

Use of Social Networking Sites by the Undergraduate Students of University of Tirana in Albania

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Abstract— *Social networking sites have transformed the way how individuals interact, build and maintain social relationships. The aim of this study was to analyze the use of Social networking Sites by undergraduate students of University of Tirana in Albania. The objectives were to find out which are the most used social networking sites by students, the frequency of use of social networking sites, the purpose of social networking sites' usage, and to study the relationship between age, gender, employment, skills in Internet use, time spend daily on Internet, time using Internet communications daily and the usage of social networking sites. Descriptive analysis and binary logistic regression model was used to analyse the data. The results indicated that about 84.5% of the students use social networks sites every day; 92% use Facebook and 77% use Instagram. The results of binary logistic regression models indicated that the number of accounts on social networking sites, and time spend daily on Internet influence the daily use of social networking sites, whereas the number of social networking sites accounts, time spend daily on Internet, time using daily Internet communications and gender of the respondent influence the daily frequency of social networking sites usage. The results of this study are useful for students, parents, lecturers and administration of University of Tirana.*

Keywords —*Social Networking sites, social media, logistic regression, Albania.*

I. INTRODUCTION

Social networking sites (SNSs) have become a widespread communication technology for the users of Internet. Since the release of the first social network site in 1997, these online communities have grown tremendously. The SNSs like Facebook, Twitter, Instagram and LinkedIn are now popular online communities with millions of users. These sites are used to interact, play, explore, and learn in significant ways, and they allow users to share photos, videos and information, organize events, chat, and play online games.

By end 2016, almost one out of two people (47%) in the world were using the Internet, 79.1% of people in Europe were using Internet [1]. Facebook was the first social network to exceed 1 billion registered accounts in third quarter of 2012 and in

the second quarter of 2017 reached at 2.06 billion monthly active accounts [2].

In Albania, according to the World Bank data the percentage of individuals using the Internet is increased from 6.05% in 2005 to 45% in 2010 and to 66.36% in 2016 [3]. Compared to other Balkan countries, Albania has the highest estimated speed of Internet diffusion [4]. In their study, [5] found that all the respondents use Internet and almost all of them use social networks sites. In June 2017, the number of Facebook subscribers for Albania was 1,400,000 [6].

The aim of this study is to investigate the usage of SNSs by the undergraduate students of University of Tirana in Albania. The objectives of this study were to find out which are the most used SNSs, the purpose of use of SNSs, to identify problems that students faced during the use of SNSs, and also to identify the factors that influence the daily use and daily frequency of the SNSs usage by the undergraduate students of University of Tirana.

II. LITERATURE REVIEW

Several research studies have investigated the use of SNSs among university students ([7]-[15])

In their study, [7] have examined the use of SNSs among 272 UK and international business school students. They found key differences among undergraduate and postgraduate students in terms of gender, program, and age. The majority of the respondents indicated Facebook as their primary social network (78.7%), followed by MySpace (15.44%) and LinkedIn (9.9%). Undergraduate students used Facebook mainly to keep in touch with friends while postgraduate students used Facebook for general socializing.

In the study conducted by [8] to examine Malaysian university students' use of SNSs, the researchers surveyed 6358 undergraduates and postgraduates university students. The findings showed that 80.8% of the students had an account with a social networking site. The use of social network sites was the most common activity during the time the students spent on the internet, followed by learning and chatting. The results also indicate that only half of the respondents use SNSs to get in touch with their lecturers in informal learning contexts. About 60% of the respondents do not

believe the use of SNSs is affecting their academic performance.

The study of [9] about the usage of SNSs among the undergraduate and postgraduate students and research scholars of the universities of North India showed that all the 486 respondents use such applications in their academic affairs. It was found that Facebook was the most popular SNSs by all categories of respondents (84.7% of total sample). The SNSs were mostly used for entertainment (49.7%), communication with family and friends (48.1%), finding useful information (41.1%) and socializing (40.5%). The average time spend by the respondents on SNSs was less than one hour for 70.1% of the sample and 1 to 3 hours for 24.6% of the sample. This study found that 37.2% of the respondents accepted that the use of SNSs is merely a time-consuming process, followed by fear of misusing their personal information (29.2%) and lack of security and privacy (23.2%).

In the study of [10] was examined a sample of 535 students of TEI of Western Macedonia related to the use of SNSs and social media. Facebook was found to be the main choice of students (94.7%), and also the first choice of usage among the respondents (82%). Related to the time spent on SNSs, 38.7% spent 1 to 3 hours on SNSs, 25.2% 3 to 5 hours and 18% more than 5 hours.

The study of [11] investigated differences and similarities of King Abdulaziz University (KAU) Arts and Science students' perceptions of social media impact on social behavior. The survey included a total of 2605 full-time undergraduate students from various colleges of KAU. The more preferred social media tools were YouTube, Twitter and Facebook. The purpose of Social media usage was Entertainment (79%), Information searching (67%) and learning (62%). About 30% of the respondents spent on average 10 hours or more per week using social media.

In their study [12] investigated the use of social media networking among Pharmacy students of Kenyatta University, Nairobi Kenya. They found out that Pharmacy students used social media very well to communicate with real and virtual friends but not so much for academic improvement. Majority of the students use Facebook and Twitter for less than 30 min daily but spent longer time on WhatsApp and YouTube applications. In this study, WhatsApp was the most popular among the students being used mainly to communicate with real friends unlike the Facebook that was employed mainly to communicate with real and virtual friends.

The study of [13] analysed the use of social network sites among university students and the impact it has on their social relationship. One hundred undergraduate and postgraduate students of Eastern Mediterranean University, Famagusta, North Cyprus were studied. The results indicated that the mostly used SNSs among the university students

were Facebook (100%), Twitter (72.4%) and Instagram (64.3%). The duration of time spent on SNSs per day was from 1 to 12 hours. Findings also showed that most students use the SNSs majorly to keep in touch with relatives, family and friends (100%), and to share videos/ pictures/ music (83%).

In the study of [14] was investigated the use of Facebook by Jordanian university students. The respondents of this study were 282 students from different colleges of a Jordanian public university. The results indicated that the majority (92.6%) of university students in Jordan have Facebook account. Majority (86.6%) of the respondents used Facebook to socialize with family and friends, 31% reported using Facebook for academic purposes, 26.4% to upload and share files such as videos and pictures, and 12% to play online games. The majority of the respondents use Facebook daily, about 28% reported spending 10 to 30 minutes a day and 27.2% reported spending more than two hours a day on Facebook.

In another study conducted about the use of Facebook, [15] investigated the behaviors of Facebook users who are also undergraduate students in Jordan. The data of 180 respondents were analyzed. This study revealed that 88% of the respondents have a Facebook account. Facebook has been used for sharing personal information, discussing political issues, and peers learning. It was found that male users were more daring than female users in posting personal information such as photos, phone numbers, and addresses. The main reason for students to have a Facebook account is to stay connected and chat with their friends.

III. RESEARCH METHODOLOGY

The target population of this study was comprised by undergraduate students of Tirana University attending second and third year in academic year 2016-2017. A two-stage sampling procedure was used in selecting the respondents for this study. The first stage involved the purposive sampling of enrolled students at Faculty of Economy and Faculty of Natural Sciences, University of Tirana. The second stage involved the simple random sampling of 300 respondents across the programs of study in both faculties.

Data were collected through the use of a questionnaire during the period December 2016-February 2017. The questionnaire was pretested and out of the 300 questionnaires administered, 264 were returned with complete information, resulting in a response rate of 88%.

To analyse the impact of age, gender, employment, skills in Internet use, time spend daily on Internet, time using Internet communications daily on the daily use of SNSs and on the daily frequency of SNSs usage, the binary logistic regression models were estimated.

The Logistic regression is used when modelling binary responses and it estimates the probabilities of

the response occurring. The logistic regression equation takes the following form [16]:

$$\ln\left(\frac{p}{1-p}\right) = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_kx_k$$

where p is the estimated probability that an undergraduate student to use SNSs daily, and x_1, x_2, \dots, x_k are independent or explanatory variables of the model.

The estimated probability of the response occurring (p) divided by the probability of it not occurring ($1-p$) is called the odds ratio (OR). Maximum likelihood method is used to estimate the odds ratios of the model.

The STATA software was used to analyse the data.

IV. RESULTS AND DISCUSSION

A. Descriptive statistics

About 45.45% of the respondents are studying at Faculty of Economy, 67% are attending second year of their study program, 77% are female, and 14% are employed. Related to skills in Internet use, 31% of the respondents indicated very good skills and 47% good skills. All the respondents in the sample use Internet, about 94% of the respondents use Internet every day and only 6% use Internet for 2 or 3 times at week. About 64% of the respondents have more than 5 years that are using Internet. (Table 1, Appendix).

B. Use of Internet communications

About 98.5% of the respondents have declared that they use Internet communications (E-mail, SNSs, Skype, MSN, WhatsApp, Viber, etc) and some reasons were: to maintain social and personal contacts (95.45), to exchange lecture notes with friends (83%), to participate in discussion groups (45.25%), to communicate with lectures (5.74%) and to receive results of projects/mid-terms/final exams (24%).

About 45% of the respondents use Internet every day to check e-mail and 27% to check e-mail every week; 84.5% use social networks every day. WhatsApp is used by 93% of the respondents, whereas Viber is used by about 61% of them.

About 39% of the respondents use Internet communications for 2 or less hours daily. (Table 1, Appendix)

C. Use of the Social networking sites

The respondents were required to indicate which SNSs they had accounts with. Facebook was the most popular, with 92% of the total sample having accounts on it, followed by Instagram with 77%.

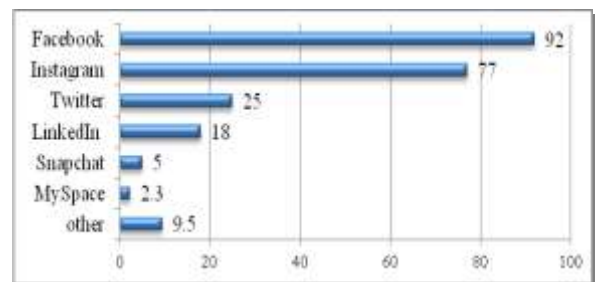


Fig. 1. Account on SNSs

Related to the number of accounts, about 34% of the respondents had four accounts, 24.5% had five or more accounts and only 3.82% had only one account (Table 1, Appendix). Most used SNSs was Facebook, followed by Instagram.

This finding is consistent with the results of other studies on students' use of SNSs ([7], [9], [10], [12]-[15]), that most students had a Facebook account.

D. Purpose of using social networking sites

The SNSs are usually used for various purposes. The respondents were asked to indicate the purpose for which they used the SNSs.

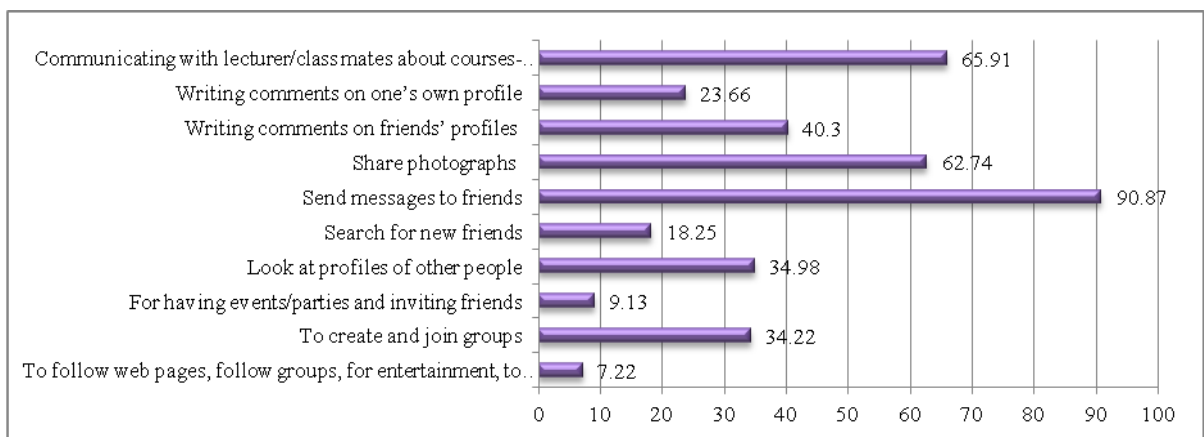


Fig. 2. Purpose of using social networking sites

Majority of the respondents (91%) indicated that they used SNSs to send messages to friends, 66% to

communicate with lecturer/class mates about issues related to their studies, about 63% to share

photographs, and about 40% to write comments on friends' profiles. Also, 7.2% of the respondents used SNSs to follow web pages, follow groups, for entertainment, to share information, etc.

This finding is consistent with the results of other studies on students' use of SNSs ([13]-[15]) that most students frequently used SNSs to connect with people and to share photos and other personal content.

E. Respondents' perceptions of their use of social networking sites

The respondents were asked to indicate whether they strongly agreed with, agreed with, were neutral on, disagreed with or strongly disagreed with some provided statements. About 57.4% of the respondents agreed or strongly agreed that the time they spend on SNSs means less study time. Almost 65.8% of the students believed that they are able to control the use of SNSs and it does not interfere with their studies. Also 29% of the respondents agreed or strongly agreed that they visit SNSs where they are in class and 38.4% of them that SNSs distract them from studying. The majority of the students (94.6%) disagreed or strongly disagreed that they have missed class because of being on SNSs, 60.4% that their grades are suffering because of time when they used SNSs, and about 53% of them that they are addicted to SNSs. (Table 2, Appendix)

F. Determinants of daily use of social networks sites

To estimate a binary logistic regression model, the dependent variable with binary response was used. A respondent was considered a SNSs user if he/she use SNSs every day.

The results of two binary logistic regression models are shown in table 1. (The correlation matrix of independent variables of the first model is given in Table 3, in Appendix.) The results of model 1 indicated that the model was statistically significant (LR chi2 = 29.6, p < 0.01). The value of Pseudo-R² was about 13% and the percentage of cases correctly classified was 84.09%. The classification accuracy should be at least 25% greater than that achieved by chance [17].

The results of model 1 indicated that number of SNSs accounts, time spent daily on Internet, time using Internet communications and age of the respondent, were statistically significant. The respondents with more than four accounts on SNSs, those who spend five to ten hours daily on Internet, were more likely to daily use SNSs at 5% level. The respondents who use Internet communication for more than three hours daily were more likely to daily use SNSs at 10% level, whereas those with age 20 or more years were less likely to daily use SNSs at 10% level.

TABLE 1. DETERMINANTS OF DAILY USE OF SOCIAL NETWORKS SITES (OR)

Independent Variable	Model 1	Model 2
Age (20+)	0.502 ⁺	6
Gender (Male)	0.897	1.161
Employment status (Yes)	0.569	0.574
Skills in Internet use (excellent/very good)	0.762	0.835
Experience in using Internet (> 5 years)	1.361	1.353
Time spent daily on the Internet		
5 to 10 hours	2.474 [*]	2.629 [*]
10 or more hours	0.587	0.701
Time using Internet Communications (> 3 hours daily)	2.077 ⁺	1.918
Number of accounts on SNSs (> 4 accounts)	7.896 ⁺	14.33 ⁺
Purpose of using SNSs:		
Communicating with lecturer/class mates about courses-related issues		1.108
Writing comments on one's own profile		0.492
Writing comments on friends' profiles		2.901 [*]
Share photographs		1.730
Send messages to friends		1.244
Search for new friends		0.360 ⁺
Look at profiles of other people		1.994
For having events/parties and inviting friends		0.601
To create and join groups		0.725
Constant	3.794 ^{**}	1.882
LR chi2	29.6	45.16
Pseudo-R ²	12.99%	20.48%
% correctly classified	84.09	86.26%

Note: + p < 0.10 * p < 0.5, ** p < 0.01. N = 264

Gender of the respondent, employment status, skills in Internet use and experience in using Internet were not statistically significant.

The results of model 2 indicated that the model was statistically significant (LR chi2 = 45, p < 0.01).

The value of Pseudo-R² was about 20.5% and the percentage of cases correctly classified was 86.26%.

The results of model 2 indicated that the number of SNSs accounts, time spent daily on Internet and among the purpose to use SNSs, the purpose 'Writing comments on friends' profiles' were

statistically significant at 5% level. The respondents with more than four accounts on SNSs, those who spend from five to ten hours daily on Internet and those who use SNSs to write comments on friends' profiles, were more likely to use SNSs every day at 5% level.

Gender of the respondent, employment status, skills in Internet use, experience in using Internet and time using Internet communications were not statistically significant.

G. Determinants of daily frequency of social networks sites usage

The results of model 1 indicated that the model was statistically significant (LR chi2 = 31.71, p < 0.01). The value of Pseudo-R² was about 12.96% and the percentage of cases correctly classified was 77.13%. The results of model 1 indicated that time using Internet communications, number of accounts on SNSs, skills in using Internet and gender of the respondents were statistically significant.

The respondents with more than four accounts on SNSs, with excellent or very good skills in Internet use, and those who use Internet communication for more than three hours daily were more likely to use SNSs more than 10 times every day at 5% level.

TABLE 2. DETERMINANTS OF DAILY FREQUENCY OF SOCIAL NETWORKS SITES USAGE (OR)

Independent Variable	Model 1	Model 2
Age (20+)	0.577	0.614
Gender (Male)	2.120 ⁺	2.266 [*]
Employment status (Yes)	0.835	0.729
Skills in Internet use (excellent/very good)	0.338 [*]	0.338 ⁺
Experience in using Internet (> 5 years)	1.280	1.261
Time spent daily on the Internet		
5 to 10 hours	1.765	1.877
10 or more hours	0.543	0.527
Time using Internet Communications (> 3 hours daily)	3.884 ^{**}	3.872 ^{**}
Number of accounts on SNSs (> 4 accounts)	2.046 [*]	1.735 [*]
Purpose of using SNSs:		
Communicating with lecturer/classmates about courses-related issues		0.908
Writing comments on one's own profile		1.963
Writing comments on friends' profiles		0.477 ⁺
Share photographs		1.465
Send messages to friends		2.409
Search for new friends		0.963
Look at profiles of other people		1.793
For having events/parties and inviting friends		0.484
To create and join groups		1.097
Constant	0.112 ^{**}	0.038 ^{**}
LR chi2	31.71	40.64
Pseudo-R ²	12.96%	16.62%
% correctly classified	77.13	78.03%

Note: + p < 0.10 * p < 0.5, ** p < 0.01. N = 223

Age of the respondent, employment status, skills in Internet use, experience in using Internet and time spent daily on the Internet were not statistically significant.

The results of model 2 indicated that the model was statistically significant (LR chi2 = 40.64, p < 0.01). The value of Pseudo-R² was about 16.62% and the percentage of cases correctly classified was 78.03%. The results of model 2 indicated that time using Internet communications, gender, number of accounts on SNSs, Skills in using Internet and gender were statistically significant at 5% level. The respondents with more than four accounts on SNSs, those who use Internet communications for more than three hours daily and also male respondents were more likely to use SNSs more than 10 times every day. Respondents with excellent or very good skills in Internet use were less likely to use SNSs more than 10 times every day.

Age of the respondent, employment status, skills in Internet use, experience in using Internet, time spent daily on the Internet and purpose to use SNSs were not statistically significant.

V. CONCLUSIONS

Social networking sites are becoming very popular and millions of people are attracted to them. They are used by different people for various purposes. In recent years, many educational institutions are putting great effort into adopting such technologies in order to provide better services.

The aim of this study was to examine the usage of SNSs among undergraduate students of University of Tirana. The results of descriptive analysis indicated that all the respondents use the Internet, and 84.5% of them use SNSs daily. About 92% of the respondents have account on Facebook, 77% on Instagram, 25% on Twitter and 18% on LinkedIn. WhatsApp is used by 93% of the respondents, whereas Viber by about 61% of them. Most of the respondents declared that they used SNSs to send messages to friends, to share photographs and to write comments on friends' profiles. About 66% of the respondents agreed or strongly agreed that they are able to control the use of SNSs and it does not

interfere with their studies, whereas about 53% of the respondents disagreed or strongly disagreed that they are addicted to SNSs.

The results of binary logistic regression models indicated that:

- the respondents with more than four SNSs accounts, those who spend from five to ten hours daily on Internet and those who use SNSs to write comments on friends’ profiles, were more likely to use SNSs every day;
- the respondents with more than four SNSs accounts, those who use Internet communications for more than three hours daily and also male respondents were more likely to use SNSs more than 10 times every day, whereas the respondents with excellent or very good skills in Internet use were less likely to use SNSs more than 10 times every day at 5% level.

The findings of this study provide useful information for students, parents, lecturers, and the administration of the University of Tirana.

In the future research, the students concern about the security and privacy issues of SNSs can be studied.

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APPENDIX

TABLE 1. DESCRIPTIVE STATISTICS

Variable	Frequency	Percentage
Age		
18-19 years	90	34
20 +	174	66
Gender		
Male	60	22.73
Female	204	77.27
Employment		
Yes	37	14.02
No	227	85.98
Skills in Internet use		
Excellent	82	31.06
Very good	124	46.97
Good	46	17.42
Sufficient	12	4.55
Time using Internet		
Less than 2 years	3	1.14
2 to 3 years	36	13.64
4 to 5 years	55	20.83
more than 5 years	170	64.39
Number of SNSs accounts		
1 account	10	3.82
2 accounts	35	13.36
3 accounts	64	24.43
4 accounts	89	33.97
5 accounts	41	15.65
6 + accounts	23	8.78
Number of hours using Internet		
5 or less hours	109	41.29
6 to 10 hours	123	46.59
11 or more hours	32	12.12
Time using Internet Communications		
2 or less hours	102	38.78
3 to 4 hours	85	32.22
5 + hours	77	29.00

TABLE 2. RESPONDENTS' PERCEPTIONS OF THEIR USE OF SNSs

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Cronbach alpha
The time I spend on SNSs means I have less study time.	23.19	34.22	16.73	22.81	3.04	0.71
I can control my use of SNSs and it does not interfere with my studies.	32.32	33.46	21.3	10.27	2.66	0.57
Sometimes I visit SNSs when I am in class.	7.6	21.67	18.25	35.36	17.11	0.59
I have missed class because of being on SNSs.	1.15	0.38	3.8	18.25	76.43	0.65
My grades are suffering because of my use of SNSs.	2.66	12.17	24.7	34.99	25.48	0.65
My use of SNSs distracts me from studying.	9.13	29.28	25.86	22.81	12.93	0.62
I think I am addicted to SNSs.	6.08	20.91	20.15	25.86	27.00	0.68

TABLE 3. CORRELATION MATRIX

Variable	1	2	3	4	5	6	7	8
1. Age	1.000							
2. Gender	0.0277*	1.000						
3. Employment	0.0602*	0.0935*	1.000					
4. Skills in Internet use	-0.1781*	-0.0695*	-0.0825*	1.000				
5. Experience in using Internet	0.1161*	0.1201*	-0.0416*	-0.2168*	1.000			
6. Time spent daily on Internet	0.0997*	0.0443*	0.0661*	-0.1697*	0.1296*	1.000		
7. Time using Internet Communications	0.0730*	-0.1038*	0.0918*	-0.1817*	0.0837*	0.2974*	1.000	
8. Number of SNSs accounts	0.1015*	0.1252*	0.0693*	-0.0317*	0.2101*	0.0818*	0.0663*	1.000

Note: * indicates 5% significance level