

Impact of Facebook Usage on Classroom Jealousy

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Abstract— The social media sites especially Facebook is impacting the lives of people in many different social aspects. A large number of users around the world use Facebook on daily basis. This study observes the intensive use of Facebook on the jealousy among the class fellows in a school, college or university. Earlier research work regarding Facebook usage impact, mostly deals with the romantic and sexual jealousy. Their work shows that Facebook usage has a significant impact on increase of jealousy between the romantic partners. To the best of our knowledge, there is no work done so far on jealousy among class fellows. This study is an attempt to measure the jealousy among the class fellows in an institution. For the purpose of collection of data, a Likert-scale based questionnaire is prepared. Data has been collected from school, college and university students of Pakistan. The study reveals that there is positive significant relationship between the Facebook login frequency of a user and the jealousy developed in him or her regarding his or her class fellows.

Index Terms— Classroom, Class Fellows, College, Facebook, Facebook Usage, Facebook Impact, Jealousy, University

1 INTRODUCTION

JEALOUSY is basically an emotion that is composed of several emotions like fear, anxiety, anger, powerlessness, insufficiency, bitterness and repulsion [1]. This emotion is developed in people basically due to the several reasons. These reasons include possible loss or damage to something that could be very valuable for him or her [2]. This might include some social link or some other properties. It is such a strong emotion that infants too have experienced it. Lot of work has already been done regarding jealousy in online social networks which is discussed in following sub-sections.

1.1 Romantic and Sexual Jealousy

Jealousy is clearly found in romantic and sexual relationships. Most of the research work has been done also on these types of jealousy. As defined by [3], romantic jealousy can be explained as a combined emotion of thinking, sensing, and acts due to which a romantic partner feels risks to self-respect. He or she can also feel risks to the maintenance and keeping the class of relationship. These risks are made in his or her mind due to the observation or thinking of a contact (this contact may be actual or just imaginary) between his or her partner and a person of opposite gender. While [4] referred that sexual jealousy is a composite mental and emotional system which acts due to the observed or thought risk to the status of a romantic partner who is in a sexual affiliation. Before the creation of Facebook and other social media sites, the partners in relationship don't have much information about their partners about their social life. But after the creation of Facebook in 2004, now partners can have a look on their partners' activities on social media. The activities on social media, for example on Facebook, correspond somehow to their real life. It means that one can find the information about someone else's social network and activities on Facebook.

Besides the romantic and sexual jealousy between partners, people may also feel some other jealousy types. A prominent type is professional jealousy [5]. This jealousy may exist between employees of a company or between class fellows of an institution. This study focusses the measurement of jealousy between class fellows of an institution.

1.2 Classroom Jealousy

In a class room, there may be different types of students. Some students are of jolly nature. They make friends and live like a gang. They study together. They often arrange social events together. These social events may include trips, academic activities, food parties, seminars, playing matches and others. Mostly students like to engage entertainment activities in groups. Some students are those, which don't engage in group activities. They simply take lectures and vanish from the class room. They don't participate in any class room or social activities. They have very small gathering and usually found in couples. There is third category of students, who don't find themselves in any group or the groups don't allow them to participate with themselves. Due to this factor, this third type of students may develop some jealousy factor in their minds [6].

1.3 Facebook Promotion

The first category students may promote themselves on Facebook [7]. They may update their status or post photos that represent their academic or social activities [8]. Some students may have good relationships with their teachers. Teachers may like these students. It may be possible that these students' posts are more liked or commented by their teachers. Teachers may tag these students in their posts. Similarly some students may have good relationships with other students in the class or they may have good social network on Facebook. They may have friends all over the country or over different countries [9]. Their friends may respond to them more. Some students may present their good picture on Facebook contrary to their real life. They may post their nice pictures or videos of some special events of their life. It may be possible that some students has good friends of opposite sex. Some students may update their status or post photos about their academic activities or success in any life event. Their posts may show their subject command or knowledge. Their posts may also represent their academic or social activities outside the institution: they might participate in some technical or training courses, or

they might complete projects about their academics or other than academics. They might post about their achievements. These achievements may be academic or non-academic. For example, they might post about their good grades in the semester results. Some students may have strong influence or relationships with the administration or the teachers of the institution and they may demonstrate this relationship by their Facebook activities.

This use of Facebook may expose information about these students, which may not be known to other students otherwise. This increased exposure of information provided due to the Facebook may increase jealousy among the other students. The focus of this research is to analyze the usage of Facebook with relation to the jealousy among the class fellows.

1.4 Importance of the Research

Since the number of users who use Facebook or other social media sites is increasing day by day, it is having a significant impact on the lives of people. This impact may be not only on business strategies, political strategies but also on the social aspects of the society. Therefore, it is important to analyze the effects of social media sites including Facebook on different events or incidents. Companies are now promoting their business on social media sites [10]. Political parties and celebrities have also realized the importance of social media and they are trying to create their online profiles and promote themselves and their ideas. The jealousy among the students due to the Facebook usage is an important topic to be analyzed. This study can help to understand the Facebook usage impact on the students' lives and the reasons due to which the rivalry among the students arises.

1.5 Definitions of the Terms Used

There are several terms used throughout this study. The term "*LoginTimes*" (*LoginTimes* in SPSS) refers to the approximate number of times a respondent login to Facebook in one day. The term "*HoursSpent*" (*HoursSpent* in SPSS) refers to the approximate time in hours, a respondent spends on the Facebook daily. The term "*AgeGroup*" (*age* in SPSS) refers to the group selected by the respondent from a list of specified age groups provided in the questionnaire. Sample age clusters are between eighteen to twenty years and between twenty one to twenty four years. The term "*Gender*" (*gender* in SPSS) refers to the gender of the respondent. It may be Male or Female. The term "*InstitutionType*" (*institution* in SPSS) refers to the type of institution selected by the respondent from three options. These three options are School, College and University. The term "*TeachersInteractionsJealousy*" (*TI_Mean* in SPSS) defines the amount of jealousy felt by the respondent due to his or her class fellow's good interactions with the teachers. The term "*StudentsInteractionsJealousy*" (*SI_Mean* in SPSS) defines the amount of jealousy felt by the respondent due to his or her class fellow's good interactions with the other class fellows. The term "*GroomingJealousy*" (*G_Mean* in SPSS) refers to the amount of jealousy felt by the respondent due to the grooming activities of his or her class fellow on Facebook. The grooming refers to the process in which one tries to create his or her better image on Facebook by updating good status and posting nice and attractive photos. The term "*AcademicJealousy*"

(*AC_Mean* in SPSS) refers to the amount of jealousy felt by the respondent due to the academic activities status update or posts of his or her class fellow on Facebook. The term "*JealousyResponse*" (*RS_Mean* in SPSS) refers to the type of the response, the respondent has exhibited as a reaction of felt jealousy. The term "*AggregateJealousy*" (*TJ* in SPSS) refers to the over-all amount of jealousy felt by the respondent due to his or class fellow's activities related to Facebook.

1.6 Research Questions and Hypothesis

The current research is focusing on answering the subsequent research questions: -

RQ1: What effect does number of login times have on jealousy experienced among the students?

RQ2: What is the relationship between the hours spent by the user on Facebook and jealousy felt with his or class fellows?

RQ3: What is the role of demographics like age, gender and institution on the experience of jealousy among the students?

Based on the earlier study [11], following hypothesis are made: -

H1: *LoginTimes* is having a positive and significant relationship with *AggregateJealousy*.

H2: *LoginTimes* is having a positive and significant relationship with *TeachersInteractionsJealousy*.

H3: *LoginTimes* is having a positive and significant and positive relationship with *StudentsInteractionsJealousy*.

H4: *LoginTimes* is having a positive and significant relationship with *GroomingJealousy*.

H5: *LoginTimes* is having a positive and significant relationship with *AcademicJealousy*.

H6: *LoginTimes* is having a positive and significant relationship with *JealousyResponse*.

H7: *HoursSpent* is having a positive and significant relationship with *AggregateJealousy*.

H8: *HoursSpent* is having a positive and significant relationship with *TeachersInteractionsJealousy*.

H9: *HoursSpent* is having a positive and significant relationship with *StudentsInteractionsJealousy*.

H10: *HoursSpent* is having a positive and significant relationship with *GroomingJealousy*.

H11: *HoursSpent* is having a positive and significant relationship with *AcademicJealousy*.

H12: *HoursSpent* is having a positive and significant relationship with *JealousyResponse*.

2 METHOD

A questionnaire survey form is created using Google Forms and students are asked randomly to fill it. The type of questionnaire survey form can be used to measure the psychological attitudes, behaviors and intentions [12]. There were total thirty seven questions in the questionnaire survey form, of which thirty two questions were there for the measurement of jealousy. There were three questions about the demographic variables and two questions were for the independent variables. The questionnaire was formed on the basis of 7-point (0-6) Likert scale [13]. The Facebook Jealousy Scale [11] has been adapted to prepare the questions this survey form. Questions

were grouped in five categories. These categories include jealousy felt due to teacher interactions, jealousy felt due to students' interactions, jealousy felt due to grooming activities, jealousy felt due to academic activities and jealousy response. The survey form was created and presented for filling online. Students were invited randomly to fill this survey. The data collection was completed in about 30 days.

The questionnaire consisted of total 37 questions, out of which 32 questions were asked to measure the jealousy factor. These 32 questions were categorized in five groups. The overall scale reliability of 32 questions was tested and it was Cronbach's Alpha = 0.98.

For the purpose of group analysis, these 32 questions were further divided into five categories. These categories scales were also tested separately. *TeachersInteractionsJealousy* scale was found to be $\alpha = 0.96$, *StudentsInteractionsJealousy* scale was found to be $\alpha = 0.97$, *GroomingJealousy* scale was found to be $\alpha = 0.96$, *AcademicJealousy* scale was found to be $\alpha = 0.96$ and *JealousyResponse* scale was found to be $\alpha = 0.93$. These values show the reliability of scales used.

3 RESULTS

3.1 Descriptive Data

There were total 173 respondents ($n=173$, $SD=0.473$), out of which 66.5% ($n=115$) respondents were male and 33.5% ($n=58$) respondents were female. The majority of respondents (63%) belong to the age group from 21-24 years. While 1.7% ($n=3$) belong to under 18 years, 17.9% ($n=31$) belong to 18-20 years, 11% ($n=19$) belong to 25-28 years and 6.4% ($n=11$) belong to above 28 years age group. So, there is more than 80% respondents were from 18-24 years. The respondents were from different types of institutions ($SD=0.527$). There was a major contribution from university students in this survey. 77.5% respondents ($n=134$) were from different universities, while 18.5% respondents ($n=32$) were from different colleges and a very small percentage 4% ($n=7$) of respondents was from different schools.

There were 14.5% ($n=25$) respondents, who login to Facebook only one time in a day. While 38.7% ($n=67$) were those respondents who login 2-3 times to Facebook in a day. 19.7% ($n=34$) respondents login 4-6 times a day, 6.9% ($n=12$) login 7-9 times a day, 4.6% ($n=8$) login 10-12 times a day, while 15.6% ($n=27$) login more than 12 times a day. There were 28.3% ($n=49$) respondents were those who spend less than one hour daily on Facebook. While 28.9% ($n=50$) respondents spend 1-2 hours, 10.4% ($n=18$) respondents spend 2-3 hours, 13.3% ($n=23$) respondents spend 3-4 hours, while 19.1% ($n=33$) respondents spend more than 4 hours daily while browsing and surfing over Facebook.

The five groups of jealousy measurement variables, *TeachersInteractionsJealousy* ($M=2.92$, $SD=1.99$), *StudentsInteractionsJealousy* ($M=2.96$, $SD=2.07$), *GroomingJealousy* ($M=3.03$, $SD=1.98$), *AcademicJealousy* ($M=3.21$, $SD=2.07$), *JealousyResponse* ($M=2.64$, $SD=1.78$) and an overall variable of *AggregateJealousy* ($M=2.95$, $SD=1.74$) also measured.

3.2 Hypothesis Testing

For the purpose to find the relationship between different variables, first the bivariate, one-tailed Pearson correlation statistical technique is used.

Hypothesis 1 assumes that *LoginTimes* is having a positive and significant relationship with *AggregateJealousy*. On applying correlation statistics, the value of Pearson correlation is found to be $r=0.242$, and Significance (1-tailed) $p=0.001$, which is <0.05 . This indicates that hypothesis 1 is supported.

According to hypothesis two, *LoginTimes* is having a positive and significant relationship with *TeachersInteractionsJealousy*. For this $r=0.234$ and $p=0.001$, which is <0.05 . So, this indicates that hypothesis 2 is supported.

According to hypothesis three, *LoginTimes* is having a positive and significant relationship with *StudentsInteractionsJealousy*. For this $r=0.223$ and $p=0.002$, which is <0.05 . So, this indicates that hypothesis 3 is supported.

According to hypothesis four, *LoginTimes* is having a positive and significant relationship with *GroomingJealousy*. For this $r=0.228$ and $p=0.001$, which is <0.05 . So, this indicates that hypothesis 4 is supported.

According to hypothesis five, *LoginTimes* is having a positive and significant relationship with *AcademicJealousy*. For this $r=0.191$ and $p=0.006$, which is <0.05 . So, this indicates that hypothesis 5 is supported.

According to hypothesis six, *LoginTimes* is having a positive and significant relationship with *JealousyResponse*. For this $r=0.187$ and $p=0.007$, which is <0.05 . So, this indicates that hypothesis 6 is supported.

According to hypothesis seven, *HoursSpent* is having a positive and significant relationship with *AggregateJealousy*. For this $r=0.179$ and $p=0.009$, which is <0.05 . So, this indicates that hypothesis 7 is supported.

According to hypothesis eight, *HoursSpent* is having a positive and significant relationship with *TeachersInteractionsJealousy*. For this $r=0.234$ and $p=0.001$, which is <0.05 . So, this indicates that hypothesis 8 is supported.

According to hypothesis nine, *HoursSpent* is having a positive and significant relationship with *StudentsInteractionsJealousy*. For this $r=0.203$ and $p=0.004$, which is <0.05 . So, this indicates that hypothesis 9 is supported.

According to hypothesis ten, *HoursSpent* is having a positive and significant relationship with *GroomingJealousy*. For this $r=0.146$ and $p=0.028$, which is <0.05 . So, this indicates that hypothesis 10 is supported.

According to hypothesis eleven, *HoursSpent* is having a positive and significant relationship with *AcademicJealousy*. For this value of r is equal to 0.087 and value of p is equal to 0.129, which is not <0.05 . So, this indicates that hypothesis 11 is not supported.

According to hypothesis twelve, *HoursSpent* is having a positive and significant relationship with *JealousyResponse*. For this value of r is equal to 0.116 and value of p is equal to 0.063, which is not <0.05 . So, this indicates that hypothesis 12 is not supported.

3.3 Multiple Hierarchical Regression

In order to study the jealousy felt by a student due to the

activities done by his or her class fellow(s) over Facebook, a multiple hierarchical regression model is created. Since, it has been learned in correlational study that *LoginTimes* variable has a better relationship with the Jealousy variables than *HoursSpent*, therefore, only *LoginTimes* independent variable has been placed in the regression model. For this, following multiple hierarchical regression model has been analyzed: -

Independent Variable: *LoginTimes*

Dependent Variable: *AggregateJealousy*

The demographic variables are put in block 1 of the multiple hierarchical regression model to control the regression and independent variables are put into block 2 [11]. While the dependent variable was put into the dependent variable box. By performing the regression model, it was found to be significant, $F=9.07$, $p=.003$, which is <0.05 $R^2 = 0.097$ nearly equal to 0.1 and *LoginTimes* was a significant predictor of *AggregateJealousy* [14], [15], $\beta=0.223$, $t=3.013$, $p=.003$, which is <0.05 .

To analyze the impact of *LoginTimes* on five separate dependent variables, the regression model is performed separately on each dependent variable. First it is tested on *TeachersInteractionsJealousy* dependent variable.

Independent Variables: *LoginTimes*

Dependent Variable: *TeachersInteractionsJealousy*

The above model is discovered as significant. Value of $F=8.395$, value of $p=.004$, which is <0.05 $R^2 = 0.090$ nearly equal to 0.1 and *LoginTimes* predicts *TeachersInteractionsJealousy* significantly, value of β is equal to 0.216, value of t is equal to 2.897, value of p is equal to .004, which is <0.05 .

The regression model tested on *StudentsInteractionsJealousy* dependent variable as below.

Independent Variables: *LoginTimes*

Dependent Variable: *StudentsInteractionsJealousy*

The above model is discovered as significant. Value of $F=7.758$, value of $p=.006$, which is <0.05 $R^2 = 0.070$ and *LoginTimes* predicts *StudentsInteractionsJealousy* significantly, value of β is equal to 0.210, value of t is equal to 2.785, value of p is equal to .006, which is <0.05 .

The model is also tested on *GroomingJealousy* dependent variable.

Independent Variables: *LoginTimes*

Dependent Variable: *GroomingJealousy*

The above model is discovered as significant. Value of $F=7.821$, value of $p=.006$, which is <0.05 $R^2 = 0.089$ and *LoginTimes* predicts *GroomingJealousy* significantly, value of β is equal to 0.208, value of t is equal to 2.797, value of p is equal to .006, which is <0.05 .

The regression model tested on *AcademicJealousy* dependent variable as below.

Independent Variables: *LoginTimes*

Dependent Variable: *AcademicJealousy*

The above model is discovered as significant. Value of $F=4.877$, value of $p=.029$, which is <0.05 $R^2 = 0.075$ and *LoginTimes* predicts *AcademicJealousy* significantly, value of β is equal to 0.166, value of t is equal to 2.208, value of p is equal to .029, which is <0.05 .

Finally the regression model is tested on *JealousyResponse* dependent variable.

Independent Variables: *LoginTimes*

Dependent Variable: *JealousyResponse*

The above model is discovered as significant. Value of $F=5.996$, value of $p=.015$, which is <0.05 $R^2 = 0.075$ and *LoginTimes* predicts *JealousyResponse* significantly, value of β is equal to 0.184, value of t is equal to 2.449, value of p is equal to .015, which is <0.05 .

4 DISCUSSION

The present study revolves around three research questions and twelve hypothesis. These questions and hypothesis have been already introduced in the introductory chapter.

It has been discussed earlier by different authors [11, 16, 17, 18] that Facebook usage has a significant impact on the jealousy experienced. In this study, there are two variables which have been taken for measuring the Facebook usage factor. These variables are *LoginTimes* and *HoursSpent*.

LoginTimes variable is defined as the number of times for which a user logs in Facebook in a day. It has been assumed that if a user's number of logins to Facebook are increasing, it means he or she tends to experience more jealousy because he or she may login several times just to see the posts and other activities done by his or her class fellows. More he or she logs in, more he or she might see the posts or other activities done by his or class fellows and this eventually leads to experience more jealousy in his or her mind.

On the other hand, *HoursSpent* is a variable which is defined as the time duration (total number of hours in a day) spent by an individual over the Facebook. This variable may increase if the user may get busy in uploading photos or videos or some other activities. These activities may include watching the posts of others, liking them and commenting on these posts. This variable is assumed to be as a week predictor of experience of jealousy, because user is busy in spending time in Facebook activities rather than experience of jealousy.

Students use Facebook for several purposes. For each purpose, several questions were included in the questionnaire. Each purpose include minimum five or six questions that the participants answered. On the basis of these questions the jealousy experience was measured.

First, students may use Facebook for being in good communication with their class fellows and other people. These other people may include their family members and other relatives. There may some other people too who are just Facebook friends to whom they haven't even met before. Facebook was introduced initially for college class fellows and friends, now a days, it is being heavily used for the same purpose. Class fellows remain in contact with being signed in Facebook all the time, they frequently post about recent activities and comment on the posts of other class fellows. Before Facebook, although students also remain in contact with the help of cellular phones but Facebook introduced a new way to remain in contact. It introduces several ways of sharing information with other people. Students now can share their photos of recent events. These events may be about their academic activities or social activities. This medium also provides a way of entertainment all the time for the students. For the measurement of jealousy which one feels due to his or her class fellow's good

online interactions with the other class fellows, there were total six questions which were asked in the questionnaire. One may feel jealous if his or her class fellow posts photos with an arm around the other class fellows. Similarly his or her class fellow may post simple photos with the other class fellows. He or she may be tagged by other class fellows in their posts. His or her posts may be liked by a good number of other class fellows and may also commented by other class fellows. These type of activities may create jealousy factor in one's mind. These questions were combined to form a single variable. This variable is named as *StudentsInteractionsJealousy*. Hypothesis 3 was an assumption that *LoginTimes* is having a positive and significant relationship with *StudentsInteractionsJealousy*. It is backed by the statistical outcomes. It implies that as the number of login times increases the experience of jealousy between the class fellows also increases. One may login more and more just to see that what recent activity has been done by his or her class fellows. More he or she login, more the jealousy is experienced. The results also supported the hypothesis 9. This hypothesis was an assumption that *HoursSpent* is having a positive and significant relationship with *StudentsInteractionsJealousy*.

Some students may use Facebook for being in contact with their teachers. This contact may not only present their better image to their teachers but also they can get useful and timely information from them regarding their studies. Furthermore, this contact may help in their future after completing their studies. Teachers would guide them in their future. The jealousy, experienced due to these activities in one's mind, is also measured with the help of six questions. One may feel jealousy if his or her class fellow posts photos with an arm around a teacher. He or she may posts simple photos with the teachers. The teacher(s) may tag him or her in their posts, they may like or comment on his or her posts. These type of activities may produce strong jealousy feelings in one's mind. These questions were combined to form a single variable. This variable is named as *TeachersInteractionsJealousy*. Hypothesis 2 was an assumption that *LoginTimes* is having a positive and significant relationship with *TeachersInteractionsJealousy*. It is backed with the statistical results. It implies that as the number of login times increases the experience of jealousy between the class fellows also increases due to the factor of good interactions with the teachers. The results also supported the hypothesis 8. This hypothesis was an assumption that *HoursSpent* is having a positive and significant relationship with *TeachersInteractionsJealousy*. This means as the users spend more time on Facebook, they may experience more jealousy.

There may another fact due to students use Facebook and this fact is presenting their good image to the world. Students post their nice photos and videos about their social events. They also update their status in a charming and attractive way, which might increase their social network size and also make their image better in real life. This may increase their popularity in the class fellows and teachers circles. They may get more attention from their class fellows and teachers than the others who don't post regularly or in the nice way. Ultimately, these grooming activities would help them in their social and professional life. The jealousy created due to the

grooming activities is measured with the help of eight questions. One may feel jealous if his or her class fellow uploads a decent and attractive profile picture or other photos. He or she may get attraction from other people on Facebook. He or she may get more number of online friends, which eventually increases his or her social network volume. He or she may get more likes or comments on his or her posts. He or she may be added as friends by other friends. Also he or she may be responded with opposite sex members more frequently. These type of activities may produce strong jealousy factors in one's mind. These questions were combined to form a single variable. This variable is named as *GroomingJealousy*. Hypothesis 4 was an assumption that *LoginTimes* is having a positive and significant relationship with *GroomingJealousy*. It was also supported with the results. It implies that as the number of login times increases the experience of jealousy between the class fellows also increases due to the grooming factor. The results also supported the hypothesis 10. This hypothesis was an assumption that *HoursSpent* is having a positive and significant relationship with *GroomingJealousy*.

Some students also use Facebook to promote their academic activities. They might get good grades in the examinations. They might deliver fine presentations and get good marks. They may participate in other academic activities. They may present these activities on Facebook by uploading different photos or videos. These type of activities might also create jealousy factor in one's mind. There were six different questions asked in order to measure this type of jealousy. In these questions, participants were asked how much they feel jealous if any of their class fellows post about their academic activities, about their subject command or knowledge, about their influence over the institution, about their academic trips or conferences etc., about their extra capabilities about the subject or about their academic achievements etc. These questions were combined in order to form a single variable named as *AcademicJealousy*. Hypothesis 5 was an assumption that *LoginTimes* is having a positive and significant relationship with *AcademicJealousy*. Results also supported it. Hypothesis 11 was an assumption that *HoursSpent* was having a positive and significant relationship with *AcademicJealousy*. However, results didn't support this hypothesis.

As one feels jealousy, there is chance that he or she may get involve in a fight with the persons due to whom he or she is not feeling comfortable. This fight may indicate that the jealousy factor experienced was very severe. Romantic and sexual jealousy, which exists between the romantic or sexual partners, frequently involve such fights because one partner may consider his or her relationship in danger. But in case of jealousy between the class fellows, this factor may not be so much severe. Jealousy might be felt but not expressed in the form of fights. Because one might think that if he or she express his jealousy, his or her image may get destroyed and ultimately affect his or her studies or social image. To measure the response caused due to the experienced jealousy, there were six questions were asked. In these questions, participants were asked whether they check their class fellow's profile/wall regularly, whether they ask their class fellows about their friends, about their Facebook activities, or whether they have a

fight with their class fellow due to Facebook activities, whether they use Facebook just due to evoke jealousy in their class fellows or whether they ever tried to gain access of their class fellow's account. All these questions were combined to form a single variable. This variable is named as *JealousyResponse*. Hypothesis 6 was an assumption that *LoginTimes* is having a positive and significant relationship with *JealousyResponse*. Results supported this hypothesis. Hypothesis 12 was an assumption that *HoursSpent* is having a positive and significant relationship with *JealousyResponse*. However it was not verified by the results. This indicates that *HoursSpent* variable does not have a significant relationship with *AcademicJealousy* and *JealousyResponse*.

There were total 32 questions asked to measure the jealousy experienced. These questions were combined to form a single aggregate variable. This variable is named as *AggregateJealousy*. Hypothesis 1 was an assumption that *LoginTimes* is having a positive and significant relationship with *AggregateJealousy*. It was verified by the results. Hypothesis 7 was an assumption that *HoursSpent* is having a positive and significant relationship with *AggregateJealousy*. It was also verified by the results. This indicates that *LoginTimes* and *HoursSpent* both have a significant relationship with the *AggregateJealousy*.

After studying the correlational results, a regression model was also built. This regression model was built just to analyze the predictability of *LoginTimes* variable for the six different jealousy variables (*AggregateJealousy*, *TeachersInteractionsJealousy*, *StudentsInteractionsJealousy*, *GroomingJealousy*, *AcademicJealousy* and *JealousyResponse*). The multiple regression model was built using three different factors, dependent variable, independent variable and demographic variables [11]. *LoginTimes* was found to be the significant predictor for all the six dependent jealousy measuring variables [14], [15].

Keeping in mind the above discussion of the results of the hypothesis, now we can analyze the research questions specified in the start of the study.

The first research questions was about the effect of the number of login times on the experience of jealousy among the students. It has been observed that as students login more to the Facebook, they experience more jealousy. They want to check their news feeds and the posts by their class fellows about the recent updates. The second research question was about the relationship of the numbers of hours spent by the students with their experience of jealousy. The results revealed that this relationship is however is not much stronger. Students might spend their time on the Facebook just for promoting themselves and for any other entertainment purposes. In this case, they don't feel any strong amount of jealousy. The third research questions was about the relationship between the demographics of the students and the jealousy experienced by them. By analyzing the data and the results, it has been found that the age group and the type of the institution have their impacts on the experience of jealousy. More than 80 percent of the students belong to the age group from eighteen to twenty four and these students experienced more jealousy. Similarly a majority of the respondents belong to the universities. And these university students also tend to feel more jealousy.

5 CONCLUSION AND FUTURE WORK

It has been studied and discussed earlier by many authors [16], [17], [11], [19], [18], [20] in different studies that Facebook is exposing a lot of information about individuals that would not be available otherwise. One can easily find information about someone's social links, activities and other details by visiting his or her profile. Different online apps and marketing plans use the same strategy to target their customers. The current study also follows the same theme and examines that Facebook usage would increase jealousy experience between the class fellows in an institution. Earlier work has been mostly on romantic jealousy and sexual jealousy. This jealousy does exist between romantic partners and sexual partners. Facebook usage may cause this jealousy to increase manifolds. Since partners are in relationship and more jealousy they feel, more they feel that their relationship is in danger. In response, they may fight with each other.

There are several authors, [17], [21] who have studied the variations between genders for feeling of envy, discovered that women feel more jealousy than men. Since this study is comprised of 33.5% of women only, the results revealed a low level of experienced jealousy, which resembles with the studies for gender differences.

In case of jealousy between class fellows, it does exist but not as strong as between the romantic partners. Class fellows also experience jealousy due to the Facebook use, but they try not to express it in the form of any response or fight. They may think that if they express their feelings, this expression may ruin their student image and ultimately affect their studies and career. The results revealed that although the jealousy factor developed between the class fellows is not as strong as between the romantic partners, but it still does exist between them and Facebook usage plays its role in this feeling, experience and evoking of envy or jealousy.

The current study describes the experience of jealousy between the class fellows of the institutions. A future study may be conducted which would measure the experience of jealousy between the employees of different organizations. For instance, it can be conducted for the professors of universities or for the employees of a bank organization. This research would help to understand the competitive and professional relationships of the employees between themselves and management would be able to get better and efficient work from its employees.

As multiple hierarchical regression statistical technique is used to analyze the effect of independent variables on the dependent variables, future studies would produce much better and accurate results if some personality attributes of the respondents are also included in the study. These personality attributes help to predict the psychological personality of the respondents and would help to find much better predictors.

The current study is limited to the Bahawalpur division of Pakistan and comprised of records of 173 respondents. A future research may be conducted which may present more diversified and improved results by obtaining data sets from other different areas of Pakistan, from other countries and also across different cultural groups of people.

It would be very informational if some sort of future re-

search is to be conducted for the measurement of the experience of jealousy between the class fellows of the different institutions regarding different academic issues separately for males and females. It would help to understand the level of jealousy experienced separately by the two opposite genders. As Facebook is providing its major contribution for the psychological and social emotions experience, the other social media websites like Twitter, Friendster, Google Plus and others may also participate in experiencing these emotions. Future studies may help to analyze the effects of the other social media websites on the social and psychological aspects of users.

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