Translation and Validation of Social Media Addiction Scale for Students

Quratulain Musharaf[1], Nazia Jahangir[2], Naimal Ehsan[3], Saba Ashraf[4], Sadia Abid[5]

Abstract
The focus of the current study was to translate and Validate Social Media Addiction Scale (SMAS) into Urdu. Study was based to establish the psychometric properties of SMAS in Pakistani Culture. Translation and Adoption were accomplished with forward and backward translation method for SMAS. After that it was scientifically pre-tested to validate its constructs and it was found significant. In pre- testing, minimum rating for the equivalence of both English and Urdu version of SMAS with Mean 84.8 and standard deviation 12.617. In the next step, adapted Urdu version was administered on the sample of large population of 516 students with age between 15 to 22 years using purposive sampling technique (M = 81.70 and SD = 15.666). Cronbach's alpha, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were computed by using SPSS software (version .25) and AMOS software (version .21). Results showed that Cronbach's Alpha = 0.87. The item total correlation of Urdu SMAS was greater than 0.3. Exploratory Factor Analysis and Confirmatory Factor Analysis done to check the number of factors in SMAS. The EFA extracted four factors for SMAS Urdu version. After testing the four-factor model in CFA, the analysis showed good fitness indexes (comparative fit index = 0.95; goodness of fit index = 0.97). SAAS Urdu version has high internal consistency and reliability and can be used for research and evaluation objectives in clinical settings in Pakistani society.
Keywords: Social media, Addiction, Reliability, Validity

1. Introduction

Social media addiction is a mental disease that forces a person to be too connected with social media, spending a lot time on these structures that it affects other components of their lives (Young, 2004). Social media addiction has emerged as a significant issue with several harmful effects on everyday life and interpersonal relationships as use of social media platforms has grown out of control. There is little question that our social lives have been impacted both positively and badly by the rising usage of social media (Sahin, 2018). Social media dependency is a harmful dependency on interactive platforms which includes Facebook, Twitter and Instagram. Social media dependency is characterized by excessive usage and difficulties in avoiding it. Ironically, social isolation is a typical side effect of the condition (Kuss & Griffiths, 2012). Many people, especially college students, have been drawn to social media since its inception a decade ago. As a result, social media's widespread appeal may be cause for worry, especially in light of the steadily increasing amount of time students spend online and how it can influence their conduct. Addiction to social media may develop into social media dependence if such platforms are used excessively. When a person spends too much time on the social media (like Facebook, Twitter, or Instagram), it may have an adverse effect on other aspects of their lives, such as school, art, dating, and how they treat other people (Wainner, 2018). Social media is well-known in today's environment, making it difficult to ignore. It can be found in classified ads, popular culture, and other places. It is a psychological issue because of the difficulty to unplug from social media. Excessive social media use has a number of components that might lead to psychological problems in the near term or over time. Addiction is the most harmful of these diseases since it may disrupt a person's everyday life and present them with several obstacles that span multiple situations. Long-term anxiety, sadness, and feelings of loneliness, as well as the development of interest deficit disorders, are other prevalent concerns that may be brought on by social media use. If not addressed, these difficulties may cause problems with the development and training of children and young adults (Shensa et al., 2017).

1.1. Types of Social Media Addiction

Five distinct types of social media dependence may be identified. (one) cyber addiction (two) net compulsion(three) internet compulsions for on line gambling, public sale, or obsessive buying and selling (four) immoderate statistics for web searches or compulsive database searches and (five) laptop dependency to playing games or programming (Koc, 2010).

Cybersex Addiction: One of the most self-explanatory internet addictions is Cybersex. In addition to XXX internet-cam offers, this includes on-line pornography, personal web pages, sexual myth/adult chat groups, and more. To get obsessed with any of these options may jeopardize one's capacity to form real, genuine, personal connections based on sexual or romantic attraction. For people addicted to cybersex, there are varieties of treatment options available, including inpatient or outpatient counselling as well as intervention (Young, 1996).

Net Compulsion: On-line gambling, stock trading, on-line auctions, and obsessive on-line shopping are just a few of the interactive activities that may be quite harmful when played online. A person's financial well-being may be adversely affected and task-related commitments may be disrupted as a result of this behavior. Stress in a single's relationships may also be caused by excessive spending or dropping of money. It's easy for those who are already addicted to gambling or shopping to become hooked on online casinos and retailers since they have fast and easy access (Koc, 2010).

---
[1] Institute of Southern Punjab, Multan, Pakistan, qura.musharah88@gmail.com
[1] Institute of Southern Punjab, Multan, Pakistan, naziajahangir4@gmail.com
[4] Institute of Southern Punjab, Multan, Pakistan, naimelehsan@gmail.com
[3] Institute of Southern Punjab, Multan, Pakistan, sabaashraf101@gmail.com
[2] Institute of Southern Punjab, Multan, Pakistan, shah.sadia369@gmail.com

Cyber (Online) Relationship Addiction: Addicts who are addicted to online dating sometimes overlook and forget about their real-life ties to family and friends because they are so preoccupied with establishing and maintaining romantic connections online. Chat rooms and social networking sites are the most common places for online relationships to be formed, but they aren't the only places you may meet people online. Catfishing was coined as a result of the current practice of individuals seeking romantic connections online while hiding their true identity and appearance. A person's social abilities and expectations for in-person encounters might be severely hampered when they've been inundated with the internet's social lives and personalities. Many times, this results in an inability to build genuine worldwide connections, which in turn increases their reliance on online contacts. Treatment or counselling is often necessary to address this addiction and ensure long-term behavioral changes (Kuss & Griffiths, 2012).

Compulsive Information Seeking: The internet offers a plethora of information to its users. When it comes to accessing information, some people have developed an overwhelming need to collect and organize data. Obsessive-compulsive tendencies may present themselves in the form of knowledge seeking in certain people. Compulsive data-searching, on the other hand, might have a negative impact on productivity and even lead to a job loss. When it comes to treating an addiction, there are a wide range of treatment options that may be used, from unconventional therapeutic approaches to medication (Young, 1996).

Computer or Gaming Addiction: Computer addiction, often known as computer gaming dependence, refers to an addiction to computer-based sports, both online and off. Video games like Solitaire, Tetris, and Minesweeper have been included into computers as they have grown more generally accessible. Obsessive computer sport gambling was quickly recognized by researchers to be an issue in specific contexts. The amount of time spent playing these video games might have a devastating effect on productivity in the workplace. There are a plethora of new games to choose from in addition to the classics that are still readily available. Addiction to computers is a common problem, and it's still a problem in the modern world (Koc, 2010). A previous study conducted by Haand and Shuwang (2020) reveal that teenagers and young adults spend more time on social media, and their depression rates are greater. The study's findings reveal a positive link between social media addiction and depression, as well as the fact that despair is a strong predictor of social media addiction. Moreover, another study by Abbas as et al. (2019), negative and beneficial effects of internet addiction on young adults. Young individuals are the most obsessive Internet users, according to an empirical study conducted in Malaysia. As a result, their reliance on the Internet has become worrisome. It refers to spending an inordinate amount of time in chat rooms forming and nurturing online friendships that are intended to substitute real-life friendships and family. Making money by utilizing the Internet excessively for online gambling, trading, and participating in online auctions. The dilemma linked with compulsive online browsing or database searches for information.

1.2. Rational of the Study
The purpose of present study is to translate and validate the English version of Social Media Addition Scale which was developed by Sahin (2018) into Urdu language (National language of Pakistan) to make it reliable for population of Pakistan. The translated version of this scale would help for those who cannot understand English language and low educated citizens of Pakistan to easily understand the items of questionnaire. The focus of the study will also to validate the scale for measuring the social media addiction level among High school, Secondary school and university students of Pakistan. The purpose of selection of Social Media Addiction Scale for translation is that it is a measurement tool in order to measuring social media addiction as well as Social Media Addiction Scale is not translated and validated into Urdu by another researcher in Pakistan. Social Media Addiction Scale is a 29 item scale under four factors measuring the social media addiction among student population. This scale will also present as a reliable and valid measure of social media addiction into Urdu on a Pakistani sample.

1.3. Significance of the Study
This study will help the students, researchers, teachers, representatives of different societies, news media and all other persons seeking their interest in social media addiction and working for awareness against social media addiction. To the first-rate of studies, this will be the primary Urdu model of Social Media Addiction Scale to be had, and no research utilized any Urdu version of Social Media Addiction Scale. In this manner, the motivation in the back of this examination is calling at the psychometric properties of an Urdu translation of this scale among students. They will get help from this work and get guidance for the gaps for the further research. The study will motivate writers and publishers to critically analyze their productions and try to eliminate social media addiction by psychological and biological medication.

1.4. Research Objectives
The Research objectives of the study is
- To translate the social media addiction scale student form in Urdu (National Language of Pakistan.
- To measure the psychometrics properties (Reliability & Validity) of the translated scale.

1.5. Research Hypotheses
- The Urdu version of SMAS will show a four factor structure.
- The Urdu version of SMAS will be a highly reliable and valid measure for University students.

2. Research Methodology

2.1. Participants

Quantitative research design was used in this study. In pre-testing phase sample of cross- language comprised of N=30 in pre – testing phase and in the main study N=516 high school, secondary school and University students were taken from Multan and Bahawalpur, Pakistan. The age ranges were 15 to 22 years. Both males and females students having different education. After determining the inclusion criteria only those participants were approached which were satisfied and willing to cooperate. After obtaining informed consent, questionnaires were completed. Purposive sampling-technique was used to select the participants. The inclusion criteria were only school, college; University students and age range were 15to 22 years. Participants were selected from Multan and Bahawalpur City only. The exclusion criteria were incomplete questionnaire and participant's disinclination to take part in the study. Moreover, 15-22 age ranges Participants from other cities were also excluded.

2.2. Materials

Social media addiction scale developed by Cengiz Sahin in (2018). The sale consists of 29 items and 4 factors namely as virtual tolerance contain 5items, virtual communication contain 9 items, virtual problem contain 9 items and virtual information contain 6 items with Likert type five grades (1) strongly disagree, (2) Disagree, (3)neither agree nor disagree, (4) agree, (5)strongly agree. The validation of the subscales Cronbach's alpha of 0.81, 0.81, 0.86 and 0.82 respectively.

2.3. Operational definition of Social Media Addiction

Social Media Addiction is a behavioral addiction that is define by being overly concerned about social media, driven by an uncontrollable urge to long on to or use social media, and devoting so much time and effort to social media that it impairs other important life areas.

2.4. Procedure

Phase 1: Translation and Pretesting: For translation and adaption of scale, the translation guidelines by Brislin (1970) were followed. Scale translation was done using following steps.

Step 1: Obtaining permission. First of all, it was important that for the translation and validation of social media addiction scale permission was taken from the Author "Cengiz Sahin" via E-mail. The request for translation was graciously accepted.

Step 2: Forward translation: For scale translation backward-forward method was used. The forward-backward method consists of three steps. The scale was translated following the guideline recommended by (Brislin, 1970).According to the Standardized procedure of translation, in the first step the scale was translated from English into Urdu by three Urdu experts. Pre-testing of the scale was occur in this phase. For this purpose N=30 high, secondary and university students sample was selected through purposive sampling to check the reliability between original and translated scale. To choose students from different professions to rate the equivalence of original English version and translated Urdu version. All participants were bilingual and have good command in English and Urdu Language.

Step 3: Backward translation: In this step the Urdu translated version of the scale was given to the English experts to do the backward translation. All the experts were instructed to back translate the item in English by trying to keep content equivalence between both the versions. After the final Urdu version of scale N = 30 high, secondary school and university students was selected for pilot study to rate the equivalence of translated Urdu and back translated English version of scales. These students were also bilingual and were selected through purposive sampling technique.

Stage 4: Expert Committee: The committee approach consists of three members, two assistant professor pf psychology (who were Ph.D.) and one lecturer of psychology with M.Phil degree. This committee reviewed and compared between the original, forward, backward translated version of scale to check the content validity. For main study the final Urdu version of scale was selected. In final Urdu version scale those items were selected that were simple, closer to original scale and culturally relevant.

2.5. Phase II: Main study

The main study was started in this phase with N=516 high, secondary and university students to check the reliability and validity of Urdu translated SMAS measure. Before taking the consent, the participants were asked about the objectives of this study so they fill the questionnaire with interest. The scale was administered on the sample the participant was asked if they face any difficulties in understanding the items. Participants were thanked for their cooperation at the end of data collection.

2.6. Statistical Analysis

Data were analyzed through SPSS V.25.Corelation method was used to measure the inter item correlation between original, forward and Backward translated scale. Internal consistency (reliability) was measured by using Cronbach's Alpha Coefficient. Before factor analysis, Kaser- Meyer- Olkin (KMO) and Bartlet test was used to measure the suitability of data for factor analysis. After determining the suitability, Exploratory factor Analysis (EFA) Confirmatory factor Analysis (CFA) was carried out by using AMOS V.21.

3. Results

Table 1: Descriptive Statistics of Demographic Variables

	Categories	Frequency	Percentage	Mean	SD
Age	15-18	150	29.1	1.71	.455
	19-22	366	70.09		
Gender	Male	175	33.9	1.66	.474
	Female	341	66.1		
Family income	30,000-60,000	382	74.0	1.26	.439
	70,000-1,00,000	134	26.0		
Education	FS.C	120	23.3	1.98	.666
	BS	287	55.6		
	Master	109	21.1		

Note. N = 516

Table 2: Descriptive Statistics of Instrument

	N	Minimum	Maximum	Mean	Standard Deviation
Pretest Total Scores	30	2.200	3.800	84.80	12.617
Total SMAS Scores	516	2.219	3.479	81.70	15.666

Note. The above table 2 shows that descriptive statistics of pretesting and main study. Minimum rating for the equivalence of both English and Urdu version of SMAS is 2.200 maximum rating is 3.800 with Mean 84.80and Standard Deviation 12.617 in pre-testing. In main Study, the minimum rating of social media addiction Urdu version is 2.219 and maximum rating is 3.479 with Mean 81.70and Standard Deviation SD= 15.666.

Table 3: Frequency Distribution of items of Social Media Addiction scale Urdu version's ratings in pre-testing

Item	Rating	F	%	Min	Max	Mean	SD
Q1	Strongly disagree	8	26.7	1	5	2.53	1.52
	Disagree	8	26.7				
	Neither agree nor disagree	5	16.7				
	Strongly agree	8	26.7				
	Agree	1	3.3				
Q2	Strongly disagree	4	13.3	1	5	2.77	1.135
	Disagree	10	33.3				
	Neither agree nor disagree	6	20.0				
	Strongly agree	9	30.0				
	Agree	1	3.3				
Q3	Strongly disagree	7	23.3	1	5	2.60	1.276
	Disagree	9	30.0				
	Neither agree nor disagree	5	16.7				
	Strongly agree	7	23.3				
	Agree	2	6.7	1	5	2.97	1.189
Q4	Strongly disagree	4	13.3				
	Disagree	7	23.3				
	Neither agree nor disagree	7	23.3				
	Strongly agree	10	33.3	1	5	2.50	1.280
	Agree	2	6.7				
Q5	Strongly disagree	7	23.3				
	Disagree	11	36.7				
	Neither agree nor disagree	5	16.7				
	Strongly agree	4	13.3				
	Agree	3	10.0				
Q6	Strongly disagree	8	26.7	1	5	2.43	1.278
	Disagree	11	36.7				
	Neither agree nor disagree	3	10.0				
	Strongly agree	6	20.0				
	Agree	2	6.7				
Q7	Strongly disagree	8	26.7	1	5	2.20	1.095
	Disagree	14	46.7				
	Neither agree nor disagree	3	10.0				
	Strongly agree	4	13.3				

	Agree	1	3.3				
Q8	Strongly disagree	6	20.0	1	5	2.79	1.315
	Disagree	8	26.7				
	Neither agree nor disagree	3	10.0				
	Strongly agree	10	33.3				
	Agree	2	6.7				
Q9	Strongly disagree	1	3.3	1	5	3.63	1.129
	Disagree	6	20.0				
	Neither agree nor disagree	2	6.7				
	Strongly agree	15	50.0				
	Agree	6	20.0				
Q10	Strongly disagree	5	16.7	1	5	3.03	1.299
	Disagree	6	20.0				
	Neither agree nor disagree	5	16.7				
	Strongly agree	11	36.7				
	Agree	3	10.0				
Q11	Strongly disagree	5	16.7	1	5	2.60	1.102
	Disagree	10	33.3				
	Neither agree nor disagree	8	26.7				
	Strongly agree	6	20.0				
	Agree	1	3.3				
Q12	Strongly disagree	4	13.3	1	5	3.07	1.388
	Disagree	9	30.0				
	Neither agree nor disagree	4	13.3				
	Strongly agree	7	23.3				
	Agree	6	20.0				
Q13	Strongly disagree	4	13.3	1	5	3.17	1.315
	Disagree	7	23.3				
	Neither agree nor disagree	3	10.0				
	Strongly agree	12	40.0				
	Agree	4	13.3				
Q14	Strongly disagree	8	26.7	2	5	3.40	1.003
	Disagree	5	16.7				
	Neither agree nor disagree	14	46.7				
	Strongly agree	3	10.0				
	Agree	3	10.0				
Q15	Strongly disagree	3	10.0	1	5	2.77	1.104
	Disagree	12	40.0				
	Neither agree nor disagree	5	16.7				
	Strongly agree	9	30.0				
	Agree	1	3.3				
Q16	Strongly disagree	7	23.3	1	5	2.63	1.273
	Disagree	9	30.0				
	Neither agree nor disagree	3	10.0				
	Strongly agree	10	33.3				
	Agree	1	3.3				
Q17	Strongly disagree	8	26.7	1	5	2.33	1.241
	Disagree	12	40.0				
	Neither agree nor disagree	5	16.7				
	Strongly agree	2	6.7				
	Agree	3	10.0				
Q18	Strongly disagree	5	16.7	1	5	2.77	1.251
	Disagree	9	30.0				
	Neither agree nor disagree	7	23.3				
	Strongly agree	6	20.0				
	Agree	3	10.0				
Q19	Strongly disagree	7	23.3	1	5	2.50	1.196
	Disagree	10	33.3				

	Neither agree nor disagree	5	16.7				
	Strongly agree	7	23.3				
	Agree	1	3.3				
Q20	Strongly disagree	5	16.7	1	5	2.87	1.306
	Disagree	9	30.0				
	Neither agree nor disagree	4	13.3				
	Strongly agree	9	30.0				
	Agree	3	10.0				
Q21	Strongly disagree	7	23.3	1	5	2.67	1.322
	Disagree	8	26.7				
	Neither agree nor disagree	6	20.0				
	Strongly agree	6	20.0				
	Agree	3	10.0				
Q22	Strongly disagree	3	10.0	1	5	3.03	1.189
	Disagree	8	26.7				
	Neither agree nor disagree	7	23.3				
	Strongly agree	9	30.0				
	Agree	3	10.0				
Q23	Strongly disagree	5	16.7	1	5	3.87	1.306
	Disagree	9	30.0				
	Neither agree nor disagree	4	13.3				
	Strongly agree	9	30.0				
	Agree	3	10.0				
Q24	Strongly disagree	2	6.7	1	5	3.03	1.112
	Disagree	10	33.3				
	Neither agree nor disagree	3	10.0				
	Strongly agree	14	46.7				
	Agree	1	3.3				
Q25	Strongly disagree	4	13.3	1	5	3.37	1.273
	Disagree	3	10.0				
	Neither agree nor disagree	6	20.0				
	Strongly agree	12	40.0				
	Agree	5	16.7				
Q26	Strongly disagree	2	6.7	1	5	3.47	1.106
	Disagree	4	13.3				
	Neither agree nor disagree	6	20.0				
	Strongly agree	14	46.7				
	Agree	4	13.3				
Q27	Strongly disagree	3	10.0	1	5	3.33	1.322
	Disagree	7	23.3				
	Neither agree nor disagree	3	10.0				
	Strongly agree	11	36.7				
	Agree	6	20.0				
Q28	Strongly disagree	1	3.3	1	5	3.80	.997
	Disagree	3	10.0				
	Neither agree nor disagree	3	10.0				
	Strongly agree	17	56.7				
	Agree	6	20.0				
Q29	Strongly disagree			1	5	3.60	1.102
	Disagree	6	20.0				
	Neither agree nor disagree	8	26.7				
	Strongly agree	8	26.7				
	Agree	8	26.7				

Note. Table shows bilingual participants ratings on Social Media Addiction Scale Urdu version in high equivalence to its original English version.

3.1. Factor Analysis

Table 4: KMO and Bartlett's Test where N=516

Kaiser Meyer Olkin (KMO)		.876
Bartlett's Test of Sphericity	Approx. Chi-Square	4034.057
	Df	378
	Sig.	.000

Note. The above table shows the Kaiser Meyer Olkin Measure of Sampling Adequacy (KMO) value is 0.876, and the Bartlett's Test of Sphericity is significant (p=.000), therefore factor analysis is appropriate.

Table 5: Communalities of items of SMAS Urdu version (EFA)

	Initial	Extraction
Q1	1.000	.581
Q2	1.000	.642
Q3	1.000	.571
Q4	1.000	.368
Q5	1.000	.425
Q6	1.000	.523
Q7	1.000	.622
Q8	1.000	.503
Q9	1.000	.587
Q10	1.000	.435
Q11	1.000	.345
Q12	1.000	.479
Q13	1.000	.402
Q14	1.000	.541
Q15	1.000	.463
Q16	1.000	.490
Q17	1.000	.549
Q18	1.000	.550
Q19	1.000	.491
Q20	1.000	.543
Q21	1.000	.518
Q22	1.000	.591
Q23	1.000	.600
Q24	1.000	.435
Q25	1.000	.588
Q26	1.000	.562
Q27	1.000	.540
Q28	1.000	.608
Q29	1.000	.531

Note. The above Table shows that all items represents high loading (greater than 0.5 &0.6) except few represents greater than 0.3, 0.4.

Table 6: Scree Plot of Social Media Addiction scale Urdu version (EFA)
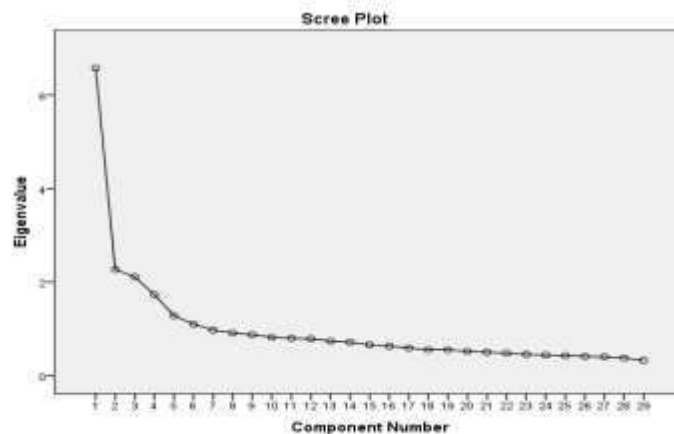
Note. In the above table 6, Scree Plot showed four factors are attained before Eigen value 1.

Table 7: Total Variance Explained Using Varimax Rotation

Component	Total	% of Variance	Cumulative %
1	3.849	13.271	13.271
2	2.838	9.785	23.055
3	2.836	9.780	32.835
4	2.459	8.480	41.315

The above table 7 shows four components analysis Social Media Addiction Scale Urdu version with Cumulative percentage as 41.315.

Table 8: Factor Correlation Matrix and Total Variance Explained for Factor using Direct Oblimin Method

Component		1	2	3	4	Total Variance
Factors	1	1.000	.303	.297	.276	3.849
	2	.303	1.000	.137	.189	2.838
	3	.297	.137	1.000	.175	2.836
	4	.276	.189	.175	1.000	2.459

Note. The above table Factor Correlation Matrix shows correlation between factors and Total Variance Explained for factor 1 and 2 is 3.849 and 2.838 respectively.

Table 9: Rotated Component Matrix of SMAS Urdu Version.

	Components			
	1	2	3	4
Q1				.691
Q2				.752
Q3				.719
Q4				.558
Q5				.522
Q6			.652	
Q7			.715	
Q8			.678	
Q9			.696	
Q10			.559	
Q11			.514	
Q12			.430	
Q13			.471	
Q14			.693	
Q15	.624			
Q16	.627			
Q17	.673			
Q18	.646			
Q19	.682			
Q20	.678			
Q21	.675			
Q22	.516			
Q23	.611			
Q24		.377		
Q25		.738		
Q26		.724		
Q27		.563		
Q28		.754		
Q29		.705		

Note. The above table showed that all variables weighted above 0.3 for each factor. Rotated factor loadings show high correlations between factors and variables. Items number one, two, three & four are positively coded.

Table 10: Pattern Matrix of Social Media Addiction scale Urdu version

	Components			
	1	2	3	4
Q1				.712
Q2				.757
Q3				.723
Q4				.566
Q5				.498
Q6			.652	
Q7			.757	
Q8			.665	
Q9			.725	
Q10			.512	
Q11			.469	
Q12			.383	
Q13			.382	
Q14			.691	
Q15	.642			
Q16	.618			
Q17	.684			
Q18	.640			
Q19	.718			
Q20	.682			
Q21	.679			
Q22	.350			
Q23	.342			
Q24		.327		
Q25		.744		
Q26		.736		
Q27		.582		
Q28		.781		
Q29		.714		

Note. The above table showed that some items on Pattern Matrix shows high loadings factors. Items 19, 25, 26, 28 and 29are the highest loadings factors in Component one and two whereas; item 1, 2, 3 7 and 9are the highest loadings factors in Component three and four.

Table 11: Structure Matrix of Social Media Addiction Scale Urdu version, using Direct Oblimin Rotation

	Components			
	1	2	3	4
Q1				.754
Q2				.775
Q3				.677
Q4				.406
Q5				.469
Q6			.480	
Q7			.681	
Q8			.713	
Q9			.519	
Q10			.600	
Q11			.376	
Q12			.480	
Q13			.564	
Q14			.691	
Q15	.599			
Q16	.545			
Q17	.583			

Q18	.457	
Q19	.645	
Q20	.508	
Q21	.617	
Q22	.759	
Q23	.749	
Q24		.478
Q25		.765
Q26		.604
Q27		.349
Q28		.715
Q29		.596

3.2. Confirmatory Factor Analysis

Table 12: Model Fit Summary of Social Media Addiction Scale Urdu version

	Chi Square	Df	GFI	AGFI	IFI	TLI	CFI	RMSEA
Proposed Model	479.707	371	.973	.851	.845	.829	.954	.048

Note: GFI= Goodness of fitted Index; AGFI = Adjusted goodness of fit; IFI =Incremental Fit Index; TLI Tucker Lewis Index; CFI= Comparative Fit Index; REMSA =Root Mean Square Error of approximation. The above table 12 shows that the model fit of the data and evaluation of estimates which presented the significant parameters in model. The model fit indices suggest that model is good fit to the data because of the value of CFI .954, TLI .829, IFI .845, and RMSEA .048.

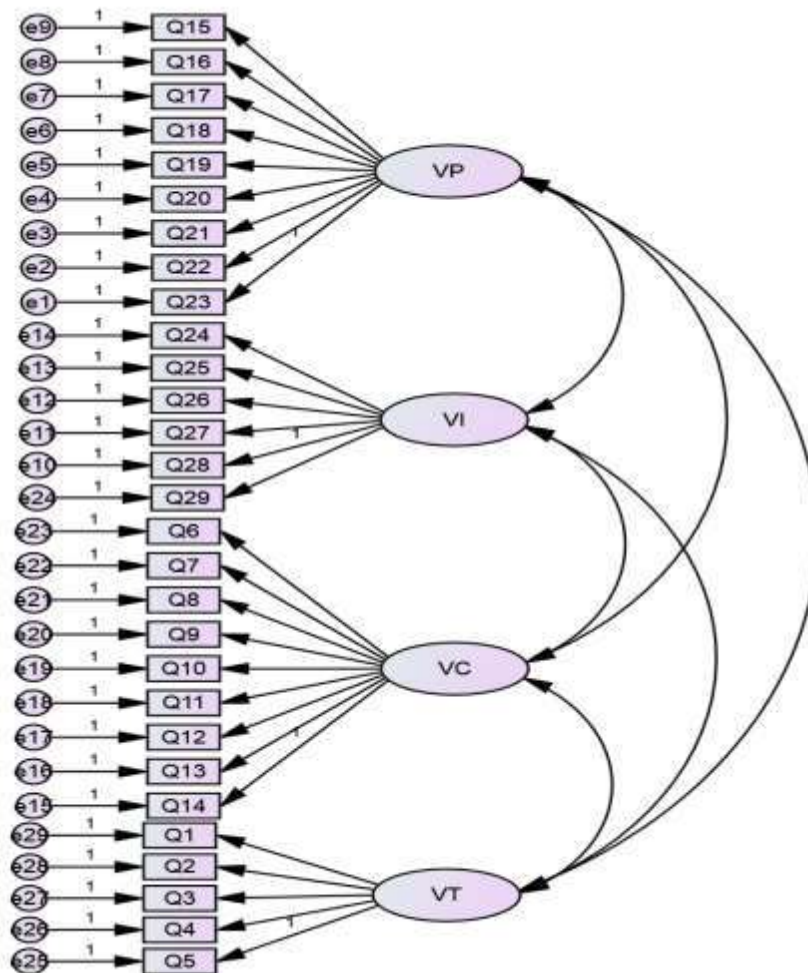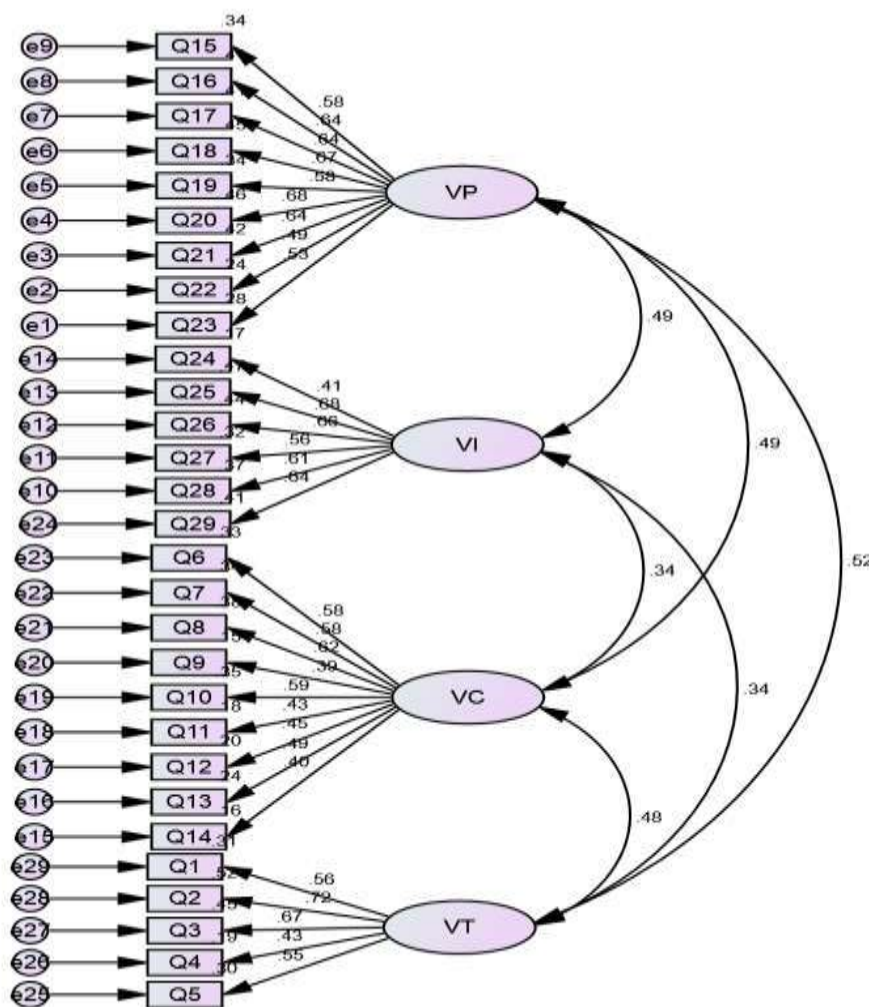**Table 13a: Path Diagram of 2 Factor Model of SMAS Urdu version**

Table 13.b: Path diagram of SMAS Urdu version (Standardized Estimates)

3.3. Estimates of CFA

Table 14: Regression Weights of Social Media Addiction Scale Urdu version's 4 factor model

			Estimate	S.E.	C.R.	P
SMAS23	<---	VP	.53	.107	8.736	***
SMAS22	<---	VP	.49	.121	10.367	***
SMAS21	<---	VP	.64	.120	10.673	***
SMAS20	<---	VP	.68	.112	9.717	***
SMAS19	<---	VP	.58	.111	10.572	***
SMAS18	<---	VP	.67	.111	10.358	***
SMAS17	<---	VP	.64	.110	10.314	***
SMAS16	<---	VP	.64	.107	9.720	***
SMAS15	<---	VP	.58			
SMAS28	<---	VI	.62	.096	9.962	***
SMAS27	<---	VI	.56	.095	11.197	***
SMAS26	<---	VI	.66	.100	11.423	***
SMAS25	<---	VI	.68	.094	7.711	***
SMAS24	<---	VI	.41			
SMAS14	<---	VC	.40	.155	6.806	***
SMAS13	<---	VC	.49	.149	6.539	***
SMAS12	<---	VC	.45	.170	6.370	***
SMAS11	<---	VC	.43	.195	7.377	***

SMAS10	<---	VC	.59	.151	6.008	***
SMAS9	<---	VC	.39	.208	7.502	***
SMAS8	<---	VC	.62	.199	7.337	***
SMAS7	<---	VC	.58	.191	7.320	***
SMAS6	<---	VC	.58	.099	10.962	***
SMAS29	<---	VI	.64			
SMAS5	<---	VT	.55	.099	7.603	***
SMAS4	<---	VT	.43	.114	10.080	***
SMAS3	<---	VT	.67	.115	10.407	***
SMAS2	<---	VT	.72	.092	9.073	***
SMAS1	<---	VT	.56			

Table 15: Covariance of Social Media Addiction Scale Urdu version's 4 factors model

			M.I.	Par Change
e6	<-->	VT	4.502	.057
e6	<-->	VI	5.818	.066
e6	<-->	VP	4.698	-.047
e6	<-->	e29	6.136	.086
e6	<-->	e27	5.725	-.089
e6	<-->	e24	4.343	.078
e6	<-->	e12	7.314	.095
e6	<-->	e11	9.454	-.122
e5	<-->	VI	5.387	-.072
e5	<-->	VP	4.698	.054
e5	<-->	e29	5.122	-.089
e5	<-->	e22	4.463	-.095
e5	<-->	e17	6.558	-.105
e5	<-->	e12	7.890	-.112
e4	<-->	e21	4.883	-.091
e4	<-->	e17	7.148	.102
e4	<-->	e16	5.362	-.087
e4	<-->	e10	4.617	.084
e3	<-->	VC	5.538	-.048
e3	<-->	e26	6.372	-.120
e3	<-->	e21	7.413	-.118
e3	<-->	e11	10.491	.144
e3	<-->	e6	6.978	-.101
e3	<-->	e5	6.705	.113
e2	<-->	VC	4.888	-.049
e2	<-->	VI	4.415	.069
e2	<-->	e23	4.112	-.093
e2	<-->	e20	9.102	.146
e2	<-->	e10	4.500	.095
e2	<-->	e9	6.955	-.118
e2	<-->	e7	7.628	-.118
e1	<-->	e28	6.233	-.104
e1	<-->	e26	8.456	.147
e1	<-->	e22	7.846	.131
e1	<-->	e14	5.057	.118
e1	<-->	e12	5.606	-.098
e1	<-->	e2	43.360	.322

Table 16: Covariance of Social Media Addiction Scale Urdu version's 4 factors model

	Variance			
	Estimate	S.E.	C.R.	P
VP	.400	.067	6.007	***
VI	.476	.069	6.854	***

VC	.218	.052	4.197	***
VT	.465	.078	5.957	***
e1	1.036	.069	15.021	***
e2	1.076	.071	15.187	***
e3	.877	.062	14.147	***
e4	.761	.055	13.760	***
e5	.933	.064	14.700	***
e6	.688	.050	13.901	***
e7	.748	.053	14.157	***
e8	.751	.053	14.204	***
e9	.846	.058	14.698	***
e10	.799	.059	13.568	***
e11	.947	.067	14.138	***
e12	.681	.053	12.766	***
e13	.705	.057	12.351	***
e14	1.241	.082	15.217	***
e15	1.147	.075	15.214	***
e16	.785	.053	14.683	***
e17	.822	.055	14.937	***
e18	1.143	.076	15.065	***
e19	.856	.062	13.724	***
e20	1.027	.067	15.280	***
e21	.869	.065	13.359	***
e22	.920	.067	13.824	***
e23	.861	.062	13.863	***
e24	.799	.061	13.122	***
e25	1.066	.076	13.979	***
e26	1.135	.076	14.955	***
e27	.755	.062	12.116	***
e28	.611	.057	10.781	***
e29	.718	.052	13.901	***

Table 18: Cronbach's Alpha Reliability Coefficients of pretesting (N=30) and Social media Addiction scale (Urdu version) where N=516

	N of Items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
Pre-testing (N=30)	29	.798	.799
Main Study (N=516)	29	.874	.873

Note. The above table 18 showed that, Cronbach's Alpha value is 0.798 which shows the acceptable internal consistency between translated Urdu version and original version of Social media addiction scale in pre-testing. In main study, Cronbach's Alpha value is 0.874 which shows that the internal consistency of Urdu version is good.

Table 19: Item Statistics of Social Media Addiction scale Urdu version where N=516

	Scale Mean If Item Deleted	Scale Variance If Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha If Item Deleted
Q1	78.47	234.665	.311	.315	.872
Q2	78.85	228.774	.449	.410	.869
Q3	79.11	229.231	.418	.362	.870
Q4	78.94	233.633	.287	.222	.873
Q5	79.10	226.666	.462	.327	.868
Q6	79.34	229.663	.421	.351	.869
Q7	79.48	229.349	.412	.431	.870
Q8	78.85	230.108	.388	.399	.870
Q9	78.22	235.198	.268	.254	.873
Q10	78.85	230.064	.405	.322	.870
Q11	78.68	234.171	.272	.196	.873

Q12	78.55	233.681	.345	.267	.871
Q13	78.88	232.932	.370	.274	.871
Q14	78.41	231.757	.346	.255	.871
Q15	78.96	227.350	.493	.353	.868
Q16	79.46	226.505	.520	.413	.867
Q17	79.31	226.858	.508	.418	.867
Q18	78.91	224.841	.579	.438	.866
Q19	79.26	229.214	.412	.370	.870
Q20	78.97	224.582	.545	.445	.866
Q21	79.17	225.773	.493	.422	.868
Q22	78.94	229.573	.399	.324	.870
Q23	79.13	228.000	.442	.357	.869
Q24	79.10	228.336	.422	.287	.869
Q25	78.39	229.647	.414	.424	.870
Q26	78.48	230.545	.408	.395	.870
Q27	78.93	228.916	.425	.332	.869
Q28	78.32	234.857	.269	.411	.873
Q29	78.52	230.332	.388	.369	.870

Note. The table showed high validity of instrument with Alpha value 0.8.

4. Discussion

Since cross-cultural tool evaluation is crucial in Pakistan, the current study was done to better understand the psychometric features of the Urdu version of Social Media Addiction. Success in the field of psychology depends on cross-cultural adaptation and the validation of scales that have been culturally adjusted. The Social Media Addiction Scale was validated and translated into Urdu for this study. The outcomes of any conceivable scientific elaboration of the results will be revealed in the part that follows in this chapter. Two studies were conducted one after the other to gather the data and determine the validity and reliability of the Social Media Addiction Scale. Pre-testing is another name for the first phase. It was carried out to examine the content and construct validity of the translated SMAS. The pre-testing results served as validation for the Urdu version of the Social Media Addiction Scale. The Brislin standards were used in the pre-two testing's forward and backward tries, and the scale's alpha reliability was examined. With a Cronbach's Alpha score of 0.798, the Urdu version of SMAS had favorable item dependability in its initial try. The SMAS Urdu version's backward translation underwent a second pre-test effort. The backward translated scale's alpha dependability was calculated, and a satisfactory alpha value of.791 was obtained. These coefficient values demonstrate strong dependability, demonstrating the SMAS Urdu version's suitability as a research instrument. A second research was carried out to examine the validity and reliability of a scale on a sample of Pakistani citizens. One of the study's advantages is that a wide population sample of people who enrolled in various Departments as students served as the source of data. On a wide range of reliability and validity indicators, the Social Media Addiction questionnaire was assessed. The study's findings offer reliable information on the scale's psychometric qualities in Urdu.

The Social Media Addiction Scale (SMAS) has a minimum rating of 2.129 and a maximum rating of 3.479, with a mean of 81.70 and a standard deviation (SD) of 15.666 in the study on a population of 516 students, both male and female. The average score of 516 pupils in Pakistani society is 81.70, indicating that the majority of the population has a high degree of addiction. The primary study is carried out to assess the suitability of the SMAS Urdu translation and the validity of a scale in a population sample of Pakistan. The following primary statistical analyses are also performed for this purpose:

- The Cronbach's Alpha
- The Confirmatory Factor Analysis (CFA)
- The Exploratory Factor Analysis (EFA)

Cronbach's Alpha score for the SMAS Urdu version is 0.874, which indicates that all of the Urdu version's items have extremely excellent dependability. All items are positively linked and have a positive association with one another, according to the results of the inter-item correlation. These findings demonstrate the psychometric validity of the SMAS Urdu version. Items on the sample of 516 people were determined to be significant, indicating a substantial association. The SMAS Urdu version's cross-cultural adaptation was examined, and the suitability of factor analysis was determined, using exploratory factor analysis (EFA). Factor analysis is appropriate for EFA since the Kaiser Meyer Olkin Measure of sample adequacy (KMO) score is.876 and the Bartlett's Test of Sphericity is significant (p=.000). Results from the Scree Plot indicate that three components are retained. The Oblimin rotation was used to extract the factors, and the Factor Correlation Matrix displays a correlation of 0.303 between the two factors. All variables in the rotation factor analysis had weighted 0.3 for each component. High correlations between the factor and the variables are seen in rotated factor loadings. Items on components 1, 2, 3, and 4 have positive correlation. The greatest loading factors in components one and two are items 19, 25, 26, and 28 whereas the highest loading factors in components three and four are items 1, 2, 3, and 9. All variables are therefore significantly connected, according to the results of the explanatory factor analysis. The best application of this concept is to the SMAS factor structure. To begin with, AMOS

version 21's Confirmatory Factor Analysis (CFA) was used to verify the factor structure of Pakistani university students using the SMAS Urdu version. To demonstrate how well the factor structure discovered by EFA is supported by the data, CFA is employed. Four factor models with satisfactory model fit were found for the Urdu version of SMAS. The findings reveal that the Chi-square value is 974.707 and that there are 371 Degrees of Freedom with probability level 0. However, fit indices with GFI 0.973, CFI 0.954, and RMSEA 0.048 look adequate. Model fit is demonstrated by the Goodness of Fit Index score of 0.973. CFI score is 0.954, demonstrating the favorable characteristics of Comparative Fit Indexes. CFI values over 0.9 are regarded as being fit. The RMSEA value is 0.48, or root mean square error of approximation. A fitting RAMSEA value that is less than 0.6. Overall findings support the model is fit. No items were deleted, and all of the factor loads are within permissible limits. Therefore, it can be inferred from the CFA results that Pakistan may also use the social media addiction scale. The SMAS Urdu version's psychometric qualities and the study's findings demonstrate that this scale may be widely applied to gauge students' levels of social media addiction. This study will also aid in the analysis of Pakistani citizens' levels of addiction.

The current study's goal is to translate and formally accredit the Urdu version of the Social Media Addiction Scale. This scale's translated Urdu version can be used to Pakistan's less educated Urdu-speaking populace. A step toward further investigation and exploration in the uncharted territory of psychology is the translation and validation of the Social Media Addiction scale in Pakistan. It will aid in the adaptation and creation of additional tools in accordance with Pakistan's contemporary culture and norms. Due to the fact that the majority of Pakistanis struggle to understand English, Urdu translation tools are necessary for psychological evaluations there.

5. Conclusions
Social Media Addiction Scale (SMAS) has been used in many researches in Pakistan. However, no study was conducted previously on translation and validation of SMAS into Urdu language in Pakistan as it is evident from literature and confirmed by developer of original English version of SMAS. So, this study is based on the need of translation and validation of Social Media Addiction Scale in Pakistan National Language Urdu. Forward and Backward translation of scale is done by bilingual experts and appropriate version was used through committee approach. Results of this study were conducted by using SPSS and AMOS. Results were based on Cronbach's alpha, Correlation, Confirmatory and explanatory factor analysis. Correlation analysis revealed that the items of original and translated scale are inter related to each other. Cronbach's alpha value also revealed that good internal consistency level between original English version and translated Urdu version of SMAS. Confirmatory factor analysis revealed that model is good fit to data because of its significant values and explanatory factor analysis revealed that Urdu version SMAS has four factor just like original version because this scale has four sub scale. In this model the relationship between the variable and the respondent is significant. So, the factor analysis is appropriate. Confirmatory factor analysis also confirmed.

5.1. Limitations
The study was limited to administration of tests. This limitation of check reliability of a particular scale in different language proved to be reliable but there must have been other aspects which could have been proved a greater aspect for the study. The major limitation in this all was time and budget and all other resources. The SMAS Urdu version was applied on 19-22 age population of Pakistan so, the finding cannot be extended on other population to make it generalize it should be used with other population as well. Along with the perception of a work period as lengthy enough to recall all the procedures and actions that have been carried out at work over the previous three months, there is a tendency to avoid severe responses to sensitive sections of the scale.

5.2. Suggestions
To explain the best psychometrics properties of (SMAS) Urdu version sample of student's addiction level evaluated for factor analysis. It is advised that the students' addiction level be translated and validated so that the psychometric qualities of the two measures may be compared and assessed jointly. The further studies as suggested to take broader population, broader sample. The aspect of increase in social media addiction due to smartphone. The updated version will help researchers more to explore more variables responsible for social media addiction. So the future researchers are suggested to study this way that they would update this social media scale and make their acceptance.

5.3. Ethical Considerations
The necessary ethical issues, including informed consent, confidentiality, anonymity, and prior approval from the original author to utilize the questionnaire, were taken into account while developing the quantitative study design. Furthermore, the ethical review committee's official consent was obtained. Appendix A contains a letter from the original author granting permission to use the translated questionnaire.

5.4. Practical Implication of the study
The aim of the study was to translate the social media scale and test how reliable was the translated version in compare to the original one. After findings, the implications are made that this study will be beneficial for researchers and the students. The outcome of this study yields translated version of SMAS in Urdu language. The results of the current study have significant application in the field of education and clinical settings. Based on its strong psychometrics qualities this instrument can serve as a useful tool for teachers' students counselors in assessing the level of addiction among young generation enrolled in colleges and Universities. The research can check on further languages and they would also have this study as reference to manipulate,

relate or to explore their evidence based study. SMAS Urdu version can also be utilized in clinical setting for the identification of other problems as well related to high addiction level.

References

Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability*, *11*(6), 1683.

Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, *1*(3), 185-216.

Haand, R., & Shuwang, Z. (2020). The relationship between social media addiction and depression: a quantitative study among university students in Khost, Afghanistan. *International Journal of Adolescence and Youth*, *25*(1), 780-786.

Koc, M. (2010). Internet Addiction and Psychopathology. *Turkish Online Journal of Educational Technology - Tojet*, *10*(1), 143–148.

Kuss, D. ve Griffiths, M. (2012). Internet gaming addiction: a systematic review of empirical research. *International Journal of Mental Health Addiction*, 10, 278-296.

Sahin, C. (2018). Social Media Addiction Scale – Student Form: The Reliability and Validity Study. *Tojet*, *17*(1), 169–182.

Shensa, A., Escobar-Viera, C. G., Sidani, J. E., Bowman, N. D., Marshal, M. P., & Primack, B. A. (2017). Problematic social media use and depressive symptoms among US young adults: A nationally-representative study. *Social science & medicine*, *182*, 150-157.

Wainner, C. N. (2018). Social media addiction and its implications for communication.

Young K. S. (2004). Internet addiction: A new clinical phenomenon and its consequences. *American Behaviour Scientist*, 48, 402- 415.

Young, K. S. (1996). Psychology of computer use: Addictive use of the Internet: a case that breaks the stereotype. *Psychological reports*, *79*(3), 899-902.

Author's Email for Permitting Study
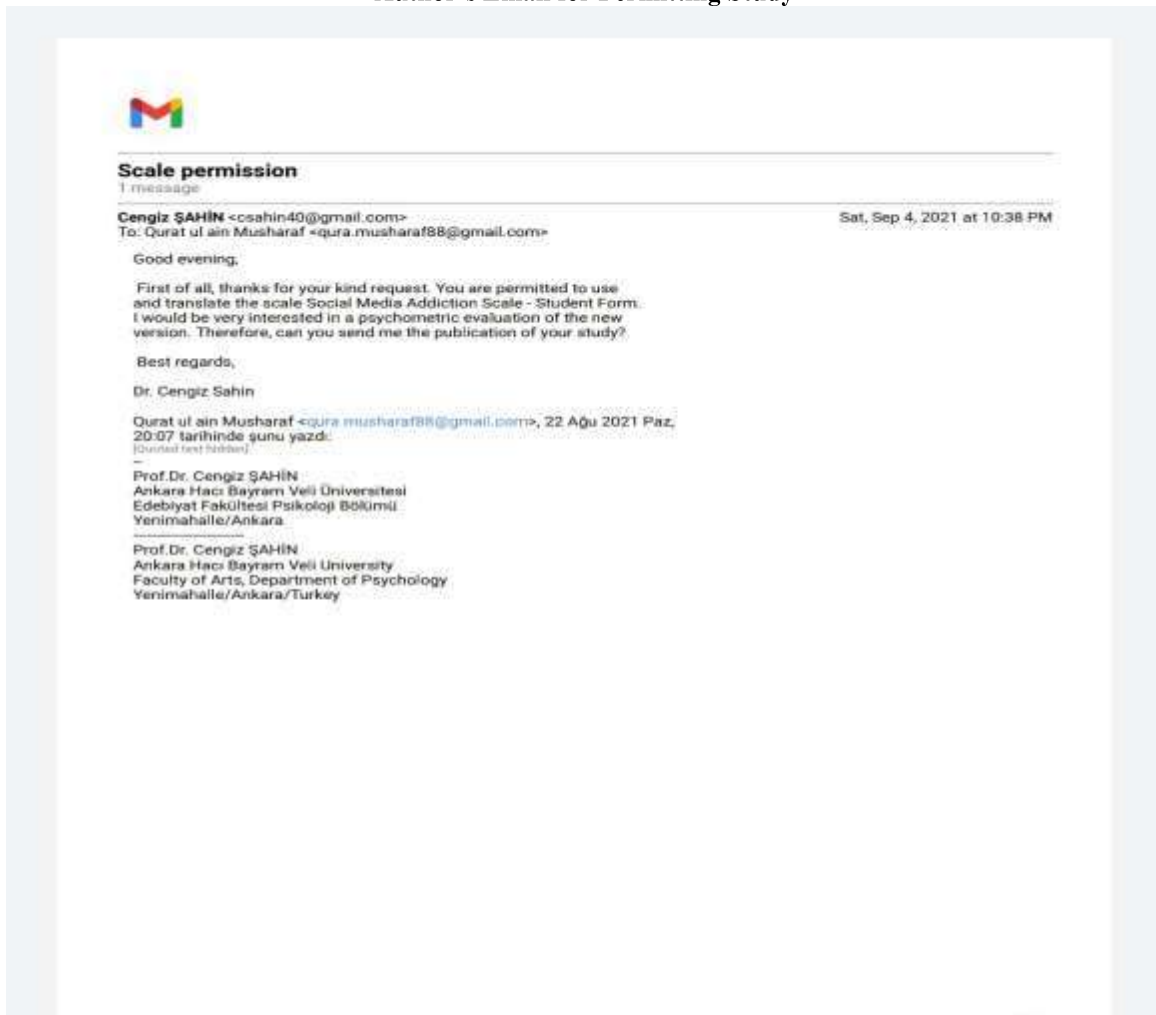
Appendix-A
Social Media Addiction Scale Urdu Version
سماجی مواصلات کی عادت یا نشہ کو جانچنے کا پیمانہ

وضاحت:

انٹرنیٹ پر سماجی مواصلات کے استعمال سے متعلق مختلف بیانات نیچے دیے گئے ہیں۔ آپ سے کہا جاتا ہے ہر ایک کو احتیاط سے پڑھ کر اظہار کریں اور اظہارکیلئے (X) ڈالیں جسے آپ اپنے لیے درست سمجھتے ہیں براہ کرم کسی بھی شے کو نہ چھوڑیں اور ہر بیان پر نشان لگائیں۔

1- نہایت غیر متفق
2- غیرمتفق
3- نہ ہی متفق نہ ہی غیر متفق
4- متفق
5- نہایت متفق

نہایت متفق 5	متفق 4	نہ ہی متفق نہ ہی غیر متفق 3	غیر متفق 2	نہایت غیر متفق 1	بیانات	نمبر شمار
					میں سماجی مواصلات کے استعمال کا /کی شوقین ہوں۔	1
					میں سماجی مواصلات کے استعمال کیلئے ہر جگہ انٹرنیٹ سے جڑنے کی تلاش میں رہتا/ رہتی ہوں۔	2
					میں جب صبح اٹھتی / اٹھتا ہوں سب سے پہلا کام سماجی مواصلات کا استعمال کرتا/ کرتی ہوں۔	3
					میں سماجی مواصلات کو حقیقی دنیا سے فرار کے طور پر دیکھتا/ دیکھتی ہوں۔	4
					سماجی مواصلات کے بغیر میرے لیے زندگی بے معنی ہو جاتی ہے۔	5
					میرے آس پاس کوئی بھی موجود ہو تو میں سماجی مواصلات کے استعمال کرنے کو ترجیح دیتا/ دیتی ہوں۔	6
					میں سماجی مواصلات کے ذریعے ہونے والی دوستی کو اصلی زندگی میں ہونے والی دوستی پر ترجیح دیتا/ دیتی ہوں۔	7
					جن لوگوں سے میرا رابطہ سماجی مواصلات کے استعمال سے ہوتاہے ان سے میں بہتر اظہار کرتا/ کرتی ہوں۔	8
					میں جیسا/جیسی ہوں ویسا / ویسی سماجی مواصلات پرنظر آنا چاہتا /چاہتی ہوں۔	9
					میں عام طور پر سماجی مواصلات کے ذریعے لوگوں کے ساتھ بات چیت کرنے کو ترجیح دیتا/ دیتی ہوں۔	10
					میں گھر والوں کی ناراضگی کے باوجود سماجی مواصلات کے استعمال کو ترک نہیں کر سکتا /سکتی ۔	11
					جب میں اکیلا / اکیلی ہوتا /ہوتی ہوں تو میں سماجی مواصلات کا استعمال کر کے وقت گزارنا چاہتا/ چاہتی ہوں۔	12
					میں باہر جانے کی بجائے سماجی مواصلات کے استعمال سے سماجی فاصلے پر بات چیت کو ترجیح دیتا/ دیتی ہوں۔	13
					سماجی مواصلات کی سرگرمیاں میری روز مرہ زندگی پر اثر ڈالتی ہیں۔	14
					میں اپنے ذمہ کام اس لیئے مکمل کر لیتا / لیتی ہوں تا کہ میں سماجی مواصلات پر زیادہ وقت گزار سکوں۔	15
					اگر میں سماجی مواصلات پر گزارنے والے وقت کو کم کرتا/کرتی ہوں تو میں برا محسوس کرتا/کرتی ہوں۔	16
					اگر میں اپنا بہت سا وقت سماجی مواصلات پر نہ گزار سکوں تو مجھے اکتا ہٹ ہوتی ہے۔	17
					سماجی مواصلات کا استعمال مجھے پر جوش کرتا ہے۔	18
					میں سماجی مواصلات کا استعمال اس قدر کثرت سے کرتا /کرتی ہوں کہ میرا خاندان مجھ سے ناراض ہو جاتا ہیں۔	19
					سماجی مواصلات کی پر اسرار دنیا مجھے ہمیشہ اپنی طرف مائل رکھتی ہے۔	20
					جب میں سماجی مواصلات کا استعمال کرتا/کرتی ہوں تو مجھے یہ بھی محسوس نہیں ہوتا کہ میں بھوکا پیاسا/بھوکی پیاسی ہوں۔	21

					میں نے دیکھا کہ سماجی مواصلات کے استعمال کی وجہ سے میری پیداواری صلاحیت کم ہو رہی ہے۔	22
					مجھے سماجی مواصلات کے استعمال کرنے سے جسمانی مسائل ہیں۔	23
					میں سڑک پر چلتے پھرتے بھی سماجی مواصلات کا استعمال کرتا/کرتی ہوں تا کہ اور آنے والے واقعات کے متعلق فوری طور پر آگاہ ہو سکوں۔	24
					میں اپنے اردگرد سے آگاہ رہنے کیلئے سماجی مواصلات کا استعمال کرنا پسند کرتا/کرتی ہوں۔	25
					میں اس لئے سماجی مواصلات کا استعمال کرتا/کرتی ہوں تا کہ آگاہ ہو سکوں کہ سماجی مواصلات کے گروہ کیا شیئر کرتے ہیں۔	26
					میں سماجی مواصلات پر کچھ خاص قسم کے اعلانات(جیسا کہ سالگراہ وغیرہ) دیکھنے کیلئے زیادہ وقت گزارتا/گزارتی ہوں۔	27
					میں نصاب (جیسا کہ ذمہ کام،سرگرمیاں)سے متعلق چیزوں کے بارے میں آگاہ ہونے کیلئے سماجی مواصلات کا استعمال کرتا/کرتی ہوں۔	28
					یں سماجی مواصلات پر ہمیشہ اس لیے سرگرم رہتا/رہتی ہوں تا کہ اس سے آگاہ رہ سکوں جو میرے احباب واقارب شیئر کرتے ہیں۔	29

Appendix-B
Social Media Addiction Scale Student Form (SMAS-SF)

EXPLANATION: Different states related to social media use on the internet are given below. You are asked to read each expression carefully and put (**X**) for the expression you deem the most correct for you. Do not skip any item and mark each state please.

1 Strongly disagree
2 Disagree
3 Neither agree nor disagree
4 Agree
5 Strongly agree

Sr. No.	Statements	Strongly Disagree 1	Disagree 2	Neither agree nor disagree 3	Agree 4	Strongly agree 5
1.	I am eager to go on social media.					
2.	I look for internet connectivity everywhere so as to go on social media.					
3.	Going on social media is the first thing I do when I wake up in the morning.					
4.	I see social media as an escape from the real world.					
5.	A life without social media becomes meaningless for me.					
6.	I prefer to use social media even there are somebody around me.					
7.	I prefer the friendships on social media to the friendships in the real life.					
8.	I express myself better to the people with whom I get in contact on social media.					
9.	I am as I want to seem on social media.					
10.	I usually prefer to communicate with people via social media.					
11.	Even my family frown upon, I cannot give up using social media.					
12.	I want to spend time on social media when I am alone.					
13.	I prefer virtual communication on social media to going out.					
14.	Social media activities lay hold on my everyday life.					

15.	I pass over my homework because I spend much time on social media.					
16.	I feel bad if I am obliged to decrease the time I spend on social media.					
17.	I feel unhappy when I am not on social media.					
18.	Being on social media excites me.					
19.	I use social media so frequently that I fall afoul of my family.					
20.	The mysterious world of social media always captivates me.					
21.	I do not even notice that I am hungry and thirsty when I am on social media					
22.	I notice that my productivity has diminished due to social media.					
23.	I have physical problems because of social media use.					
24.	I use social media even when walking on the road in order to be instantly informed about developments.					
25.	I like using social media to keep informed about what happens.					
26.	I surf on social media to keep informed about what social media groups share.					
27.	I spend more time on social media to see some special announcements (e.g. birthdays).					
28.	Keeping informed about the things related to my courses (e.g. homework, activities) makes me always stay on social media.					
29.	I am always active on social media to be instantly informed about what my kith and kin share.					