

**Social Media Use Among Adolescents: The Relationship with Peer Attachment and  
Moderation of Gender**

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### **Abstract**

Building and redefining peer relationships during adolescence is vitally important, particularly because peer relations can serve as attachment bonds. With social media use increasing among adolescents, questions arise as to its effect on the development of peer attachment. Therefore, the present study explores the relationship between social media use and peer attachment among adolescents. A questionnaire measuring several constructs (e.g., peer attachment, social media use) was administered among 438 Dutch adolescents ( $M = 14.4$  years,  $SD = 1.56$ ) from seven high schools across the Netherlands. Three types of social media use were found: active private use (e.g., texting), active public use (e.g., status updating), and passive use (e.g., scrolling through timeline). Regression and moderation analyses were conducted to test whether these types of social media use were related to peer attachment and whether this relationship differed for male and female adolescents. The results showed that active social media use positively relates to peer attachment. Girls who use social media more in an active private way report more peer attachment compared with boys, while boys who report more active public use feel more attached to their peers compared with girls. These findings extend our knowledge about social media use among adolescents and show that social media use may provide opportunities for adolescents to grow closer to their friends. Future research should focus on replicating the present study's findings using longitudinal research to provide further insight into the direction of these relationships.

*Keywords:* social media use, peer attachment, adolescence, gender

## **Social Media Use Among Adolescents: The Relationship with Peer Attachment and Moderation of Gender**

Adolescence is a period of rapid and profound change in which peers gradually become each other's main source of social and emotional support (Brown & Larson, 2009). Research shows that peer relationships play an essential role in the development of self-esteem and social skills and can even serve as attachment relationships (Gorrese & Ruggieri, 2013; Hazan & Zeifman 1994; Modin et al., 2010). A peer relationship is considered an attachment bond when it functions as a secure base and safe haven (Kerns et al., 2015). As attachment relationships during adolescence can set individuals on different paths of life, building and redefining relationships with peers is considered a key developmental task during adolescence (Adams & Berzonsky, 2006; Gorrese, 2015). The internet and social media have transformed how adolescents interact with their peers. Features of these platforms, such as permanence and publicness, have fundamentally reshaped peer interactions (Nesi et al., 2018). In 2019, 96.2% of Dutch adolescents aged 12–25 years used the internet almost daily. Of this group, 96.8% used the internet primarily for social media (Centraal Bureau voor de Statistiek, 2020). With these numbers increasing every year, the important presence of social media in adolescents' lives is indisputable. This invites questions on what effect this new social environment has on peer attachment.

In an early conceptualization, Bowlby (1969) defined attachment as a special affective bond between a child and their primary caregiver. However, later research reconceptualized attachment to include the various significant relationships an individual has throughout their lifetime, including those with romantic partners and peers. Armsden and Greenberg (1987) proposed that peer attachment consists of three elements: (1) alienation, referring to the feelings experienced by an individual in an attachment relationship, such as loneliness and detachment; (2) trust, referring to whether an individual feels that can depend on peers to comprehend and respect their desires; and (3) communication, referring to the extent and quality of (verbal) involvement of peers. Considering peer interactions increasingly occur online, it is unclear whether such interactions yield the same opportunities for developing attachment relationships as face-to-face communication.

Several theories on the impact of social media use on interpersonal relationships have been proposed in the field of computer-mediated communication (CMC). For example, the

*displacement hypothesis* suggests that media use consumes significant time, which decreases the time spent on high-quality offline relationships. As a result, high-quality face-to-face relationships are replaced with lower-quality online relationships (Kraut et al., 1998). However, some evidence suggests that online interactions are not always lower quality than face-to-face interactions. According to the *hyperpersonal communication theory*, online interactions can even exceed face-to-face interaction, as they facilitate “hyperpersonal” interactions in which people share more (i.e., self-disclosure) and experience higher levels of intimacy (Walther, 1996). This can be explained by the lack of non-verbal cues (i.e., cue absence) on social media, which allows a person to shape their self-presentation more deliberately. This cue absence leads to the receiver having an idealized perception of the sender, as they fill in the gaps and may attribute more positive characteristics to the sender. The results of several studies have supported Walther’s (1996) theory that online communication can lead to higher-quality peer relations and greater closeness between friends in adolescence (Antheunis et al., 2014; Valkenburg & Peter, 2007).

Besides cue absence, several other unique features of social media create a distinct social context, such as permanence, publicness, and the availability of online communication. Nesi et al. (2018) integrated these features into a unifying framework that describes the transformative effect of social media on adolescent peer relationships. One particularly relevant transformation is the increase in frequency and immediacy of experiences. The publicness and availability of social media allow adolescents to communicate with an *increased* network of peers at any time of the day. Meanwhile, the permanence of social media allows requests for social support (e.g., messages) to be viewed over a longer period. Thus, social media allows adolescents to seek and receive social support more *frequently*, which could be a positive development, as communication and receiving social support are crucial elements of peer attachment (Armsden & Greenberg, 1987).

Based on the CMC theories described above, a positive relationship between social media use and peer attachment appears likely. However, several theories in the CMC field, including the hyperpersonal communication theory, primarily focus on text-based online communication. As social media use is not limited to texting or instant messaging, is it possible that other types of social media use may not exhibit this same positive relationship (Frison & Eggermont, 2015a). Various studies have already found a difference in the relationship with factors such as happiness, depressive feelings, and general wellbeing when differentiating between types of social media

use (Burke et al., 2010; Frison & Eggermont, 2015a). However, research on different types of social media use in the context of peer attachment is lacking. Therefore, the present study aims to explore the relationship between different types of social media use and peer attachment.

### **Types of Social Media Use and Peer Attachment**

Frison and Eggermont (2015a) distinguished three categories of social media use: active private, active public, and passive use. *Active use* refers to interactions between an individual and their online friends. Some examples of *active private use* are texting or instant messaging. Research has shown that direct communication (i.e., active private use) on social media increases adolescents' wellbeing, including their perceptions of social support (e.g., Burke & Kraut, 2016). As communication and receiving social support are vital elements of peer attachment, it is possible that active private social media use and peer attachment are positively related.

*Active public use* involves uploading a photo or posting a status update. Status updates can be considered a form of self-disclosure, which is important for maintaining relationships due to its effect on promoting affection and intimacy (Collins & Miller, 1994). In their study on online social networking, Deters and Mehl (2012) showed that increased status updating over seven days decreased loneliness. As low feelings of loneliness and detachment (i.e., alienation) reflect high peer attachment, active private use could be positively related to peer attachment.

Lastly, *passive use* includes scrolling through one's timeline or viewing friends' profiles. Research shows that passive use increases upward social comparison among adolescents, which negatively influences perceptions of social support (Frison & Eggermont, 2015b). The authors also showed that loneliness positively predicted passive use. As increased feelings of loneliness (i.e., alienation) and less social support are related to lower peer attachment, passive use may negatively correlate with peer attachment. Thus, based on existing research, different types of social media use are anticipated to have different relationships with peer attachment.

### **Social Media Use, Peer Attachment, and Gender**

Evidence suggests that patterns of peer attachment differ for male and female adolescents. For example, Gorrese and Ruggieir (2012) found that girls generally have stronger attachments to their peers and more desire to sustain intimate relationships compared with boys. In contrast, boys' relationships consist more of congenial companions with whom to share interests (Scholte & van Aken, 2006). It is possible that the relationships between peer attachment and types of social media use vary for male and female adolescents due to these differences in attachment

patterns. For example, research has suggested that private messaging (i.e., active private use) allows adolescents to access greater social support, which is an important aspect of peer attachment. As girls' relationships emphasize social support, girls may benefit more from using social media in an active private way compared with boys. This hypothesis is supported by Lepp et al. (2016), who found a positive relationship between texting and peer attachment for girls only. Further, status updating (i.e., active public use) is considered a form of self-disclosure, and research has shown that girls' relationships consist of more intimacy and self-disclosure compared with those of boys (Collins & Miller, 1994; Gorrese & Ruggieir, 2012). Thus, girls may benefit more from active public use, as such use corresponds with their attachment pattern (Gorrese & Ruggieir, 2012). Lastly, studies have shown that girls report more passive use than boys (e.g., McAndrew & Jeong, 2012). Moreover, as girls' relationships appear to rely more on social support, a decrease in the perception of social support due to passive use may affect them more than boys. In sum, research shows that gender differences in attachment patterns may influence the relationship between social media use and peer attachment.

### **The Present Study**

The main aim of the present study was to examine the relationship between different types of social media use and peer attachment. Increasing our knowledge on the relationship between social media and peer attachment is vitally important. Studies have shown that building relationships with peers is essential, as doing so positively influences several aspects of psychosocial development. The rapid increase of social media use and the transformative role of these platforms on social interactions has raised questions about the effects of online interactions on peer attachment. However, research on this subject is either lacking, outdated (e.g., Valkenburg & Peter, 2009), or focuses only on one type of social media use (e.g., texting). The results of the present study will provide insights into whether the transformative role of social media possibly present an opportunity for adolescents or whether it represents an alarming development. The second aim of this study is to examine whether the relationship between social media use and peer attachment differs for male and female adolescents. Research has pointed to a gender difference in attachment patterns, which could influence the relationship between social media use and peer attachment.

Based on the available literature and theories described above, a positive relationship between active private use and social media is expected (H1a). Further, this relationship is

expected to be stronger for girls than boys (H1b). Active public use is also anticipated to positively relate to peer attachment (H2a), and this relationship is expected to be stronger for girls (H2b). Lastly, passive social media use is expected to negatively relate to peer attachment (H3a), and this relationship is anticipated to be stronger for girls (H3b).

## Methods

### Research Design and Procedure

A cross-sectional survey design was used to explore the relationship between social media use and peer attachment. The data were collected in spring 2018. The data collection procedure consisted of an anonymous online questionnaire that was completed by adolescent participants during a class. Teachers and students from Utrecht University were present at the class to oversee the administration of the questionnaire. Informed consent was obtained from both the parents or caregivers and the adolescent participants themselves. Parents were informed about the study and were told that they could decline their child from participating. Before beginning the questionnaire, active informed consent was also obtained from the participants.

### Population and Research Sample

The World Health Organization (2019) defines adolescents as individuals aged 10–19 years. In the present study, the research sample consisted of 438 Dutch adolescents from seven high schools across the Netherlands aged 10–19 years with a mean age of 14 years ( $M=14.4$ ). Of the participants, 52% were female. Educational attainment among the participants varied from preparatory secondary vocational education (30%) to senior general secondary education (19%) to university preparatory education (51%). Most participants were born in the Netherlands (95%).

### Measures

**Peer attachment.** A short version of Armsden and Greenberg's (1987) Inventory of Parent and Peer Attachment was used to measure peer attachment (Raja et al., 1992). The scale consisted of 12 items measuring the subscales of communication (4), trust (4), and alienation (4). Items for the alienation scale were reverse coded before calculating the score for peer attachment. Respondents could choose between four answers ranging from 1 (*almost never*) to 4 (*almost always*) for each statement. Some example items include "I tell my friend about my problems and worries" (communication), "My friends listen to me" (trust), and "I wish I had different friends" (alienation).

The validity and reliability of this measurement have been demonstrated in several studies (Armsden & Greenberg, 1987; Raja et al., 1992). Dekovic and Meeuws (1997) applied the shortened version of the instrument and obtained a satisfactory Cronbach's alpha of .82, which is comparable to the alpha of the present study ( $\alpha = 0.81$ ).

**Social media use.** A modified version of the Multidimensional Scale of Facebook Use was used to measure social media use (Frison & Eggermont, 2015a). This version has been modified to include a variety of social media platforms. The instrument measures the frequency of 13 different types of social media activities on a seven-point scale. Answers vary from 1 (*never*) to 7 (*multiple times a day*). The 13 items can be divided into three categories of social media use: active public use (5), active private use (3), and passive use (5). Example items include "posting a video" (active public use), "sending a private message" (active private use), and "scrolling through a friend's profile" (passive use). The scales for the different types of social media use are scored by calculating the average of the items (Frison & Eggermont, 2015a).

As the scale was partly modified, a principal axis factor analysis (FA) was conducted with an oblique rotation to construct the three variables of social media use. The Kaiser–Meyer–Olkin (KMO) measure was used to verify the sampling adequacy and that scores were above the limit of 0.5 (KMO=0.767). Three factors had eigenvalues above the criterion of 1, and the variables explained 55.7% of the total variance combined. The three factors corresponded with the category's active public, active private, and passive social media use of Frison and Eggermont's (2015a) original scale. An overview of the pattern matrix is provided in Table 1 (appendix A).

### **Analytic Approach**

SPSS 26 was used to analyze the data. Before running the analysis, the assumptions of linearity, normality, and homoscedasticity were checked. A multiple regression analysis was used to test hypotheses 1a, 2a, and 3a. Peer attachment was the dependent variable, while the independent variables were active private social media use, active public social media use, and passive social media use. Gender was added as a covariate. A possible moderating effect of gender was tested with hypotheses 1b, 2b, and 3b. The moderator gender was transformed into a dummy variable, where "0" stood for boys, and "1" stood for girls. The independent variables were manually centered. Following this, an interaction term was created for each independent variable and the moderator separately. A hierarchical regression analysis was subsequently run



with the independent variables, dummy variable, and three interaction terms as predictors (Field, 2018).

## Results

### Descriptive Statistics

An overview of the means, standard deviations, and correlations between the variables is given in Table 2. There was a significant positive correlation between all the types of social media use and peer attachment. This meant that adolescents who used social media more frequently reported higher levels of peer attachment. Further, there was a significant positive correlation between gender, peer attachment, and the three types of social media use. This meant that girls reported higher levels of peer attachment and social media use than boys.

Assumptions were checked before running the analyses, and all assumptions were met. Bootstrapping was performed for both regression analyses. As the results showed robustness the findings of the main analyses are reported.

**Table 2**

*Means, Standard Deviations, and Pearson Correlations (N=431)*

	<i>M</i>	<i>Range</i>	<i>SD</i>	1	2	3	4	5
1. Peer attachment	3.07	1-4	0.46	-				
2. Active Private social media use	5.65	1-7	1.34	0.28**	-			
3. Active Public social media use	2.83	1-7	1.05	0.15**	0.41**	-		
4. Passive social media use	3.91	1-7	1.36	0.14**	0.36**	0.40**	-	
5. Gender	1.53	1-2	0.50	0.17**	0.18**	0.14**	0.24**	-

\*  $p < 0.05$ ; \*\*  $p < 0.01$

### Relationship Between Types of Social Media Use and Peer Attachment

A multiple regression analysis was used to test H1a, H2a, and H3a with peer attachment as the dependent variable and active private, active public, and passive social media use as the predictors. Gender was added as a covariate. The regression model was significant ( $F [4, 424] = 10.641, p < .001$ ). Types of social media use and gender explained 9.1% of the total variance ( $R^2 = .091$ ). Hypotheses 1a and 2a predicted that active private and active public social media use

would both be positively related to peer attachment. The results showed that active private use was significantly and positively related to peer attachment ( $\beta=.234, p<.001, 95\% \text{ CI } [0.045, 0.116]$ ). Adolescents who used social media often in an active private way (e.g., texting) reported higher levels of peer attachment. Thus, hypothesis 1a was supported. Active public use was not significantly related to peer attachment ( $\beta=.024, p .650, 95\% \text{ CI } [-.035, 0.056]$ ). Thus, hypothesis 2a was rejected. Hypothesis 3a held that passive social media use was negatively related to peer attachment. However, no significant relationship was found ( $\beta=.020, p .704, 95\% \text{ CI } [-.028, 0.041]$ ); therefore, hypothesis 3a was rejected.

### **Moderating Effect of Gender**

Hypothesis 1b, 2b, and 3b held that the relationship between the types of social media use and peer attachment would depend on the adolescents' gender. The hypotheses were tested using a hierarchical regression analysis with peer attachment as the dependent variable. In step 1, the dummy variable gender was added; in step 2, the three types of social media use were added; and in step 3, three interaction terms were added to the model as independent variables. A summary of the hierarchical regression analysis is provided in Table 3. The regression model was significant ( $F [7, 421] = 7.611, p<.001$ ), and the independent variables explained 11.2% of the total variance ( $R^2=.112$ ).

Hypothesis 1b held that the relationship between active private use and peer attachment would be stronger for girls. The results showed a positive significant interaction effect ( $\beta=.173, p=.022$ ). As shown in Figure 1, this meant that the positive relationship between active private social media use and peer attachment was stronger for girls ( $\beta=.315, p<.001$ ) compared with boys ( $\beta=.106, p .171$ ). Thus, hypothesis 1b was supported.

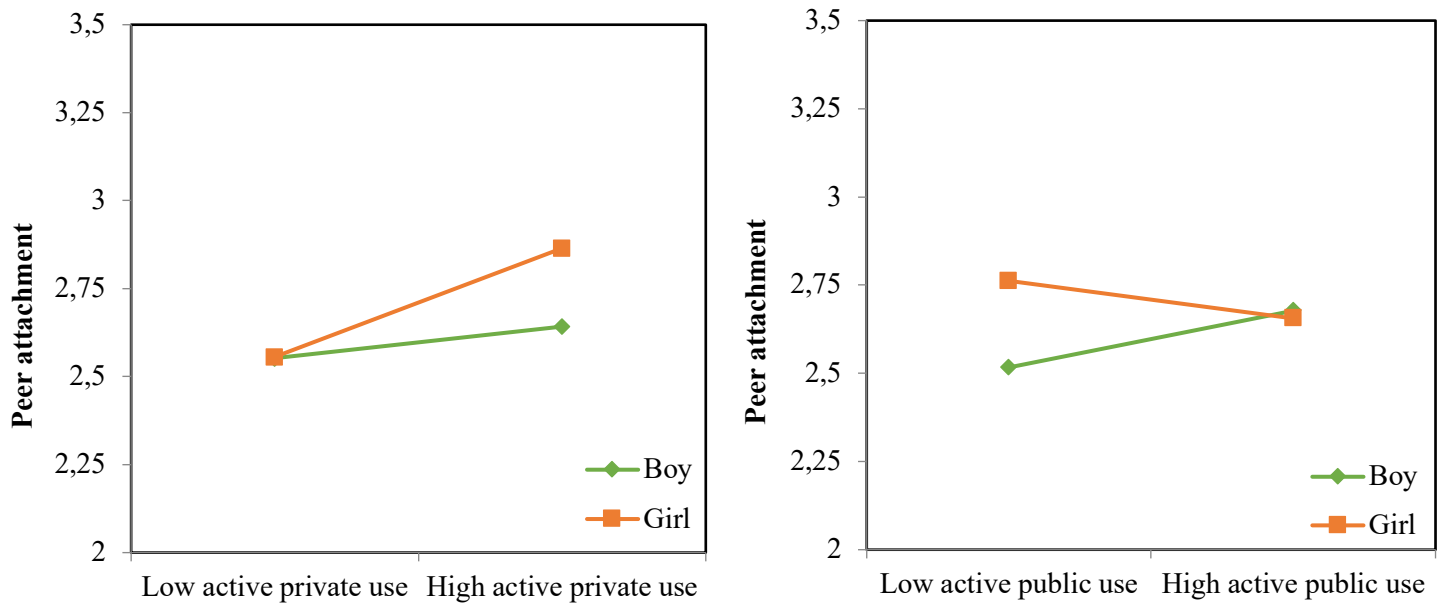
**Table 3***Summary of Hierarchical Regression Analysis for Variables Predicting Peer Attachment (N = 429)*

Variable	Model 1				Model 2				Model 3			
	<i>B</i>	<i>SE B</i>	$\beta$	95% <i>CI</i>	<i>B</i>	<i>SE B</i>	$\beta$	95% <i>CI</i>	<i>B</i>	<i>SE B</i>	$\beta$	95% <i>CI</i>
Gender	0.16	0.04	.17**	0.07, 0.24	0.11	0.04	.12*	0.03, 0.18	0.11	0.04	.12*	0.03, 0.20
Private use					0.08	0.02	.23**	0.05, 0.12	0.03	0.03	.10	-.02, 0.09
Public use					0.01	0.02	.02	-.04, 0.06	0.08	0.03	.18*	0.01, 0.14
Passive use					0.01	0.02	.02	-.03, 0.04	0.00	0.03	-.00	-.05, 0.05
Gender x private use									0.08	0.04	.17*	0.01, 0.15
Gender x public use									-0.13	0.05	-.21**	-0.22, -0.04
Gender x passive use									0.02	0.04	.04	-0.05, 0.08
R <sup>2</sup>		.03				.09				.11		
F for change in R <sup>2</sup>		12.96**				9.61**				3.34*		

\*  $p < 0.05$ ; \*\*  $p < 0.01$

**Figure 1**

*Charts with Peer Attachment as Dependent Variable, Active Private Use and Active Public Use as Independent Variables and Gender as Moderator*



Hypothesis 2b held that the positive relationship between active public use and peer attachment was stronger for girls than boys; therefore, a positive interaction effect was expected. A significant interaction effect was noted, though it was in the opposite direction to that which was anticipated. A significant negative interaction effect was found ( $\beta=-.206, p=.006$ ), as shown in Figure 1. The interaction effect was further analyzed using split file, and the results showed a significant positive relationship between active public use and peer attachment for boys ( $\beta=.201, p=.011$ ) and a non-significant negative relationship for girls ( $\beta=-.106, p=.145$ ). Thus, boys who used social media often in an active public way (e.g., by posting status updates) reported higher levels of peer attachment.

Hypothesis 3b held that the relationship between passive social media use and peer attachment would be stronger for girls. No significant interaction effect was found ( $\beta=.038, p=.626$ ). Thus, hypothesis 3b was rejected.

## Discussion

The aim of the present study was to explore the relationships between peer attachment and social media use. Building and redefining relationships with peers is considered a key developmental task during adolescence, and research has shown that social media transforms peer relationships in several ways. However, little research has been conducted on the link between social media use and peer attachment. The results of the present study suggest that adolescent peer attachment could benefit from social media use, particularly active social media use.

### Active Private Social Media Use and Peer Attachment

Based on CMC theories and previous research, it was expected that active private use would be positively related to peer attachment. The results supported this expectation, as adolescents who reported more active private use, such as texting, reported higher levels of peer attachment. This could be because a vital element of peer attachment is social support. Studies have shown that the perception of social support is increased by active private social media use. Therefore, more active private use is related to higher perceived social support and, therefore, to higher perceived levels of peer attachment (Armsden & Greenberg, 1987; Burke et al., 2010). Furthermore, it has been shown that the amount of social support received online relates to the degree of self-disclosure and vice versa (Trepte et al., 2017). Thus, the findings of the present study are in line with the *hyperpersonal communication theory*, which holds that online communication consists of greater self-disclosure, leading to higher-quality peer relationships (Walthers, 1996).

In addition, the relationship between active private social media use and peer attachment was expected to be stronger for girls than boys. As a significant relationship was only found for girls, this hypothesis was supported. Girls who texted and private messaged their friends more felt more attached to them. These results are in line with research by Lepp et al. (2016), who similarly found a positive relationship between texting and peer attachment for girls only. This finding could be attributable to gender differences in attachment patterns. Girls' relationships rely more on intimacy, while those between boys rely more on shared interests. Social support may, therefore, be more highly valued in girls' relationships compared with those of boys (Rueger et al., 2008). As active private use allows adolescents to give and receive more social support, girls could benefit more from this than boys in terms of peer attachment.

### **Active Public Social Media Use and Peer Attachment**

It was expected that active public social media use would positively correlate with peer attachment and that this relationship would be stronger for girls than boys. The results showed that active public social media use was not related to peer attachment; therefore, the hypothesis was not supported. However, when adding gender as a moderator, a significant negative interaction effect was found. This meant that boys who used social media more in an active and public way, such as by posting and sharing posts, reported higher attachment to their peers. No significant relationship was found for girls. A possible explanation for this unexpected finding is that public online interaction (e.g., status updating) often involves communication about one's interests to a wider community (Stefanone et al., 2012). Research has shown that boys' attachment relationships consist more of congenial companionship with peers with common interests, while girls employ more deep communication (Scholte & van Aken, 2006). Thus, it is possible that this relationship was stronger for boys because active public use is better suited to their attachment patterns. However, more research is needed to replicate or substantiate this unexpected result.

### **Passive Social Media Use and Peer Attachment**

It was expected that passive social media use would negatively relate to peer attachment. The present study found no relationship between passive use and peer attachment and no significant interaction effect when adding gender as a moderator. A possible explanation for this lack of significant result may be the relatively high mean score of active private use in comparison with previous studies (e.g., Frison & Eggermont, 2015a). This indicates that passive use occurred in the context of high active use (e.g., alternating texting with scrolling through social media) which may be less harmful than passive use in the context of low active use (e.g., mainly scrolling through social media). Furthermore, most adolescent participants in the present study reported high levels of peer attachment. As a negative correlation was expected between passive social media use and peer attachment, the high levels of peer attachment may also explain the lack of correlation.

### **Limitations, Strengths, and Future Research**

There are some limitations to the present study. First, the cross-sectional nature of the study means that no conclusions as to causality or the direction of effect can be drawn. Thus, it is unclear whether active social media use increases the level of peer attachment or whether

adolescents with higher peer attachment use social media more actively. Here, longitudinal or experimental research is needed to explore whether social media influences peer attachment or vice versa. Second, the present study used anonymous self-report measures among high school students, which increases the likelihood of careless responses (Meade & Craig, 2012). This could lower the data quality and distort research outcomes. However, as the present study used a relatively large sample, and both students and parents had to provide consent, the chance that careless responses distorted the outcomes is small, though it should still be noted. Further, most participants were born in the Netherlands; therefore, the sample was rather ethnically homogenous. This decreases the generalizability of the results to different populations. However, participants attended different high schools with varying degrees of educational attainment across the Netherlands, and the gender distribution was (almost) equal, which increases the generalizability of the results. The relatively large sample size is also a strength, as this increases the reliability of the study.

Notwithstanding these limitations, the present study is one of the first studies to differentiate between types of social media in the context of peer attachment, thereby adding to the existing knowledge on social media use among adolescents. Future research should focus on replicating the findings of the present study using longitudinal research to provide more insight into the direction of the relationship. Further, future research could explore possible mediating factors such as social support and self-disclosure to better understand why social media use and peer attachment are related.

### **Conclusion**

The present study indicates that active social media use is related to peer attachment. The results showed that adolescents who texted and private messaged their friends often reported greater levels of peer attachment. When considering gender differences, we found that girls who texted and messaged their friends more reported higher levels of peer attachment than boys, while boys who shared or posted more pictures and updates felt more attached to their peers. The results of this study may ease some growing societal concerns about the negative effects of social media use among adolescents. The findings indicate that social media could even provide an opportunity for adolescents to grow closer to their friends. As it remains unclear whether social media use influences peer attachment or vice versa, future research should strive to replicate the present findings to better understand these positive relations.

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## Appendix A

**Table 1**

*Pattern Matrix of Factor Analysis*

Items	Factor		
	1 <i>Passive use</i>	2 <i>Active public use</i>	3 <i>Active Private use</i>
Visiting the profile of someone you are not online friends with	0.83	-0.06	-0.01
Looking at pictures of someone you are not online friends with	0.79	-0.02	-0.06
Visiting an online friends' profile	0.59	0.17	0.08
Looking at a friends' pictures	0.56	0.12	0.02
Visiting your homepage	0.25	-0.02	0.05
Posting a photo	0.14	0.80	-0.10
Posting a picture or video	-0.01	0.79	-0.05
Updating your status	0.08	0.53	0.07
Sharing a post	-0.07	0.28	0.25
Reacting to a friend's message	-0.04	0.13	0.69
Chatting	0.07	-0.06	0.62
Reacting to friends' statusupdate or pictures	0.14	0.29	0.53
Sending a private message	0.09	-0.13	0.51

Extraction Method: Principal Axis Factoring.

Rotation Method: Oblimin with Kaiser Normalization.