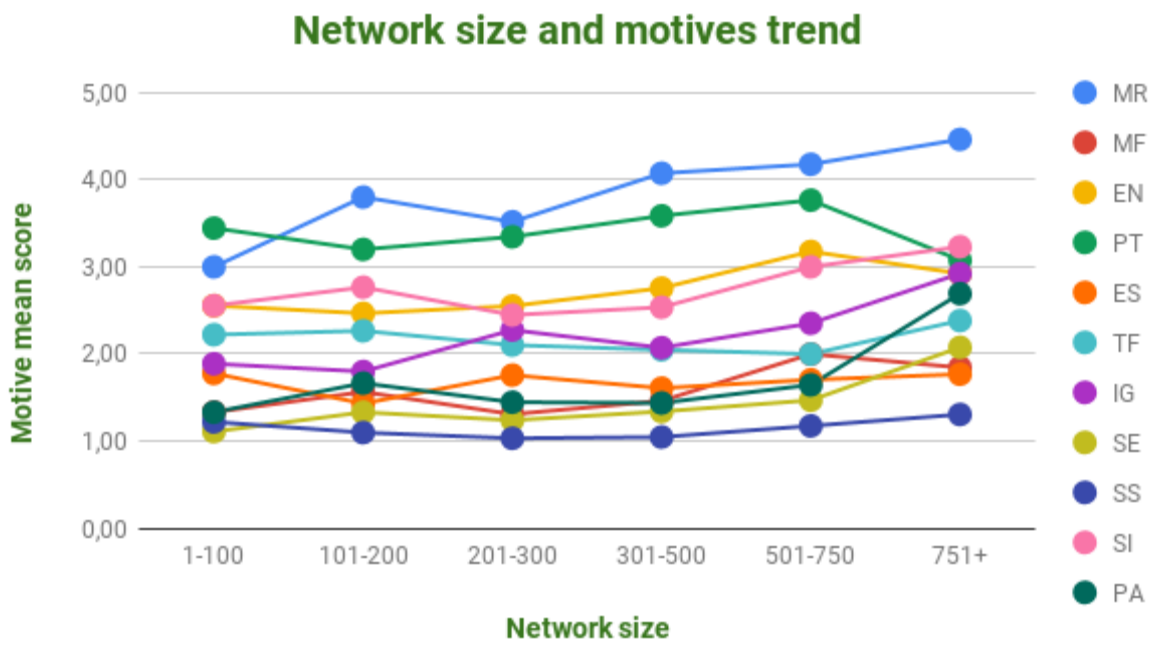

Fig. 7 - Trend among motives and network size

Maintaining relationships was lowest in participants with 100 or less Facebook friends (M = 3.00) and highest in those with more than 750 Facebook-friends (M = 4.46). Passing time was lowest in participants with the largest amount of Facebook-friends (M = 3.08).

Passing time was more frequent than maintaining relationships in participants with the smallest network size (-0.44) but significantly less frequent compared to maintaining relationships among those with the largest network size (-1.38).

Professional advancement was significantly more frequent in those with more than 750 Facebook-friends (M = 2.69) compared those with lesser amounts. Similarly, self-expression was found to be more salient among participants with the largest amount of Facebook-friends (M = 2.08).

5. Discussion

This study explored the uses and gratifications of Facebook among students attending Swedish universities and aimed to answer the question as to what motivates students into consuming the platform.

The first research question (RQ1) aimed to examine the most salient motives for using Facebook (see Fig. 8).

1. Maintaining relationships
2. Passing time
3. Entertainment
4. Social information
5. Information giving
6. Trend/fashion
7. Escape
8. Professional advancement
9. Meeting new friends
10. Self-expression
11. Social support

Fig. 8 - Ranking of motives among students

This study found that maintaining relationships was the most salient motive, which is consistent with prior research (Tosun 2012; Yang & Brown 2012). Similar to the findings of Yang and Brown (2012), it was also revealed in this study that maintaining relationships was more prevalent than meeting new friends, which suggests that the maintenance of existing relationships is more important than pursuing new connections. It is highly plausible that rather than being a platform for meeting new people, Facebook is about maintaining the relationships with people we meet offline.

The second and third most salient motives were passing time and entertainment, which coincidently were identified as the two primary motives of using Facebook in a study by Kim and Cha (2017). Similarly, Papacharissi and Mendelson (2010) found habitual pass time and relaxing entertainment to be the most prevalent motives for using Facebook in their study. Furthermore, entertainment has previously emerged as a key motive in several earlier studies (Alhabash et al. 2014; Pornsakulvanich & Dumrongsiri 2013; Tosun 2012; Ng 2016).

Social information was the fourth most salient motive discovered in this study. Quan-Haase and Young (2010) found in their research that social information was a motive to use Facebook and reasoned that being in the "social know" is important to students and key to being a part of a network. Whiting and Williams (2013) found knowledge about others, similar to social information, to be a motive for using social media in general. Passive observations, also comparable to social information, was discovered and described by Tosun (2012).

Information-giving, the fifth most salient motive of this study, scored reasonably high, which compares well with the results from Alhabash and Ma (2017). The motivation to use Facebook to forget or escape problems - escapism - was rather insignificant among the students which shares some similarities with the study of Kim and Cha (2017) who found that escape was the least salient motive not only for Facebook but also for the platforms Twitter and LinkedIn as well.

Trend/fashion - to use Facebook because it is popular and because friends use it - was another motive that this study examined. While not being particularly salient among students in Sweden, a study by Pornsakulvanich and Dumrongsiri (2013) found it to be the second most salient motive for using SNSs in general. Interestingly, in a study by Quan-Haase and Young (2010) who examined fashion as a motive to use Facebook, it was argued that fashion could be a

motivation for joining Facebook rather than a motivation for continuous usage. This may provide an explanation as to the low ranking of trend/fashion in this study.

Professional advancement emerged as a rather insignificant motive, which indicates that Facebook is not typically used as a means to expand one's professional network. Kim and Cha (2017) came to similar conclusions when they compared Facebook to two other SNSs - Twitter and LinkedIn. In their study, they found that although professional advancement was not a particularly prevalent motive for using Facebook, it was the most prevalent motive for using LinkedIn. This seems to suggest that LinkedIn is indeed a platform that gratifies users to e.g. advance their professional careers whereas Facebook provides other gratifications. This further shows that multiple SNSs can coexist with one another by providing unique or different gratifications.

Surprisingly, self-expression was a rather uncommon motive for using Facebook in this study, which directly opposes the findings of Kim and Cha (2017) who found it to be a reasonably frequent motive. However, their corresponding motive had a much broader definition as it included sub-motives such as belongingness, social support, meeting new people and information-sharing. More in line with the results of this study, Alhabash and Ma (2017) found that self-expression was a rather insignificant motive to use Facebook, even more so when compared to other platforms assessed in their study: Twitter, Instagram and Snapchat. Furthermore, self-expression emerged as the least salient motive in a study by Alhabash et al. (2014)

The least salient motive identified in this study was social support, i.e. the motive to use Facebook to share one's problems and in doing so, seeking social support from one's peers. This is similar to prior U&G studies obtaining similar results. For example, Kim et al. (2011) found that seeking social support was the least salient motive among both American and Korean SNS users. Quan-Haase and Young (2010) revealed in their study that sharing problems, a similar motive, was rather uncommon. They argued that the openness and playfulness of Facebook discourages users from sharing "complex messages and more intimate feelings" and that it might explain why Facebook users are more motivated by entertainment and enjoyment rather than sharing problems and seeking social support.

In summary, the results of this study corresponds very well with the findings of Ryan et al. (2014) who concluded in their review that the primary motives for using Facebook are relationship maintenance, passing time, entertainment and companionship. The findings of this study further demonstrates that Facebook is about having fun and knowing about social activities among one's peers, as noted by Quan-Haase and Young (2010).

The purpose of the second research question (RQ2) was to determine whether or not there were differences between males and females in their motives to use Facebook. Overall, the motives among males and females remained rather consistent with no major differences. However, females were more motivated by eight out of the eleven motives examined, which may indicate that females are more motivated to use Facebook, in general. Coincidently, the study revealed that on average, females use Facebook more than males and approximately a third of all males disclosed that they spend less than ten minutes on the platform each day. It is quite possible that the lower frequencies of motives among males are related to their lower use intensity. In contrast, males were more motivated by trend/fashion and self-expression than their female counterpart.

The third research question (RQ3) aimed to determine whether or not there were differences between low-intensity and high-intensity users in their motives to use Facebook. Upon comparison, some interesting results emerged. High-intensity users were more motivated by entertainment than social information whereas the opposite was found in low-intensity users. Unsurprisingly, high-intensity users scored higher on every motive compared to low-intensity users which might suggest that students who are more motivated to use Facebook, regardless of motive, also tend to use it more and for longer periods of time. Consistent with Alhabash and Ma (2017), this study found no association between the number of Facebook-friends and use intensity.

The two most noteworthy differences found between low-intensity and high-intensity users concerned the motives passing time and entertainment which were significantly more salient in high-intensity users, which share some resemblance with the findings of Alhabash and Ma (2017). This seems to suggest that using Facebook to entertainment oneself or to "kill time" are decisive motives that contribute to a more intense usage, more so than other motives examined in

this study. Further indication of this can be found in this study's revealing trends of motives and use intensity groups where motives seem to become more prevalent in the more intense users.

The purpose of the fourth and last research question (RQ4) was to investigate the potential relationship between network size (i.e. Facebook-friends) and motives to use Facebook. No significant correlations were found between network size and any of the motives included in the study. Earlier studies have reported a few correlations between network size and motives to use SNSs such as social support, information-seeking, friend-seeking and entertainment (Kim et al. 2011) as well as social connection (Spiliotopoulos & Oakley 2013). However, similar to this study, Alhabash and Ma (2017) found no correlations between network size and motives in their study.

Despite the lack of significant correlations between network size and motives, a handful of interesting insignificant correlations were found in this study which might have some implications. The study found a small correlation between network size and the motive to use Facebook for expressing oneself, maintaining relationships, giving information and expanding one's professional network. The latter is of particular interest as it might suggest that to some extent, students who wish to expand their professional network do so by increasing the number of friends they have on the platform, thus attaining a larger social network. Similarly, maintaining relationships also had a minor correlation with network size which is in line with the findings of Spiliotopoulos and Oakley (2013) who argued that Facebook users with larger networks also tend to be more interested in connecting with others.

From a more granular perspective, it appears that students with a hundred Facebook-friends or less are more motivated by passing time than maintaining relationships. This implies that rather than being a platform for socializing with friends and family, Facebook might be more of a tool for some users to help pass the time when they are bored or when they have nothing else to do. The opposite was found in those with more than 100 Facebook-friends, most notable among those with more than 750 Facebook-friends, where maintaining relationships was significantly more salient than passing time, suggesting that Facebook for them is not just a means to pass the time, but a platform that allows for social interactions and relationship maintenance.

This study employed a quantitative approach which is also the most common approach when conducting U&G research. Due to this study's concentrated and relatively small population, the number of participants that took part in the survey was considered sufficient despite the low response rate. Low response rates are not uncommon when conducting web-based surveys via the Internet. This study saw an exceedingly low response rate when recruiting participants through social media groups and there might be several reasons for this. Due to the large total amount of group members, it is near impossible to determine how many of them actually received and viewed the invitation to the survey. Some members might be inactive whilst others might not be logged in at that particular moment. Mostly true for Facebook groups, survey invitations are easily unseen due to the large amount of postings, including others surveys that occur. Unfortunately, this paints a rather inaccurate picture of the actual response rate. However, the response rate improved drastically when recruiting participants through E-mail addresses, which might be due to the communication being more direct and less evasive. The majority of the participants in this study were females, which is seemingly not uncommon for online surveys in the U&G field.

The methodology used in the present study had several limitations that were imposed by various factors such as limited time and resources. First, the tool to measure participants' use intensity was quite simple as it only examined their time spent on Facebook each day on average - it can be argued that use intensity can be more accurately assessed by involving other measures as well. Second, the characteristics of each motive included in the study were likewise limited and simplified. Although the most common U&G approach is to provide several statements to represent a motive, this study was limited to one statement for each motive. For this reason, the motives examined and the statements representing them were carefully selected and adapted based on their success and relevance in prior research. Ultimately, the motives of this study were specific in their nature and were defined as accurately as possible without introducing complexity.

6. Conclusion

The present study found that the most prevalent motives for using Facebook among students attending Swedish universities are relationship maintenance, passing time, entertainment and social information.

The study found no major differences between males and females' motives for using Facebook. Instead, differences were found in the overall motivation where females were more motivated to use Facebook in general than their male counterpart.

When comparing low-intensity and high-intensity users and their motives for using Facebook, this study revealed that high-intensity users are more motivated by entertainment than social information whereas the contrary was found in low-intensity users. Moreover, high-intensity users also reported a higher overall motivation to use Facebook, compared to low-intensity users.

The present study found no significant correlations between motives for using Facebook and the number of Facebook-friends (*network size*). However, the study did find some insignificant and rather interesting relations between network sizes and the motives to use Facebook for self-expression, relationship maintenance, information-giving, and professional advancement. Furthermore, by categorizing students according to their network size, which may allow for a more granular understanding, several distinct differences were found across the categories.

6.1. Social implications

This study contributes to the field of U&G research in several ways. First, this study has revealed a number of motives for using Facebook among students at Swedish universities, thus filling a gap currently present in the field. Second, some minor gender differences were discovered that may provide insights into how females and males use SNSs as well as what gratifications they seek by using them. Third, differences between users with varying intensity levels were examined and presented which may be used to explain why certain users consume an SNS more than others and the motives that influence that increased usage. Fourth, this study provided some indications that relationships between motives to use Facebook and network size may exist. Although this particular contribution requires further research efforts and validation, this might serve as a starting point or reference for future research.

These findings have implications for both SNS marketers and SNS developers alike, where new as well as existing SNSs can be further developed and marketed with particular gratifications and motives in mind. As highlighted by Kim and Cha (2017), this is of particular importance for smaller SNSs with smaller user bases as they can and should aim to provide different gratifications from already well-established SNSs such as Facebook.

6.2. Future research

Due to the many different social media platforms that have arisen besides Facebook, future research should focus more on investigating the uses and gratifications of other less explored SNSs, such as YouTube and Twitch, to gain further knowledge about how SNSs can coexist with one another. Moreover, additional research should attempt to compare motives across different SNSs which would allow for a more comprehensive understanding of the social media phenomenon and why we choose to join and continuously use certain SNSs. With studies suggesting that motives may differ between countries and cultures, cross-cultural studies might be worthwhile as well. Finally, although this study did not reveal any major findings related to network size, there is an apparent lack of studies assessing motives in contrast to network size, which may also be a suitable candidate for future research.

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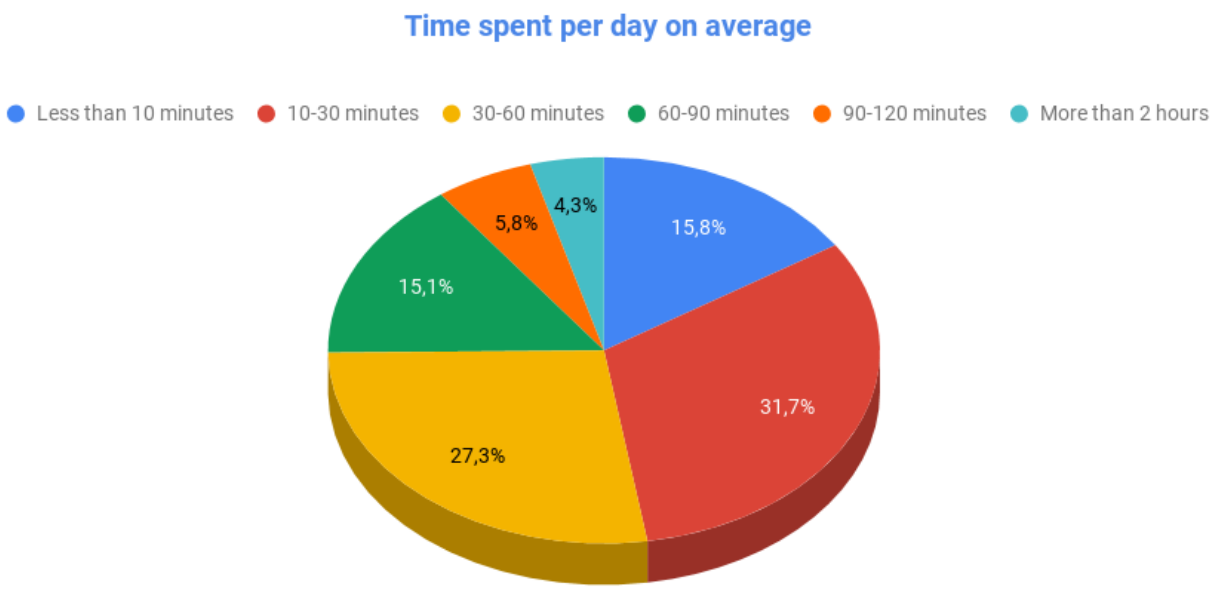
Appendix A - Motives and items

A list of motives and corresponding statements used in the study

Items
Maintaining relationships
I use Facebook to keep in touch with friends and family
Meeting new friends
I use Facebook to find new friends
Entertainment
I use Facebook to entertain myself
Passing time
I use Facebook to pass the time when I am bored
Escapism
I use Facebook to forget my problems
Trend/fashion
I use Facebook because it is popular and because my friends use it
Information-giving
I use Facebook to share information that may be useful to others
Self-expression
I use Facebook to tell others about myself and my interests
Social support
I use Facebook to share my problems and seek social support
Social information
I use Facebook to find out what is going on in other peoples' lives
Professional advancement
I use Facebook to expand my professional network

Appendix B - Intensity groups distribution

Intensity groups and amount of participants



A chart displaying use intensity categories and distribution in percentage

Use intensity	**Males**	**Females**	**Total**
Less than 10 minutes	12	10	22
10-30 minutes	9	35	44
30-60 minutes	4	34	38
60-90 minutes	4	16	21
90-120 minutes	5	3	8
More than 2 hours	1	5	6
Total	35	103	139

A table displaying use intensity categories and distribution in numbers based on gender

Appendix C - Survey

The survey used in the study

Svenska studenters motivationer till att använda Facebook

Hej och välkommen till enkäten!

Att fylla i den tar inte mer än 5 minuter, men försök gärna att svara så noggrant som möjligt.

I formulärets sista del har du möjlighet att delta i en dragning för att vinna ett av två presentkort på Filmstaden (värde ca 130 kr). Det enda som krävs är din E-postadress. Dragningen är helt frivillig och vinnare kontaktas via E-post efter den 19:e april 2019.

*** All information som samlas in hanteras med högsta konfidentialitet och kommer ENDAST att användas i forskningssyfte. Deltagandet i studien är helt frivilligt och anonymt med undantag för de som önskar vara med i dragningen (E-postadress krävs) ***

Om du har några frågor, funderingar eller synpunkter kan du kontakta mig på följande E-postadress:

anto1601@student.miun.se

Syftet med studien är att undersöka svenska universitetsstudenters motivationer till att använda Facebook.

Med andra ord, varför använder du Facebook?

Tack för din tid!

*Obligatorisk

Generell information

Denna del innehåller frågor om dig som individ och student.

1. **Är du en student på ett universitet eller en högskola i Sverige?** *
   Markera endast en oval.
   - Ja
   - Nej

2. **Har du ett Facebook-konto?** *
   Markera endast en oval.
   - Ja
   - Nej

3. **Är du campus- eller distansstudent?** *
   Markera endast en oval.
   - Campus
   - Distans
   - Jag vet inte

4. **Hur gammal är du?** *

5. **Kön** *
Markera endast en oval.

- Man
- Kvinna
- Ospecificerat

Facebook-användning

Denna del innehåller frågor om din Facebook-användning.

6. **Hur många "Facebook-vänner" har du på Facebook?** *

_____

7. **Hur mycket tid spenderar du på Facebook varje dag i genomsnitt?** *
Markera endast en oval.

- Mindre än 10 minuter
- 10-30 minuter
- 30-60 minuter
- 60-90 minuter
- 90-120 minuter
- Mer än 2 timmar

Motivationer till att använda Facebook

Denna del innehåller 11 påståenden om dina motivationer till att använda Facebook.

Vänligen ta din tid och uppskatta hur pass mycket respektive påstående stämmer för dig.

8. **Jag använder Facebook för att hålla kontakten med vänner och familj.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

9. **Jag använder Facebook för att hitta nya vänner.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

10. **Jag använder Facebook för att det är roligt/underhållande.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

11. **Jag använder Facebook för att få tiden att gå när jag har tråkigt.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

12. **Jag använder Facebook för att komma undan eller glömma bort mina problem.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

13. **Jag använder Facebook för att det är populärt och för att mina vänner använder det.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

14. **Jag använder Facebook för att dela information som kan vara värdefull för andra.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

15. **Jag använder Facebook för att berätta om mig själv och mina intressen.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

16. **Jag använder Facebook för att prata ut om mina problem och söka socialt stöd.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

17. **Jag använder Facebook för att få en insikt i vad som händer i andra personers liv.** *
Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

18. **Jag använder Facebook för att bygga ut mitt professionella nätverk.** *

Markera endast en oval.

	1	2	3	4	5	
Instämmer inte alls	◯	◯	◯	◯	◯	Instämmer helt

Vinn ett presentkort på Filmstaden (frivilligt)

För att kunna vara med i dragningen för en chans att vinna ett presentkort, krävs det att du fyller i din E-postadress. Informationen som samlas in här kommer ENDAST användas i dragningen.
Om du inte vill vara med kan du helt enkelt hoppa över det här steget och skicka in dina svar.

19. **E-postadress**

Tillhandahålls av
Google Forms