

## Facebook Addiction and Academic Achievement among Nursing Secondary School Adolescents at El-Sharkia Governorate

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### Abstract

**Background:** Facebook is still the most popular and widely used platform among adolescents but misusing it leading to face-book addiction that affects academic achievement of adolescents. The objective of this study was to assess face-book addiction in relation with academic achievement among nursing secondary school adolescents. **Methods:** Cross –sectional descriptive design was used to conduct this study. The present study was conducted at 6 nursing secondary schools, EL-Sharkia governorate. Multi-stage stratified sample of 250 nursing students. **The tools of the present study:** socio-demographic data sheet, The Bergen face-book Addiction Scale & Students' academic achievement scale. **Results:** About three quarters of studied students were face book users (74.0%). More than half of studied students spend less than four hour daily on face-book (58.0 %). About two thirds of the students had no face-book addiction (67.2%). 86.15% of students of non-users of face-book had high level of academic achievement compared to 50% of users of face-book. **Conclusion:** Majority of the students had no face-book addiction. Face-book addiction had shown a statistical significant negative relation with students' academic achievement. Compared with male nursing students, the majority of female nursing students had high academic achievement. Increasing hours students spend on Face-book lead to a decreased in academic achievement. **Recommendation:** Screening for early diagnosis of face-book addiction, increase awareness about positive usage of face-book and identify the reasons of face-book addiction.

**Keywords:** Facebook addiction, academic achievement, nursing secondary school adolescent.

### Introduction

Online social-networking sites have achieved immense popularity among youth. Adolescence is the stage of development of individuals ranging from 11 to 17 years, during which numerous psychological, physiological and social changes occur within the individual. Individual is more vulnerable to the occurrences around him at this stage. Being a human person has a tendency be connected with the people and society. Individuals can approach their families, friends and society through the use of the internet including WhatsApp, Skype, Facebook, Twitter, etc., [1]. Facebook, a popular social networking site, has been used by people of different ages and professions for various purposes. Its use in the field of medical education is increasing dramatically. At the same time, the pros and cons of face-book use among the health science students has attracted the attention of educators [2]. The internet is considered as the most effective tool in all areas of science, business, education, culture, and politics [3]. The total number of worldwide internet users was estimated as 1.2 billion in the year 2000 and jumped to be 3.17 billion in 2015 [4]. According to the internet usage statistics, internet users are increasing in Egypt reaching about 54.6 % of the population in 2015, compared to 35.6% in 2012 [5-6]. More than 80% of the Egyptian internet café clients are young people [7]. Facebook is a social networking service launched in February 2004; it reports more than 1 billion active users. It is particularly attractive to young adults and over half of member being in the age group of 18-34 [8-9]. As of the third quarter of 2015, Facebook had 1.55 billion monthly active users with estimated 27million users in Egypt in November 2015. It is used by students has specific pros and cons particularly, the excessive use of online social media may contribute to misuse, dependence, and addictive behaviors [10]. There is no doubt that excessive use of facebook affects the real world interaction abilities and communication, while social skills gradually decrease. Facebook addiction is the new term invented by psychiatrists as its addiction will damage the sleeping habits, health and interest in studies and interaction abilities of real life [11]. With the increased accessibility and availability of the internet, use of social media is on the rise in Egypt. Currently there are approximately 4.4 million facebook users [12]. To best of our knowledge, there is insufficient data regarding the use and effect of facebook on health science and nursing secondary school adolescents' students in Egypt. We have hypothesized that the use of facebook may have a negative impact on the life of nursing secondary school adolescents' students. Also, in spite of numerous studies to discuss Facebook addiction among nursing secondary school adolescents students were carried worldwide, scares studies were done in Egypt, so the objective of the present study was performed to assess facebook addiction in relation with academic achievement among nursing secondary school adolescents at El-Sharkia Governorate.

## **Methods**

### **Study design and setting**

This cross-sectional descriptive design was conducted at ELsharkia nursing schools, Egypt among the 2<sup>nd</sup> and 3<sup>rd</sup> academic year students of nursing secondary school adolescents who were available in Abu Kebir, Kafr Sakr, Faqous, Diarb Negm, Al-Abrahimia and Al Mabara at Al-Sharkia Governorate. Total number of 15 Health and Population Ministry-related nursing schools and 3 Health Insurance-related secondary nursing schools were conducted in the study during the period of study academic year 2018/2019. Secondary nursing schools in the Ministry of Health and Population are composed of two floors. The first floor contains many areas such as the school's head master, teacher offices, classrooms, library, and bathrooms. The second floor involves classrooms, toilet and practical training space. Nearly secondary nursing schools associated with health insurance include one floor. It includes many places such as headmaster school, teachers' offices, classrooms, practical training spaces, administrative offices, and toilets.

### **Administrative design**

On the basis of letters from the post-graduate affairs and nursing collage explaining the purpose of the current study, official permission was obtained from the Health Board of El-Sharkia Governorate. The final director referred the researcher with letters of approval to administrators of the selected schools. The researcher then met them and explained the purpose of the study, as well as the nature of the tools used for information.

### **Ethical considerations**

Official approvals were obtained from the ethics committee of the Faculty of Nursing at Zagazig University. All the students were informed about the objectives of the study and verbal consents were obtained from them.

### **Sample Population**

In the academic year 2018-2019, there were 900 students from the Ministry of Health and Population in the nursing secondary schools and 243 students related to health insurance and the prevalence of facebook addiction was 24% with confidence level 95% and the power of test 80% [13]. The least sample size was calculated using Epi-Info version 7.1.5.2. Program of statistics using 5% confidence limits at 95% confidence level was 250 students. The study sample includes 175 students from 2<sup>nd</sup> year and 75 students from 3<sup>rd</sup> year. The subject of the current study was adolescents who attended secondary schools during the data collection period and who met the following criteria:

#### **Inclusion criteria**

- 2<sup>nd</sup> and 3<sup>rd</sup> year nursing students
- Both genders
- Ages from 15 – 17 years
- Active internet user since at least 1 year
- Willing to give consent and complete the questionnaire

#### **Exclusion criteria**

- Not willing to give consent and complete the questionnaire
- Not using internet

### **2.5. Sampling technique:**

In recruiting students in the study sample a stratified multi-stage cluster sampling technique has been employed.

#### **Stages**

**Stage I (Schools):** There are two Health categories in AL-Sharkia Governorate: namely Health Insurance Schools concluded (Three schools: two girls schools and one boy school) and the Health Schools concluded (15 schools: 14 girls schools and one boy school). Therefore, our study had four schools were selected from Health Schools and two schools were selected from Health Insurance Schools. **Stages II (Classrooms):** for selected schools, in Health Schools and Health Insurance Schools, they were one classroom per second and third grade so researcher would enter second and third grade classrooms. **Stage III (Students):** The researcher randomly selected 250 students from classes using simple random technique in which the researcher wrote the names of the students on papers, then randomly collected the required number from the grade and repeated the procedures until the required sample size of male and female students was obtained.

#### **Study tools**

Three methods were used to collect the study data. These were namely Socio-Demographic data sheet, Bergen Facebook addiction scale & student's academic achievement scale.

## I. Socio-Demographic Data Sheet:

- This tool is used to evaluate the personal characteristics of students and their parents. It composed of certain domains, including general characteristics of students such as school year, sex, residence, number of family members, orderliness of students between their brotherhoods and number of brotherhood items (1-7);
- Personal characteristics of student parents' include educational level of both father and mother, occupation of both father and mother and family income items (8-10),
- Facebook use features including asking to use facebook, the amount of time they have started to use facebook, ways of getting into the Facebook, number of hours they use Facebook daily and causing Facebook use items (11-15),
- Performance of students at previous year item (16); and
- Student health status including weight loss, appetite to eat and health issues item (17).

## II. The Addiction Scale for Bergen Facebook.

This scale was developed to assess Facebook addiction developed by **Andreassen et al [14]**. It consisted of 18 items, three for each of addiction's six core features. It involves salience, tolerance, mood modification, relapse, withdrawal, and conflict.

### Scoring:

The scale is rated on a likert scale of 5 points. It has been classified as 1 = very rarely, 2 = Rarely, 3 = sometimes, 4 = often, 5 = very often. Summarized the scores of 18 statements were summed up and divided by 18 for a maximum total of 5. The level of Facebook addiction has been classified as follows:

- No addiction (1: <2.6)
- Average addiction (2.6: <3.4)
- High addiction (3.4 -5)

## III. Students' Academic achievement scale:

**El-Azazy** developed this scale to assess students' academic achievement. The scale consisted of 45 items of self-reported academic self-efficacy by asking students to assess their confidence in their ability to perform common academic behaviors. It is subdivided into 5 categories (9 items per category) such as: academic performance, extracurricular activities, and interaction between students, behavior of students and attendance of students [16].

### Scoring:

Scoring classified as 0= very little efficacy, 1 = little, 2 = moderate, 3 = a lot, 4 = quit a lot. Items 26, 33, 34, 35, 36, 39, 40, 42, 43, 44 and 45 are scored in reverse when entering results. The ratings of 45 statements have been summed-up for a maximum total of 180.

The academic degree was categorized as follows:

- 0 > 60 =Low academic achievement;
- 60 > 120 = Moderate academic achievement
- 120-180 = High academic achievement

## 2.7. Statistical analysis:

The data were coded, tabulated and analyzed using statistical package for social sciences (SPSS), software version 22.0 (IBM SPSS statistics for windows, released 2011; IBM Corp., Armonk, New York, USA; SPSS Inc., Chicago, Illinois, USA). Quantitative data were expressed as the mean  $\pm$  SD & (range), and qualitative data were expressed as absolute frequencies (Number) and relative frequencies (Percentage). Percent of categorical variables were compared using Chi-square test ( $\chi^2$ ) when appropriate. Spearman's rank correlation coefficient was calculated to assess relationship between various study variables, (+) sign indicate direct correlation and (-) sign indicate inverse correlation, also values near to 1 indicate strong correlation and values near 0 indicate weak correlation. All tests were two sided.  $P$ -value < 0.05 was considered statistically significant (S) and  $P$ -value  $\geq$  0.05 was considered statistically non-significant (NS).

## 3. RESULTS:

### 3.1. Socio-demographic and Facebook using characteristics of the students

**Table 1** revealed the distribution of the studied students who have conducted in the study. The total number was 250 students, with the mean age of  $16.36 \pm 0.5$  years, and ranged from 15 – 17 years. The male students were represented by 20% where the female students were represented by 80%. Regarding, 175 (70%) of students from 2<sup>nd</sup> year and 75 (30%) of students from 3<sup>rd</sup> year. Rural residence was represented by 84% of students. More than three quarters of participants had family member's  $\geq$  5 members (78.4%). While 108 (43.2%) of them were middle child in his family. Regards family incomes, majority of students were had enough income (65.6 %).

**Table 2** revealed that, about three quarters of studied students was facebook users (74%) and nearly one half of them used facebook from years (52.8%). Also, majority of the students enter facebook from own mobile (70.8%). More than one half of studied students spend less than four hours daily on facebook (58.0 %) and main reason for their uses was funny(46%). More than one third of students were very good in performance at previous year (35.2 %).

### **3.2. The Addiction of Facebook among nursing students**

**Table 3** revealed that, facebook addiction level of studied students were 67.2% of studied students had no addicted, 20% of them had average addiction, while 12.8% had high level of facebook addiction. Additionally, the value of facebook addiction score of studied students ranged from 18-90 with mean score of  $40.4 \pm 17.2$ .

### **3.3. Students' Academic achievement**

**Table 4** revealed that, the majority of studied students were high academic achievement 73.2%. The value of total academic achievement score of studied students ranged from 60 - 175 with mean score of  $130.7 \pm 18.1$ .

### **3.4 Association between face-book addiction and academic achievement level among students**

**Table 5** and **Figure 1** show that, there was a significant association between facebook addiction and students' academic achievement level ( $p=0.041$ ). However, with increasing the level of facebook addiction, the level of academic achievement decline gradually.

In correlation, **Table 6** and **Figure 2** demonstrate that, there was a significantly negative correlation between studied students' academic achievement score and facebook addiction score ( $P=0.0001$ ).

Concerning academic achievement score of studied students, the result revealed that the Facebook addiction score independent predictor of academic achievement score of students. The model explains 7.1% of the change in achievement score. The model explains 13.5% of the changes in Face-book addiction score (**Table 7**).

## **4. DISCUSSION:**

Over past 5 years, social media sites like facebook have become a central, virtually unavoidable medium for social interaction; most of facebook users don't realize the negative impact of social media on their life because they are already addicted to it [11].

Facebook has become the integral part of the daily life of the students due to its social and information-based benefits and for entertainment purpose [17, 18]. Excessive use of Facebook inevitably interferes with real-world engagement and communication skills, while social skills are declining Facebook addiction is considered as repetitive and increased use of Facebook ignoring other activities (educational, occupational, family and social), lack of it leading to anxiety and a desire to use Facebook despite having negative personal consequences. Because of the time they spend on Facebook, the addict people may start going out less or spend less time out with friends. The things around them might remain unresponsive [19]. Therefore this study was conducted to assess facebook addiction in relation to academic achievement among adolescents in nursing secondary schools .

The present study revealed that three quarters of mothers were housewives it might be attributed to fact that the father is the first responsible about the family and the fact that the main responsibility of mother is caring for their sons and spend more times with them. This finding agreed with Egyptian study done by **Shehata**, who reported that less than three-quarters of students' mothers were housewives [20]. However, **Astodello et al.** demonstrated that three fifths of students' mothers were housewives [21]. Also, the study done by **El-Sayed and Sarhan** reported that two-thirds of students' mothers were housewives [22].

The current study findings showed that more than three- fifths of students were from moderate social class. It might be due to the fact that majority of families in Egypt had middle social class related to the weak economic conditions. This finding is consistent with Spain study done by **Blanco et al.**, who reported that majority of studied sample, was from moderated social classes [23]. Also **Shehata**, revealed that more than half of students were from moderate social class [20]. However, the study of **Rajeev** reported that the majority of the students belong to middle economic status [24].

The current study findings revealed that three quarters of studied students were facebook users. This might be due to using it for funny. This finding agreed with Egyptian study conducted by **El-Afandy** who found that Facebook was the most social media used by majority of Egyptian students [25]. As well as, facebook is the most popular social media among teens [26]. In contrast with **Al-Sharki et al.** reported that the most commonly used social media among studied students were You tube, twitter and then facebook [27].

The current findings showed that less than three quarters of students enter facebook from own mobile, perhaps it is because of its portability and availability. This finding is consistent with Egyptian study done by **El-Afandy** who found that majority of the students had internet access through their mobile phones [25].

The constant internet was access provided by mobile phones. Likewise, **Madden et al.**, who consider smart phones and other devices to be the primary tools for teens' online access [28]. Also, the study of **Gafni and Deri and Masthi et al.** revealed that most students had access to Face-book with mobile devices [29, 30]. This result disagreed with study of **Gomes et al.** who suggested students are most likely to access facebook through their laptops [31].

The current study findings showed that more than half of students spent less than four hours a day on facebook. This amount of time is not sufficient to induce facebook addiction. Perhaps because they're busy studying. Most of studied students were female as they didn't have time for using facebook due to helping their mothers in house work. This finding go with the results of **Chou and Edge** who found that students spend about an hour a day on facebook [32]. Also, **Bonds-Raacke and Raacke** found that students spend two hours per day on facebook [33]. As well Egyptian study approved by **El-Afandy** who revealed that Egyptian students spent around 1-2 hours per day on facebook [25]. In contrast, this result disagreed with **Bhavana** who noticed that students were spending at least 6 hours a day on social media [34].

The current study results showed that the highest percentage of students used facebook for funny use. May be because of facebook nature as its content, is attracting others for entertainment. This result is consistent with a study conducted by **Hark Soylemez**, who revealed that facebook users often spend time having fun on facebook [35]. Contrary to **Hew**, who noticed students used Face-book mainly to stay in contact with the known person [36]. A study also approved by **El-Afandy**, who found that the majority of students from both Egypt and Malaysia used facebook to stay in contact with friends and relatives [25]. Also, study conducted by **Evelyn**, found that the participant used social media mainly to remain linked with old friends [37].

The results of the current study revealed that more than one-third of students in the previous year were very good in performance. This may be because they are not addicted to facebook, and their studies are focused and regular. The findings of the current study classified facebook into three categories: no addiction, medium addiction and high addiction; the results of our study revealed that most students were not addicted to facebook. This can be perceived as students have little time to sit on facebook for long periods of time and parental supervision is in place. Mode modifications is the highest mean of facebook addiction because students can use facebook to forget personal issues and reduce depression and anxiety feelings. This is in agreement with the study conducted by **El-Azazy** who showed that most students had no internet addiction [16]. In contrast, this result disagreed with the study carried out by **Qin**, who suggested that the level of internet addiction among students is moderate and tends to be minimal [38]. As well study of **Elgendy**, noted that Facebook has become very popular with facebook addiction students [39].

The present study revealed that there was a statistically significant relation between studied students' academic achievement level and facebook using, this means that majority of students of non-users of facebook had high level of academic achievement as compared to more than two-thirds of students who use facebook. This result may be interpreted as they do not waste their time on facebook and instead concentrate on learning. These findings were in agreement with the study of **Junco**, who confirmed that heavy facebook use is correlated with lower academic achievement [41]. Also, study conducted by **Larry et al.**, revealed that students who use facebook excessively, extent of decline in academic achievement [42]. However study by **Kalra and Manani** stated that excessive use of Facebook does not affect the students' academic performance due to their study and facebook usage time management [43].

Regarding relation between duration of facebook and academic achievement, the results of present study found that majority of users of facebook for weeks had high level of academic achievement compared to more than three fifths of users of face-book for year. This result may be because majority of studied students have no facebook addiction since they started using it for a short time and may be unrelated to it rigidly. Concerning relation between academic achievement and tools for entering facebook, the current study revealed that majority of students of non- users of facebook through any tools had high level of academic achievement compared to half of users of facebook through private computer .This finding disagreed with the study done by **Negussie and Ketema**, who found that students who use mobile phone to access facebook might have created a problem on academic achievement of students [44].

The current study suggested that there was a statistically significant association between the levels of academic achievement of students and hours spent on facebook, this indicates that higher hour's students spent on facebook led to a decrease in academic achievement. This might be because of increasing the hours of use of facebook leads to addiction, which affects students' life and therefore affects their academic achievement. Similar finding was supported by **Michikyan et al.**, who found that students with low grade point average are more active on facebook [45]. Also, **Helton** found that the more people invest on Face-book, the lower their grade point average [46]. Similarly finding supported by **Rouis et al.** showed that too much time spent on Face-book causes disturbance in normal daily routine and ultimately result in poor

performance [47]. Contrary to study conducted by **Ahmed and Qazi** who found no significant relationship between spending time on social networking sites and grade point average students [48].

The results of the present study revealed that there was a statistically significant relationship between the academic achievement of studied students and the reason for using face-book , This means that all students who use facebook for shopping had high academic performance compared to three-fifths of students who use Face-book to know friends. Maybe because it takes time to get to know peers, and therefore the time of the student is wasted and therefore affects academic achievement. This is in line with study of **Junco** which found that when students use facebook for educational purposes such as gathering information, checking to see what friends are up to and sharing information, it results in a more positive academic outcome than when they only use it for socializing like chatting [41].

The current study showed that, there was negative correlation between facebook addiction and academic achievement. Increasing level of facebook addiction leads to a decrease in the academic level gradually. This may be due to that facebook addiction deteriorate students' life, waste their times and thus reduces academic achievement. This result is consistent with the Egyptian research done by **El-Afandy**, who revealed that over two-thirds of Egyptian students reported negative influence on their research of facebook use [25]. Also, a study carried out by **Gok**, who found that social networking sites had a negative effect on student study [49]. This is in accordance with **Michikyan et al**, who suggested a negative effect of use of social media on the academic performance of the students [45]. Contrary, the study conducted by **Zaffar et al.**, in Pakistani found that the relationship between facebook addiction and academic performance is not significant [50].

The current study showed that there was a statistically significant correlation between facebook addiction and gender, This means that less than one thirds of male students had high level of face-book addiction compared to less than one tenth of female students .One potential reason for this is that males receive less parental supervision and use the internet more than females for entertainment. This result was in agreement with the results of **El-Afandy**, who claimed that male students had a higher percentage of problem internet use compared to females [25]. Similarly, a study carried out by **Desouky and Ibrahim** supported the results [52]. On contrary, **Steggink, and Monacis et al.** had shown that females are more facebook addicted than males [53, 54]. Also, study conducted by **Ismail and Arshah** assumed that most female students were using facebook compared to male students [55]. Nearly similar finding, the study of **Ularo**, reported that females are more involved in using social media than males [56]. However the study conducted by **Jafarkarimi et al.** stated that gender and social media addiction are not related [57].

In conclusion: There was no facebook addiction among the majority of students. Facebook addiction had a statistically significant negative relationship with the academic achievement of the students.

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**Table (1): Socio-demographic characteristics of students**

Character	Students (n = 250)	
<b>Age (years)</b>		
Mean $\pm$ SD	16.36 $\pm$ 0.5	
Range	15-17	
<b>Academic year (%)</b>	No	%
Second	175	<b>70.0</b>
Third	75	30.0
<b>Gender (%)</b>		
Male	50	20.0
Female	200	<b>80.0</b>
<b>Residence (%)</b>	No	%
Rural	210	<b>84.0</b>
Urban	40	16.0
<b>Family members (%)</b>	No	%
<5	54	21.6
$\geq$ 5	196	<b>78.4</b>
<b>Child order (%)</b>	No	%
First	106	42.4
Middle	108	<b>43.2</b>
Last	36	14.4
<b>Family income</b>	No	%
Not enough	18	7.2
Enough but not saving	164	65.6
Enough and saving	68	27.2

**Table (2): Facebook using characteristics among studied students**

Character	Students (n = 250)	
	No	%
<b>Facebook uses</b>		
Yes	185	<b>74.0</b>
No	65	26.0
<b>Duration of Facebook using</b>		
Weeks	10	4.0
Months	43	17.2
Years	132	<b>52.8</b>
<b>Tool of enter Face- book</b>		
Private computer	6	2.4
Mobile	177	<b>70.8</b>
Cafe'	2	0.8
<b>Uses Facebook per hours</b>		
1 :<4 hours	145	<b>58.0</b>
4:7 hours	18	7.2
>7 hours	22	8.8
<b>Reason of Facebook using</b>		
Funny	115	<b>46.0</b>
Known friend	65	26.0
Shopping	5	2.0
<b>Performance at previous year</b>		
Pass	30	12.0
Good	63	25.2
very good	88	<b>35.2</b>

Excellent	69	27.6
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**Table (3): Distribution of facebook addiction scores among the studied students**

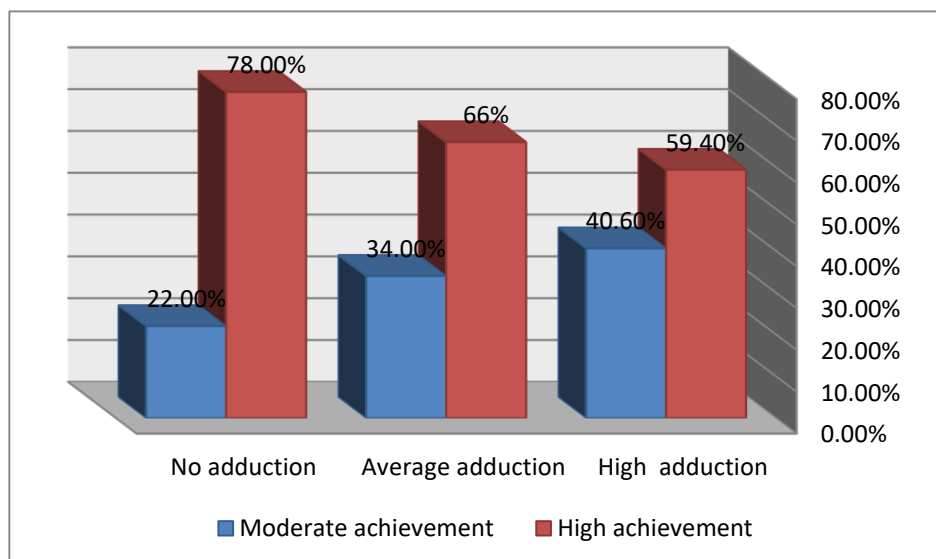
Variable	Students (n = 250)	
Facebook addiction levels (%)	No	%
No addiction (1:<2.6)	168	67.2
Average addiction (2.6 :<3.4)	50	20.0
High addiction (3.4 -5)	32	12.8
Facebook addiction score		
Mean $\pm$ SD	40.4 $\pm$ 17.2	
Range	18-90	

**Table (4): Distribution of academic achievement scores among the studied students**

Variable	Students (n = 250)	
Total academic achievement levels (%)	No	%
Moderate academic achievement (60-120)	67	26.8
High academic achievement (>120)	183	73.2
Total academic achievement score		
Mean $\pm$ SD	130.7 $\pm$ 18.1	
Range	60-175	

**Table (5): Association between Facebook addiction and academic achievement level among students .**

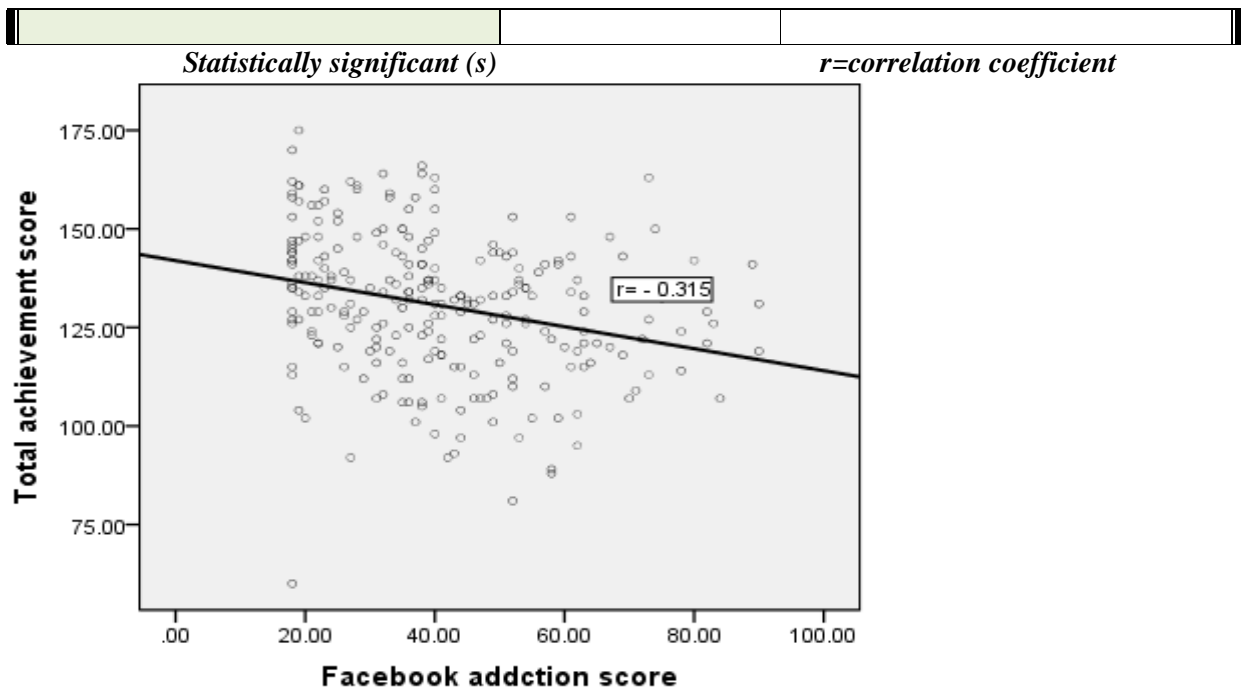
Items	Students' academic achievement level				Total	$\chi^2$	p-value
	Moderate		High				
	No	%	No	%			
Facebook addiction							
No addiction (1:<2.6)	37	22	131	78	168	6.39	0.041
Average addiction (2.6 :<3.4)	17	34	33	66	50		
High addiction (3.4 -5)	13	40.6	19	59.4	32		



**Figure (1): Bar chart defined percent academic achievement of studied students regard face book addiction**

**Table (6): Correlation matrix between studied students' academic achievement score and Facebook addiction score .**

Variable	Students' academic achievement score (r )	p-value
Total facebook addiction score	-0.315	0.0001(S)



**Figure (2):** Scatter diagram for correlation between studied students' academic achievement score and Facebook addiction score.

**Table (7):** Simple linear regression model for predict academic achievement score from Facebook addiction score

Item	$R$	$R^2$	Unstandardized Coefficients		$t$	p-value
			B	Std. Error		
(Constant)			141.96			
Facebook addiction score	0.266	0.071	-0.279	0.064	4.35	0.0001

R square = 7.1% of academic achievement score can be predicted from face book addiction score. Model ANOVA:  $F=18.89$ ,  $p<0.0001$ (significant)