Social Media Use and Addiction-Related Behavioral Patterns among Generation Z University Students: A Pilot Study in the Republic of Moldova

Younger generations are reshaping the modalities through which society communicates across multiple dimensions. The aim of the present study was to assess whether generation Z exhibits psychological dependence on social media platforms, particularly Facebook, LinkedIn, Twitter (X), and MySpace. Each section of the questionnaire gathered specific information about the respondents and their relationship with these platforms. Six key components for determining the presence of behavioral addiction are applied, such as tolerance, salience, mood modification, conflict (intrapsychic and interpersonal), withdrawal, and relapse. The findings indicate relatively frequent self-reported experiences associated with behavioral tolerance and salience, as well as difficulties in regulating social media use. Respondents also reported some intrapsychic conflict related to their online activities, whereas interpersonal conflict and withdrawal-related experiences were less frequently reported. These findings provide preliminary evidence of addiction-related behavioral patterns among the surveyed Generation Z students, rather than establishing clinical social media addiction.

Keywords: *Cyberspace, generation Z, cyberpsychology, addiction, digital stress.*

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Introduction

Digital transformation is not merely an inevitable process but also a major opportunity for the modernization of society. It requires adaptability, strategic investment, and a deep understanding of the social and cultural implications of technology. For the Republic of Moldova, as well as for other transition economies, digitalization can serve as a bridge toward sustainable, equitable, and competitive development – provided it is approached with responsibility and a well-grounded vision. In recent decades, global society has entered a phase of profound transformation, marked by the integration of digital technologies into nearly every aspect of daily life. This digital revolution is not solely a technological phenomenon but also a deeply social, economic, and cultural one. The Republic of Moldova, like many other countries, is in the midst of adapting to this new reality, in which physical interactions are increasingly replaced by virtual ones, and the digital space, commonly referred to as “cyberspace”, has become the primary arena for human activity (Sorbring et al., 2014). Although the digital transformation began more than two decades ago, the COVID-19 pandemic served as an unexpected catalyst, forcing educational systems, the business sector, and public institutions to adapt rapidly. Schools transitioned to online learning, workplaces underwent digitalization, and essential services became increasingly accessible via the Internet. This accelerated shift revealed both the vast potential of digitalization and the urgent need for adequate

infrastructure, digital skills, constructivist teaching strategies, and public policies adapted to the emerging reality (Amankwah-Amoah et al., 2021; Badawi and Gezgin, 2025; Calalb, 2026).

A key aspect of this transformation is represented by technological innovations: the development of digital platforms, advances in artificial intelligence (AI), the emergence of robots in certain workplaces, and the capacity to rapidly implement innovative outcomes in practice. These changes are not only unstoppable, but appear to be multiplying exponentially, attracting increasing interest from academic, economic, and governmental sectors. Today, many prestigious universities in the United States, some of which offered online courses even before the pandemic, have fundamentally redefined their educational strategies, permanently integrating hybrid or fully digital modes of instruction. In this context, the Republic of Moldova faces a dual challenge: on one hand, the need to modernize its digital infrastructure and reduce the gap between urban and rural areas; on the other, the imperative to prepare a population capable of living and working in a digitized world. Digital governance projects, the development of educational platforms, and digital literacy initiatives are important steps in this direction. However, long-term vision and collaboration between the public sector, the private sector, and civil society are essential for ensuring sustainable and inclusive progress.

The accelerated technologization of contemporary society has led to the emergence of new spaces for human interaction and development, commonly referred to as "cyberspace". These virtual environments, now accessible across nearly all areas of daily life, offer individuals the ability to communicate, learn, and engage in experiences that serve as alternatives to those found in the physical world (Mukherjee, 2022). Unlike the physical world, where orientation is governed by clear geographical landmarks, the digital space is perceived as a vast, boundless universe lacking concrete limits or fixed reference points. Symbolically, it is not a cyber-place, i.e., a geographically defined location, that we refer to, but rather *cyberspace*, characterized by infinite and abstract openness. In this context, emerging digital spaces are not merely tools for creative expression or communication; they are increasingly forming alternative worlds in which individuals can be mentally present, independent of their physical location. The phenomenon of immersion in the metaverse or other virtual realities illustrates that people can "mentally inhabit" entirely different environments, gaining access to knowledge, relationships, and experiences that would otherwise be inaccessible in the physical world (Young, 2013).

This digital reality has a significant impact on the human psyche, influencing cognition, emotions, and behavior. At the same time, psychology actively contributes to shaping the ways in which individuals interact with virtual environments. From this interaction, a new interdisciplinary field has emerged: *cyberpsychology*, a scientific branch dedicated to studying the effects of digital environments on individual psychological functioning (Attrill-Smith et al., 2019). This field encompasses topics such as online communication, the formation of digital identity (often distinct from one's real-world identity), as well as the positive and negative behaviors arising from interaction with virtual

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spaces. Among the problematic behaviors studied in cyberpsychology are *lurking* (passive online observation), *cyberbullying* (digital harassment), manipulative behaviors, Internet addiction, digital social anxiety (e.g., FOMO – "Fear Of Missing Out"), as well as constant exposure to social media content. These manifestations influence the way individuals construct their self-perceptions and understand the world around them, having a direct impact on personality development and mental health **(**Suler, 2016**)**.

Methods

Theoretical Background and Research Context

Generation Z (Gen Z), generally defined as individuals born between the mid-1990s and early 2010s, represents the first generation to grow up fully immersed in digital technology and the internet from an early age. Characterized by their digital nativity, Gen Z exhibits high levels of connectivity, adaptability to technological change, and a preference for online communication and social media platforms. This generation tends to value diversity, social responsibility, and individual expression, while also facing unique challenges such as increased exposure to digital content, information overload, and mental health concerns related to technology use. Understanding Gen Z is crucial for research across fields such as education, psychology, marketing, and social sciences due to their growing influence on cultural, economic, and technological landscapes.

This pilot study in the Republic of Moldova examines the psychological dependence of Gen Z on social media platforms, with a particular focus on Facebook, MySpace, Twitter (renamed X as of July 24, 2023), and LinkedIn. The concept of dependence is analyzed using the six components of Griffiths' behavioral addiction model: *tolerance*, *salience*, *mood modification, conflict (intrapsychic and interpersonal)*, *withdrawal, and relapse*. The objective of the study was to determine whether Gen Z is genuinely dependent on social media as a means of maintaining peer relationships (Griffiths, 2000, 2005).

The Internet possesses an immense and often indescribable power to influence, connect, and mobilize today's population. Technological advances are no longer surprising: they are simply expected. Contemporary society holds different expectations regarding all forms of relationships. These relationships have evolved significantly, as the tools used to maintain peer-to-peer connections have undergone a vast transformation. The primary focus is now placed on the Internet and, more specifically, on the development of social networks. Social media represents a web-based technology that has transformed the way people communicate by encouraging interactive dialogue. It is commonly perceived as a group of Internet-based applications built on the foundations of Web 2.0, which enable the creation and exchange of user-generated content. Thus, social media platforms are digital products of cyberspace, optimized exclusively through public use. Their growth depends entirely on the user and their preferences, which is a defining feature of the Web

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2.0 paradigm. Gen Z is often unconsciously dependent on social media and, as a result, experiences constant social pressure to remain connected with peers by maintaining continuous engagement with technology. This connectivity gives rise to new forms of peer-to-peer relationships, which differ significantly from those of previous generations. Consequently, current research increasingly focuses on the impact of Internet dependency and the behavioral changes it induces, along with the associated psychological implications, such as the *real and measurable existence of Internet addiction*.

Research Design and Participants

The present research was designed as an exploratory pilot study employing a quantitative, cross-sectional survey approach. The study was conducted in the Republic of Moldova and involved 45 university students aged between 17 and 21 years. The sample consisted of 53% male and 47% female respondents. Participants were recruited through an online questionnaire distributed via SurveyMonkey between October 1 and October 31, 2022. Recruitment was conducted using social media and email communication channels commonly accessed by university students. The study employed a non-probability convenience sampling approach. Consequently, the sample should not be considered representative of the entire Gen Z population in the Republic of Moldova. The findings are intended to provide preliminary insights into self-reported social media usage patterns and associated behavioral experiences among the surveyed students.

The questionnaire was developed with reference to Griffiths' six-component model of behavioral addiction. However, the present pilot study operationalized five of the six components, namely salience, tolerance, withdrawal, conflict, and relapse. Mood modification was not directly assessed because the questionnaire was designed primarily to investigate behavioral patterns and difficulties associated with regulating social media use. Furthermore, tolerance was explored through two separate indicators, while conflict was examined in terms of intrapsychic and interpersonal dimensions. Therefore, the findings should be interpreted as a preliminary assessment of selected addiction-related components rather than a comprehensive evaluation of the complete theoretical model.

Results

To address the question of whether Gen Z is dependent on social media – given that social networking platforms represent a significant segment of Internet usage – this study focuses primarily on the four most popular social media platforms: *Facebook*, *Twitter*, *MySpace*, and *LinkedIn*. Based on an analysis of previous research on Internet addiction and established theoretical foundations of behavioral dependence, a descriptive questionnaire was applied (see Appendix 1) and distributed to university students via SurveyMonkey.com as an online survey. To enhance response rates and data quality, the survey was

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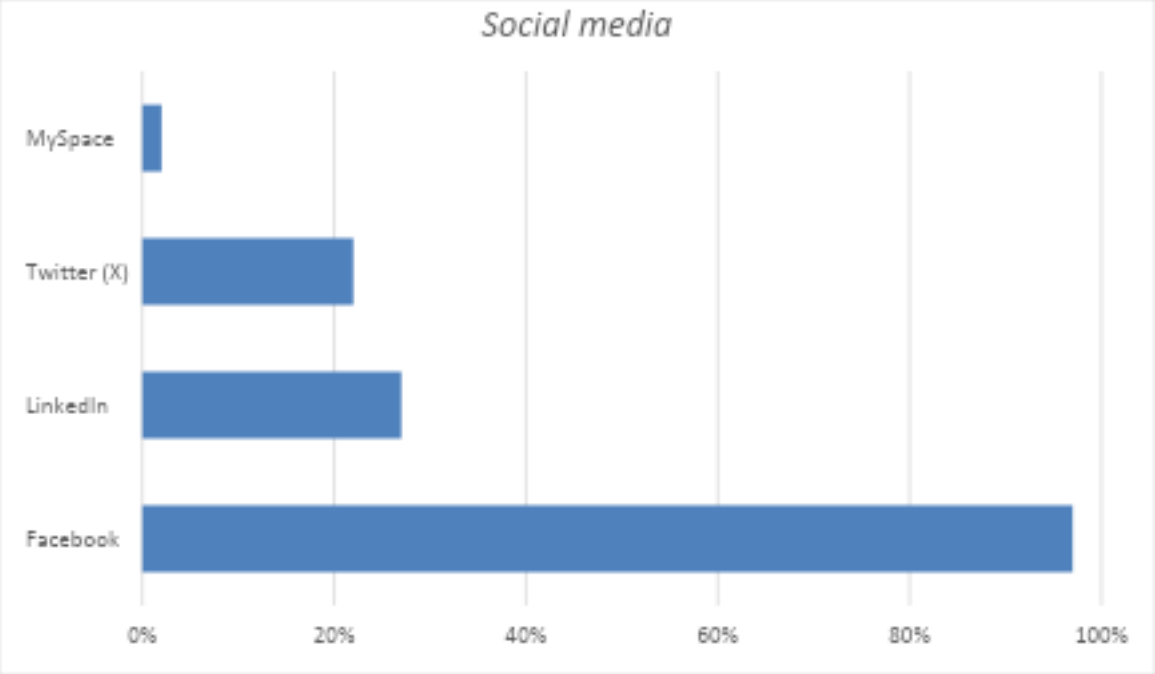
disseminated through channels frequently used and trusted by the target group of students, such as Facebook and email. Previous studies on the topic of FOMO have shown that the target audience is highly active on social media and engages with these platforms more frequently than previous generations.

The questionnaire consisted of 12 closed-ended questions, requiring participants to select a response from a list of predefined options. The questions were divided into several sections: demographic data (Demographics), general use of social media (General Social Media Use), personal perception of usage (Self-Perception), and specific items related to components of behavioral addiction (Six Components of Social Media). The questionnaire was open from October 1 to October 31, 2022, and yielded a total of 45 responses. Griffiths identifies six key components for determining the presence of behavioral addiction: tolerance, salience, mood modification, conflict (intrapsychic and interpersonal), withdrawal, and relapse.

The final section of the questionnaire included targeted questions corresponding to each of these components, with the exception of mood modification. This component was excluded due to the high level of self-assessment required by questionnaires; any question concerning one's perception of mood would be strongly influenced by subjectivity. Since no individual can be entirely honest with themselves in this regard, mood modification is more accurately assessed by external observers. Among the 45 respondents, 53% were male and 47% female, all aged between 17 and 21 years. Thus, the questionnaire successfully targeted members of Gen Z, in alignment with the research objective. Respondents could select multiple platforms when answering the question "What type of social media do you use or follow on a regular basis?", so most recipients (98%) used Facebook. Following the popularity of Facebook was LinkedIn (27%). Twitter received 22% of the respondents, and MySpace only received 2% of the students, as shown in Figure 1.

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Figure 1. *Distribution of Social Media Platforms Regularly Used by Respondents*



To answer the question "How much time do you spend on social media sites daily?", the majority spent between 91-120 and more than 120 minutes: both responses received approximately 32% of the answers. Alternatively, 21% said they spent between 61-90 minutes, followed by 15% with 31-60 minutes. These responses conclude that a vast majority of the participants in this study were already spending a great deal of time focusing on social media, beyond the time already allocated to online education.

In response to the question "Do you feel that you are addicted to Social Media?", the majority of 59% indicated agreement (self-reported addiction corresponds to "agree/strongly agree"), followed by 22% who reported a neutral stance on the matter. This question aimed to assess participants' self-perception regarding their potential dependence on social media platforms. The responses support the notion that, due to the frequent use of these platforms by students of Gen Z, many are aware of a possible dependency, while others believe they could live with or without access to social media. A considerable number of respondents selected the "neutral" option, likely reflecting the ambiguity surrounding the definition of social media addiction and the negative connotations associated with the term "addiction".

A diverse set of questions was subsequently presented, aimed at detailing young people's relationship with social media and their personal patterns of use. These questions assessed emotional responses, internal conflicts, and individual habits. A Likert scale was employed to measure respondents' attitudes toward social media usage in terms of frequency, ranging from "Very often" to "Never", while also linking responses to the six core components of behavioral addiction.

Tolerance. The first question in this section asked was "How often do you find that you spend more time than intended on Social Media?". Responses show

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that 38% of respondents often find themselves in this predicament, along with 27% who said sometimes, and 25% that answered very often. This question directly connects with the *behavioral tolerance*. Most of this population subconsciously spent more time on social media to feel satisfied with their usage. The inability to control the amount of time spent on these platforms connects to the individual's need to reinforce the virtual relationships on a more consistent basis. Social media moves so incredibly fast that tolerance needs to grow to maintain the relationship between the user and technology.

In response to the question "How often do you find yourself saying 'just a few more minutes' when using social media?", 24% of participants answered often, while 25% selected sometimes, followed by 18% who responded with rarely. These responses indicate that the sample exhibits a relatively high level of *cognitive tolerance* toward social media use, reflecting a perceived need to spend increasing amounts of time on these platforms in order to achieve a sense of satisfaction.

Salience. To assess the behavioral aspect of salience, which emerges when an activity becomes a high priority and dominates one's thinking, the following question was posed: "How often do you check your social media sites before something else that you need to do?". A total of 79% of respondents answered very often or often, while 15% responded sometimes. These findings suggest that within this Gen Z sample, social media use has become a priority over other mandatory activities. The tendency to check social media first is linked to the desire to remain connected with others without engaging in direct conversation. Social networking sites provide the updates that young people might otherwise receive through a phone call or face-to-face interaction, but by checking social media first, the user obtains the desired information without engaging in authentic dialogue.

Conflict. In relation to the concept of conflict, the following question was used for assessment: "How often do you feel your productivity suffers because of social media?" Most respondents (32%) answered sometimes, followed by 25% who said often, and 22% who selected very often. Conflict, either intrapsychic or interpersonal, is related to social media usage. Ultimately, the findings suggest that many users report feeling occasionally torn between their use of social media and their ability to stay focused on tasks. This recurring inner conflict among Generation Z – between the desire to be productive and the temptation to spend more time on social platforms – directly impacts how individuals engage with their academic responsibilities and real-life relationships. This intrapsychic conflict moves social media use beyond the realm of simple online interaction, granting it a significant influence over users' physical-world behaviors. Overall, this internal struggle over productivity reflects a deeper concern: that social media is exerting a considerable effect on young people's cognitive processes and decision-making.

The question "How often do other people comment on your social media usage?" is also associated with the conflict component. This item evaluated the interpersonal relationships affected by an individual's social media use. As a result, 26% of respondents answered rarely, 22% said sometimes, 21%

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responded never, and 17% reported very rarely. These findings suggest that, within this sample, *interpersonal conflict* does not appear to be a significant concern. External conflicts related to social media usage among members of Gen Z seem minimal, likely because frequent use of these platforms is widely normalized in their daily lives.

Withdrawal. This component emerges when young individuals experience discomfort due to interruptions in their use of social media. In response to the question "How often do you typically feel stressed out, disconnected or paranoid when you cannot access social media?", 27% of participants answered rarely, 23% said sometimes, and 21% responded never. Although these findings suggest that a strong withdrawal response may not be present, certain conclusions can still be drawn regarding the underlying reasons behind the distribution of these answers. Gen Z has had continuous and uninterrupted access to social media throughout much of their lives. As such, withdrawal symptoms may not manifest strongly simply because this relationship has never been significantly disrupted, and thus withdrawal is not necessarily perceived as a problem by respondents.

Relapse. This component refers to the repeated return to previous patterns of social media use. In response to the question "How often do you try to cut down the amount of time you spend online and fail?", 35% of respondents answered sometimes, 27% said rarely, and 12% selected often. The findings concerning relapse indicate that 35% of respondents sometimes experience difficulties when attempting to reduce their social media use, while 20% reported experiencing this difficulty often or very often. Conversely, 45% selected rarely, very rarely, or never. These results suggest that although some participants experience difficulties regulating their online activities, unsuccessful attempts to reduce social media use are not uniformly reported across the sample. By making such attempts, respondents implicitly recognize their social media use as a potential problem. When trying to limit their usage, many feel that their relationships suffer, and that additional time is required to maintain meaningful social connections. The study results are summarized in Table 1 below and illustrated in Figures 2 - 8, specifically designed for each of the six components of the Griffiths' model.

Table 1. *Percentage Representation of the Total Respondents*

Components of the Griffiths' model	Very often	Often	Sometimes	Rarely	Very rarely	Never
Behavioral tolerance	25%	38%	27%	5%	3%	2%
Cognitive tolerance	13%	24%	25%	18%	8%	12%
Salience	48%	31%	15%	3%	2%	1%
Conflict (intrapsychic)	22%	25%	32%	12%	6%	3%
Conflict (interpersonal)	3%	11%	22%	26%	17%	21%
Withdrawal	4%	10%	23%	27%	15%	21%
Relapse	8%	12%	35%	27%	7%	11%

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Figure 2. *Percentage Representation of Frequencies for the Behavioral Tolerance Component*

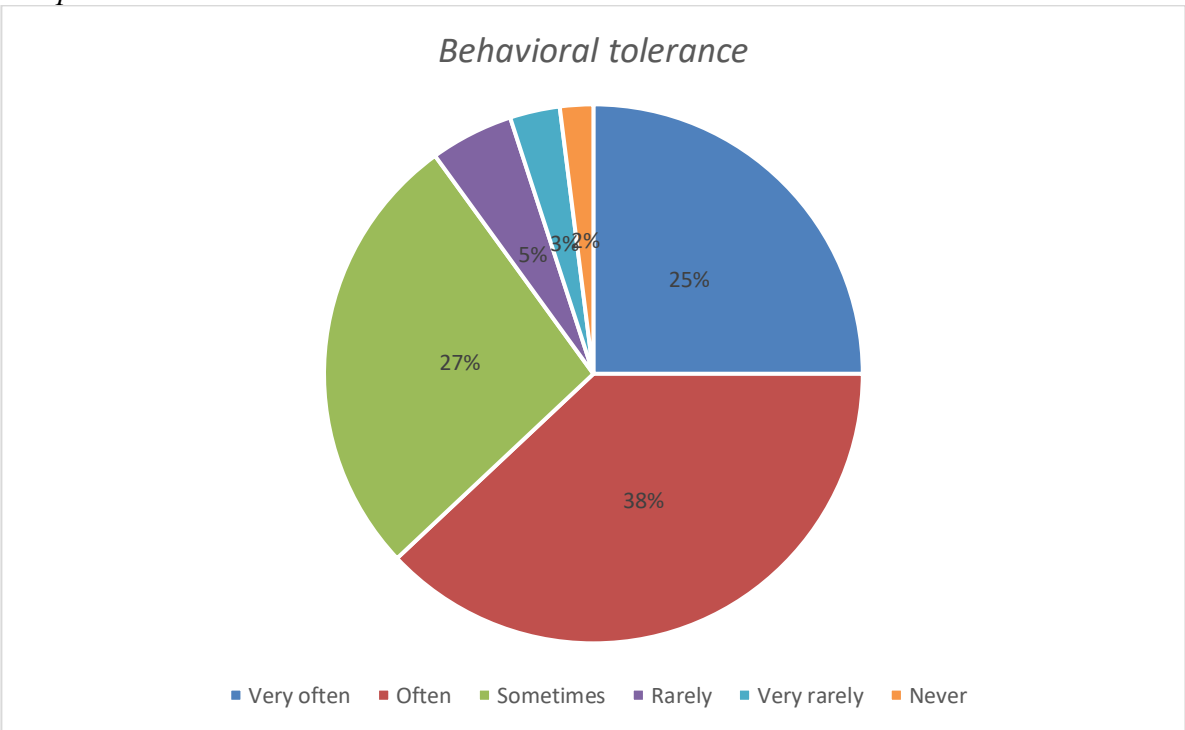


Figure 3. *Percentage Representation of Frequencies for the Cognitive Tolerance Component*

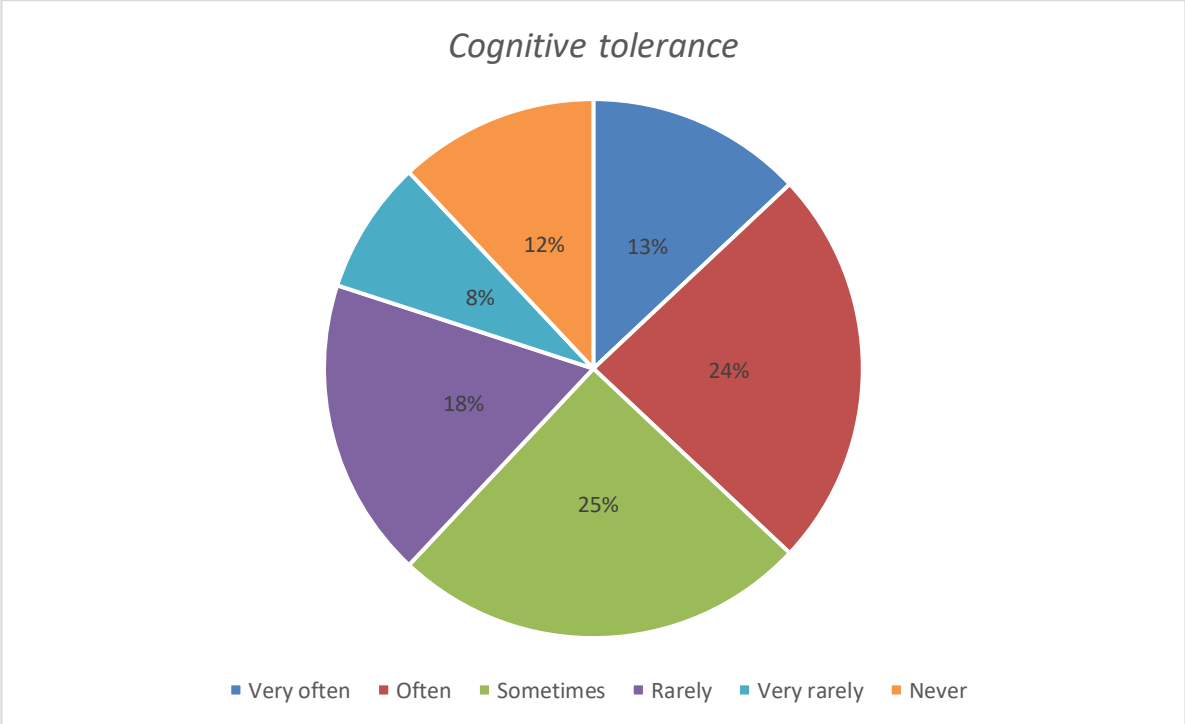


Figure 4. *Percentage Representation of Frequencies for the Salience Component*

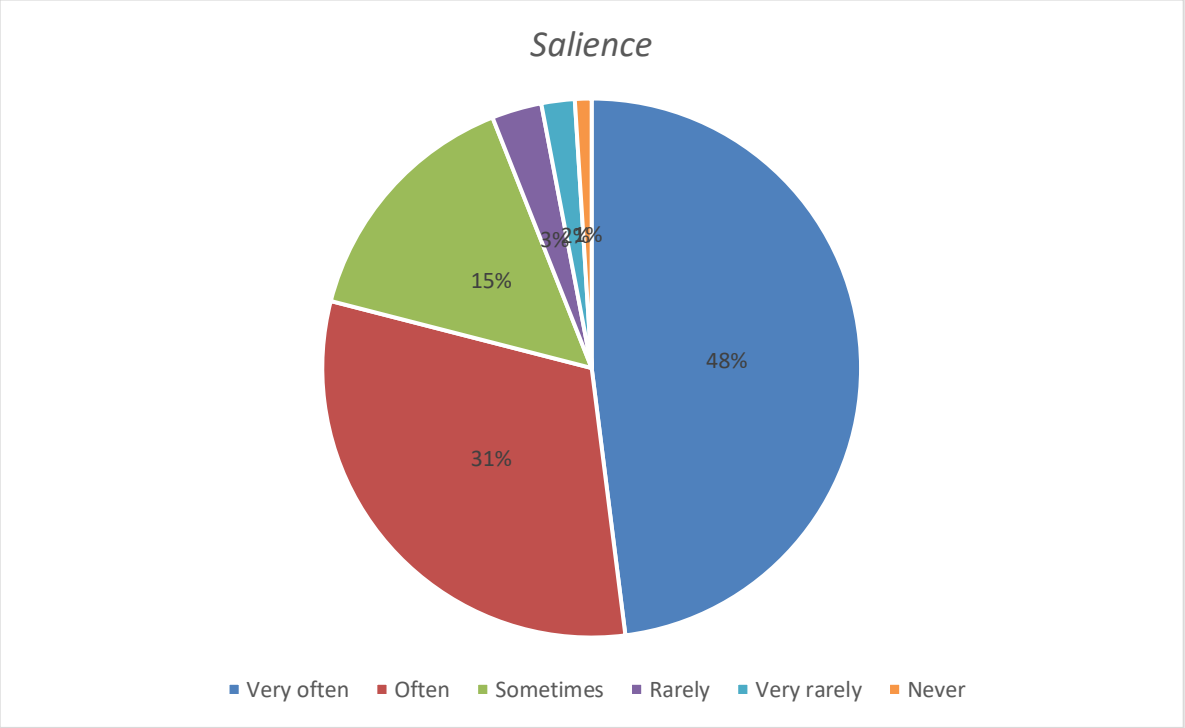


Figure 5. *Percentage Representation of Frequencies for the Conflict (Intrapsychic) Component*

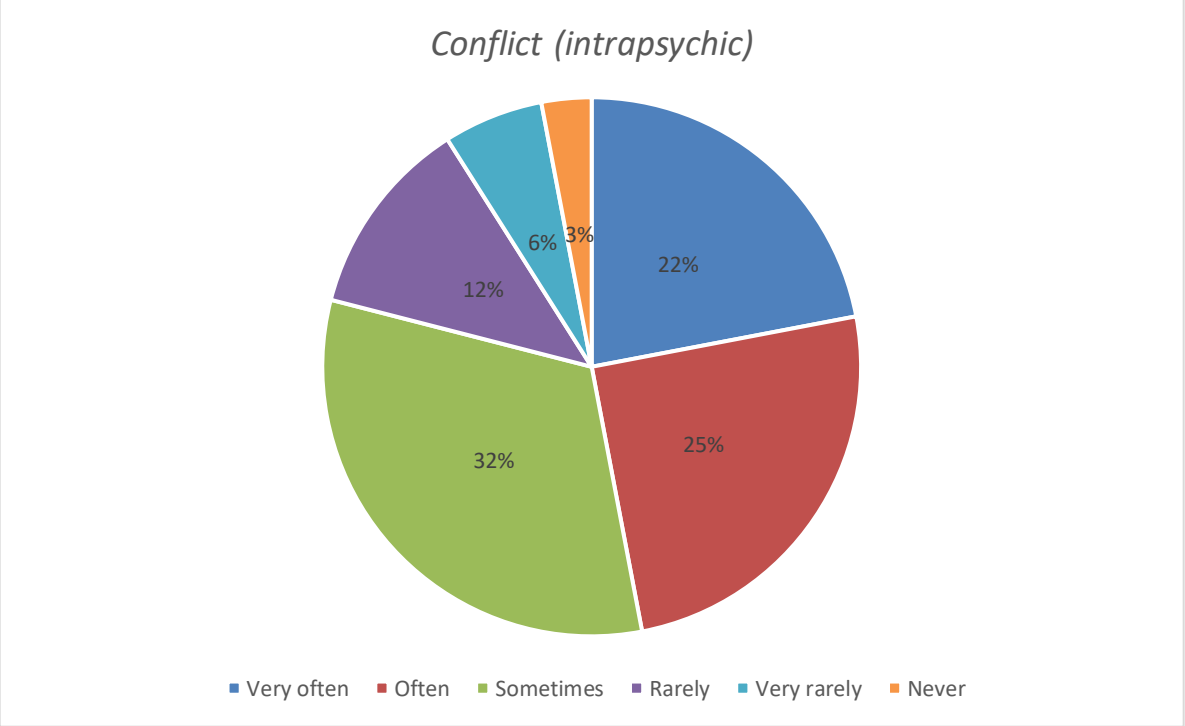


Figure 6. *Percentage Representation of Frequencies for the Conflict (Interpersonal) Component*

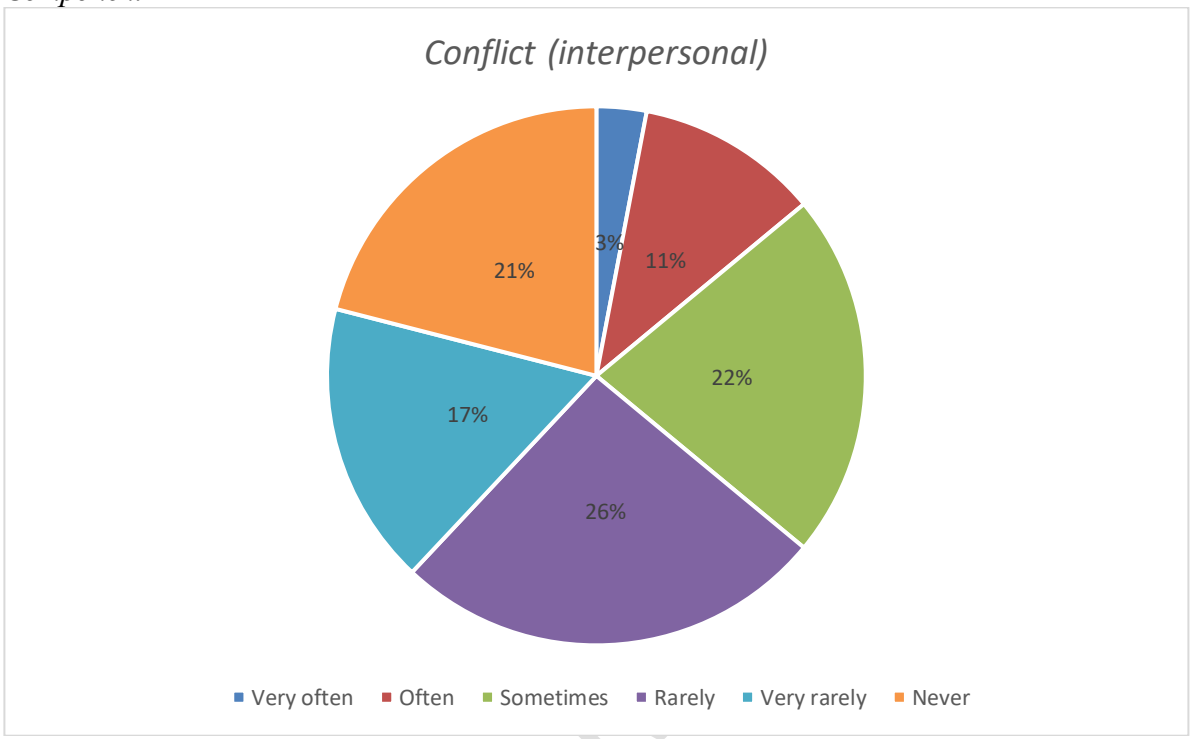


Figure 7. *Percentage Representation of Frequencies for the Withdrawal Component*

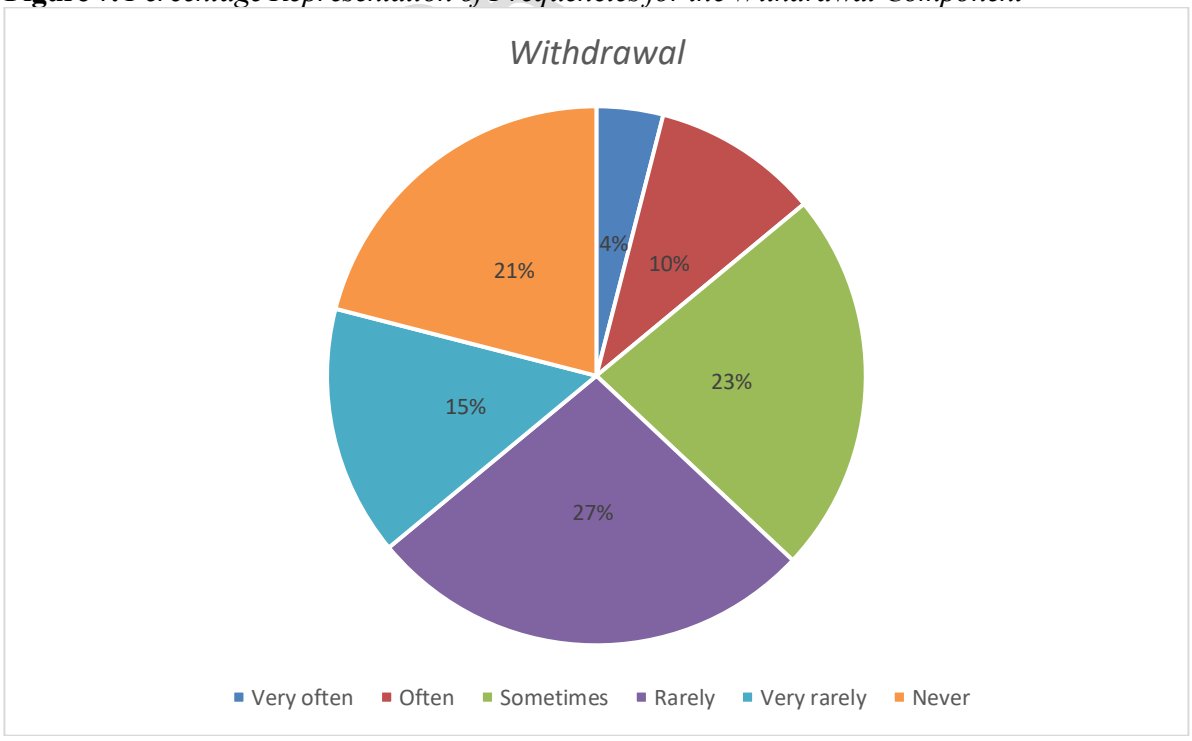
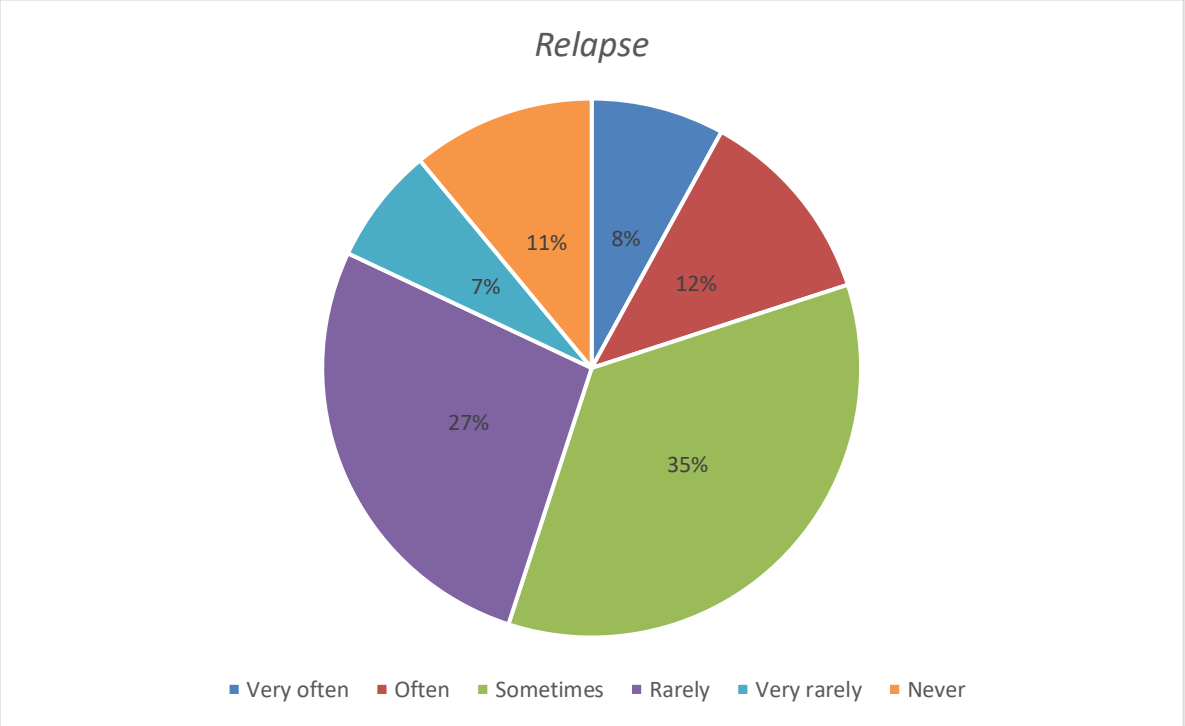


Figure 8. *Percentage Representation of Frequencies for the Relapse Component*



A comparison of the frequency distributions reveals differences among the investigated behavioral components. Salience exhibited the highest proportion of frequent responses (79%), followed by behavioral tolerance (63%) and intrapsychic conflict (47%). Cognitive tolerance was reported frequently by 37% of respondents, whereas relapse-related difficulties were reported frequently by 20%. Interpersonal conflict and withdrawal both showed substantially lower proportions of frequent responses (14%). These differences suggest that prioritization of social media activities and difficulties in controlling the duration of use were more prominent in this sample than withdrawal-related experiences or externally perceived interpersonal conflicts.

Discussion

Based on the quantitative data summarized in the Table, it is possible to evaluate the overall survey results and analyze how they align with each component of social media addiction among members of Gen Z. This analysis indicates that the results confirm three out of the five tested components of behavioral addiction. The remaining two components, which generated predominantly negative responses or fell mainly within the “sometimes” and “never” options on the Likert scale, refer to interpersonal conflict and withdrawal. To accurately interpret these responses, further analysis of the target group and the additional questionnaire items is required.

Overall, the group exhibited intrapsychic conflicts, while disagreements between peers or friends were identified as nonexistent. Given the characteristics

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of this group of young participants, the questions regarding the amount of time spent on social media and the priority given to these platforms clearly explain why interpersonal conflicts did not emerge. There is little reason for one member of the sample to judge another, especially since they most likely use social media in similar ways. Interpersonal relationships are unlikely to be questioned, as the need for belonging and the normalization of such behavior within the group contribute to the shared acceptance of frequent social media use as a standard practice. Intrapsychic conflict arises from the internal tension between the need to live and progress in the tangible, real world. However, interpersonal conflict is unlikely to occur, given the prevailing attitudes toward social media within the group. Members of Gen Z collectively inhabit this interactive environment in which social media use is not perceived as problematic. As a result, one individual is unlikely to question another regarding their usage, as such behavior is normalized and widely accepted within the peer group.

The withdrawal component yielded similarly negative responses, largely due to the environment in which this generation lives and functions. The respondents, all engaged in academic activities, operate within a setting embedded in technological advancements and equipped with multiple means of accessing social media platforms. Withdrawal is defined as an unpleasant state that emerges when social media use is abruptly interrupted or significantly reduced. The question assessing withdrawal relied on self-perception and the way everyone assumed they would react in a hypothetical situation involving limited or no access to social media. However, it is highly likely that this group has never actually experienced a forced absence from social media. While participants assumed they would not feel “stressed” or “disconnected”, independent observations have shown that students often experience the opposite reaction when technology is forcibly removed. Ultimately, if access to social media had indeed been eliminated, the responses to this question would very likely have differed. In the context of this study, the participants’ answers are based entirely on subjectivity and personal perceptions, especially considering that the research was conducted during a period of online learning, when digital engagement was both constant and essential. An interesting finding concerns the difference between intrapsychic and interpersonal conflict. While 47% of respondents reported experiencing productivity-related difficulties often or very often, only 14% indicated that other people frequently commented on their social media usage. This difference may reflect the distinction between individually perceived difficulties in regulating online behavior and the extent to which such behavior becomes visible or problematic within interpersonal relationships. Nevertheless, the absence of frequent external comments should not necessarily be interpreted as evidence that social media use has no consequences for interpersonal relationships.

This pilot study in the Republic of Moldova presents certain limitations, primarily due to the small sample size of participants. In future research, the study could be expanded to include a larger and more diverse sample. This limitation is closely linked to the distribution method of the questionnaire, which was disseminated via social media platforms and email to reach students, most

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of whom were already active Internet users. To obtain a more comprehensive understanding of social media dependency, it would be beneficial to employ additional methods of data collection to diversify the target audience and include individuals who are not frequent users of social networks. Another limitation of this study concerns the data collection method, as it relied heavily on self-assessment by respondents: a method often regarded as unreliable and biased. The results are largely dependent on each participant's personal perception and self-awareness. Moreover, the questionnaire consisted solely of closed-ended questions. To yield more meaningful insights and nuanced explanations, future research could incorporate a greater number of open-ended questions. Attention should also be paid to the sequence of questions, especially those relating to self-perception, as their placement earlier in the survey could influence responses. It is recommended that such questions be positioned closer to the end of the questionnaire, thereby allowing participants to respond more honestly throughout the study. To further explore this topic, additional research could investigate whether the targeted youth group would experience withdrawal symptoms if access to technology were forcibly removed. An additional methodological limitation concerns the operationalization of the behavioral addiction components. The questionnaire was developed specifically for this pilot study and was not presented as a standardized or psychometrically validated diagnostic instrument. Consequently, individual questions should be interpreted as indicators of particular behavioral experiences rather than comprehensive measures of the corresponding psychological constructs. Future research could benefit from using validated instruments, examining their internal consistency and construct validity, and combining quantitative assessments with qualitative interviews.

Conclusions

Gen Z consists of contemporary adolescents who are digital natives, and, unlike previous generations, they possess inherently developed digital skills and demonstrate greater progressiveness in various social domains that require knowledge of computers, sophisticated software, and the ability to apply virtual competencies effectively. This research critically examined Gen Z's dependence on social networking platforms, particularly Facebook, LinkedIn, Twitter (X), and MySpace, and analyzed how such reliance impacts their relationships, especially when compared to previous generations, including even the Gen Y (Millennials), who are more likely to prioritize work-life balance and stability, as well as the face-to-face communication (Cabral, 2011). Overall, Gen Z has made social media a top priority in their daily lives and continues to experience a growing need for extended use to feel fulfilled.

The findings of this pilot study provide preliminary insights into the relationship between Gen Z students and social media platforms. The results indicate that frequent social media engagement, difficulties in regulating the duration of use, and the prioritization of online activities are relatively prominent

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behavioral characteristics among the surveyed participants. At the same time, interpersonal conflict and withdrawal-related experiences were reported less frequently. The findings also highlight the importance of distinguishing between intensive social media use and behavioral patterns potentially associated with addiction. Although some respondents acknowledged difficulties in controlling their online activities, the results do not establish the presence of clinical addiction.

An additional concern is the period in which the data were collected. The survey was conducted in October 2022, when digital communication and online learning continued to play an important role in students' academic and social lives following the COVID-19 pandemic. Since social media platforms, digital communication practices, and available technologies continue to evolve, patterns of online engagement may also change over time. Consequently, the findings should be interpreted in the context of the specific technological and social conditions prevailing at the time of data collection. Further research involving larger and more representative samples, validated psychological assessment instruments, and comparative studies across different age groups would provide a more comprehensive understanding of the psychological implications of social media engagement. Particular attention should be given to the relationships between online behavior, emotional regulation, academic productivity, and interpersonal relationships.

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Appendix 1. *Survey Questionnaire*

Demographics

1. Age

I. 16 and under
II. 17-21
III. 22-25
IV. 26-30
V. 31 and over

2. Gender

I. Male
II. Female

General Social Media Use

3. What type of social media do you use or follow on a regular basis? Check all that apply.

I. Facebook
II. Twitter
III. LinkedIn
IV. MySpace
V. Other

4. How much time do you spend on social media sites daily?

I. Less than 30 minutes
II. 31-60 minutes
III. 61-90 minutes
IV. 91-120 minutes
V. More than 120 minutes

Self-Perception

5. Do you feel that you are addicted to social media?

I. Strongly agree
II. Agree
III. Neutral
IV. Disagree
V. Strongly disagree

Six Components of social media

6. How often do you find that you spend more time than intended on social media?

I. Very often
II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

7. How often do you check your social media sites before something else that you need to do?

I. Very often

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II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

8. How often do you feel your productivity suffers because of social media?

I. Very often
II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

9. How often do you try to cut down the amount of time you spend online and fail?

I. Very often
II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

10. How often do you find yourself saying "just a few more minutes" when using social media?

I. Very often
II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

11. How often do other people comment on your social media usage?

I. Very often
II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

12. How often do you typically feel stressed out, disconnected, or paranoid when you cannot access social media sites?

I. Very often
II. Often
III. Sometimes
IV. Rarely
V. Very rarely
VI. Never

ONLY FOR REVIEW