

Motives As Predictors Of Facebook Addiction: Empirical Evidence From Somalia

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ABSTRACT

Facebook (FB) has increasingly become an essential part of the lives of people, particularly youths. Youths use this site extensively, mainly for fun, interacting with friends, making new friends, and keeping in touch with old friends. FB has become a big part of their daily routine, sometimes influencing them to neglect their duties and responsibilities. Guided by the uses and gratifications theory, the present study investigates the motives for using Facebook and their effect on the addiction to the site among Somali youths. The study employed a quantitative method by adopting an online survey to collect data. The data was collected for a period of one month by posting a questionnaire on Facebook walls. A total of 327 respondents participated in the study. The results suggest that there is a significant relationship between FB motives and FB addiction. Furthermore, the results of the multiple regression analysis suggest that motives related to political ($\beta=.142$, $p=.016$), social interaction ($\beta=.203$, $p=.002$), and entertainment ($\beta=.329$, $p=.000$) significantly contributed to FB addiction among the youths. Among the motives, entertainment and social interaction were the best predictors of FB addiction. Implications, future research scope, and contributions of the study are also discussed.

Keywords: Facebook addiction, Facebook motives, uses and gratification theory, Somali youth.

1. INTRODUCTION

Founded by a Harvard student, Mark Zuckerberg in 2004, Facebook (FB) has today, become a global phenomenon. It is the most popular social networking site in the world (Foregger, 2008). As of June 2013, Facebook users had reached more than one billion users around the world where 82% of them live outside the United States of America and Canada (Facebook, 2013). The main mission of FB is "to make the world more open and connected". Some of the reasons provided for using this site includes staying in touch with family and friends, sharing personal matters, and finding out news around the globe.

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Facebook is also very popular among Somali youths. They actively use the site for different reasons and motives. As reported by Socialbakers (2012), a global social media and digital analytics company, Facebook users in Somalia had reached 113,720, with a penetration of 1.12% of the country's population. The number of users continues to grow overwhelmingly on a monthly basis. The report also stated that the number of Facebook users in Somalia had increased by more than 11,000 during the last six months of the report. The report provided demographics of Facebook users in the country, revealing a male dominance (73%), the majority of them being young youths between the ages 18 and 24 years old with a total of 57,740 users, followed by young adults aged 25 – 34 years old. However, the data provided by Socialbakers (2012) may not be fully accurate. Due to the chaotic political situation in the country, Somalis are scattered all over the world, and some of them may have registered under the name of the country where they may be currently living permanently or temporarily. From our observation, some of them may not reveal their names or the name of their home country on their Facebook profiles, which is the data source for Socialbakers (2012). The reason can be due to skepticism or privacy concerns; furthermore, it is possible to hide their identities. Therefore, those who did not reveal their country name are not counted in the Socialbakers (2012) statistics. Nevertheless, the report provided useful insights about how Somalis engage in the most famous social networking site which is, Facebook.

Facebook offers many advantages for its users, including being in touch with old friends and establishing new ones (Ellison, Steinfield, & Lampe, 2007). For undergraduate students, as noted by Ellison *et al.* (2007), Facebook is a good place to reconnect with old high school friends by just exchanging information and ideas. In terms of time spent on the site, students reported that they spent four to five hours daily surfing Facebook (Valentine, 2011). For Somali youths, it was reported that they spent between 1–2 hours daily on the site and most of them set up their Facebook account about 2–3 years ago (Dhaha & Igale, 2013). The researchers found that some of the gratifications obtained by Somali youths from using the site, include a good pastime, interpersonal habitual entertainment, virtual companionship escape, self-expression, information seeking, and a discussion forum about their own country. However, discussions of their country appeared to be a new gratification for Somali youths. Since the start of the unstable political situation two decades ago, Somali youths have been using Facebook as a means of providing information about their country and updating themselves with new information about their home country. They use the site to describe their country, promote its image and reputation, give accurate information to others, portray positive images about it, post related news and events and help outsiders understand what is exactly going on in their own country.

Since there is a huge Somali presence on the FB site, the current study investigated their motives for using the site as well as the factors that contribute to their FB addiction. The study also examined the relationship between the motives for using the FB site and its addiction. Finally, it looked at the motive that significantly contributed to Facebook addiction.

2. LITERATURE REVIEW

2.1 *Uses and Gratifications Theory*

The uses and gratifications theory (U&G) served as the theoretical framework for this study because the theory has a long history of examining the motives people seek from the media. The U&G approach is extensively applied in the field of mass communication in order to examine how people consume media content and the gratifications or needs that are satisfied from using that content. Although the application of this concept of U&G was prevalent in the 1940s, the exact use of the concept “uses and gratifications” only appeared in 1959 in an article written by Elihu Katz (Katz, 1959). This particular article was the answer to Berelson’s claim (as cited in Katz, 1959) that the field of mass communication was dying and could not survive. However, Katz (1959: 2) argued that the field could survive if the focus was shifted from the question of “what do media do with the people” to the question of “what do people do with media”.

According to Katz (1959: 2), it seems that Berelson perceived “communication research which is the duty of mass persuasion”, as dead or dying and argued that the pioneers of the field confined themselves to the narrow and relative aspect of studying changing attitudes, opinions and actions of people in the short term. Therefore, he suggested that the field should shift from the old approach to a new and more dynamic approach, which is U&G. The main assumption of this approach is that “the message of even the most potent of the media cannot ordinarily influence an individual who has no “use” for it in the social and psychological context in which he lives” (Katz, 1959: 2). Katz, Blumler & Gurevitch (1974) put forward five key assumptions of this theory. First, the audiences are active and seek out certain needs from the media and they are goal-oriented. In other words, the audiences are fully aware of what is good for consuming and what is not. Second, the audiences make the choice of consuming the media. Third, the needs satisfied from the media constitute just a small portion of human needs. Fourth, audiences report their motives and interests with regard to certain cases, so the data is derived from them. Fifth, personal judgments are not encouraged; only audience’s perspectives are explored in each its own way. Simply put, it can be said that the works of Katz (1959), Katz, Gurevitch, and Haas (1973), and Katz *et al.* (1974) laid the foundation for the theory.

According to Wimmer & Dominick (1994), the concept of U&G is not new and can be found in previous studies. They cited many studies conducted in the 1940s that addressed the reasons people tend to engage in media such as television viewing, newspaper readership, and radio listening. Among the studies cited by Wimmer & Dominick include Herzog’s (1944) study on listening to radio soap operas, and Berelson’s (1949) study on the strike by the *New York Times* newspaper. Herzog found three gratifications obtained from listening to soap opera programs: *wishful thinking*, *obtaining advice*, and *emotional release*. Berelson asked his respondents what the paper means to them and found that people had five motives for reading the newspaper: *reading for social prestige*, *reading for information*, *reading as a tool for daily living*,

reading for escape, and *reading for social context*. Additionally, Katz (1959) did not refute the presence of this concept (U&G) in previous studies. However, he argued that those studies were mainly descriptive in nature and it is imperative to address this concept by using more systematic and advanced methodologies.

Katz *et al.* (1973) further suggested that audiences have social and psychological needs that need to be met by mass communication. They classified these into five major needs, namely personal integrative needs, affective needs, cognitive needs, tension release needs and social integrative needs.

However, the needs that are sought and gratified from using the media vary across different studies. Gratifications differ depending on the different needs of the audiences. For instance, in reality television, it was found that the following needs are gratified: reality entertainment, relaxation, companionship, habitual pastime, social interaction and voyeurism (Papacharissi & Mendelson, 2007). In another example, the gratifications of internet use included global exchange, wide exposure, relaxation, convenience in communication, and enhancement of self-development (Roy, 2007). With regard to Facebook, it was found that information seeking, interpersonal habitual entertainment, virtual companionship escape, self-expression, and pastime were major motives behind students' Facebook usage (Valentine, 2011).

The U&G theory is popular among mass communication scholars and has been applied in the different subfields of mass communication. The theory is suitable for investigating new media technologies such as Facebook (Ebersole, 2000). The literature on internet and social media uses and gratifications has rapidly evolved since and there has been numerous studies which looked at the internet (Roy, 2008; Choi & Haque, 2002), Facebook (Foregger, 2008; Valentine, 2011; Dhaha & Igale, 2013), Twitter (Johnson & Yang, 2009), MySpace (Raacke & Bonds-Raacke, 2007; Ancu & Cosma, 2009), and mobile phones (Wei & Lo, 2006; Idid, Wok, Dhaha, & Aziz, 2012). Therefore, the uses and gratifications theory was considered the most appropriate for this study.

2.2 Facebook Motives and Facebook Addiction

Online addiction is a popular academic topic and has been widely explored from different perspectives (Young, 1996; Sofiah *et al.*, 2011; Andreassen, Torsheim, Brunborg, & Pallesen, 2012). However, internet addiction has received a great deal of attention as there are many scholarly articles on the topic, focusing on the reasons for internet addiction and the clinical treatments available. For example, Young (1996) who studied internet addiction, noted that her respondents shared that the internet caused problems in their daily life. It was difficult for them to overcome these problems as well as balance their internet usage. Moreover, Kim and Haridakis (2009) in their study found that three dimensions of internet addiction, namely intrusion, escaping reality and attachment were positively correlated to loneliness, shyness, and sensation seeking. In addition, Kim and Haridakis's study revealed several predictors of internet addiction. These predictors included internet use motives (habitual entertainment, economical information seeking, caring for others, control, excitement, and escape). The study showed that escape and habitual entertainment were found to be the

predictors for the escaping from reality dimension of internet addiction, whereas seeking excitement, escape, and caring for others predicted the internet addiction's dimension of intrusion.

Internet addicts are mainly young people (Bakken, Wenzel, Götestam, Johansson, & Øren, 2009). Bakken *et al.*'s (2009) study found that men were more addicted to the internet and at risk compared to women in the age group of 16 – 29 years old. They concluded that “internet addiction and at-risk internet use is not confined to adolescents”. Problematic internet users “spend large amounts of time on the internet, especially for entertainment purposes and more often report psychological impairments than non-problematic users” (Bakken *et al.*, 2009: 127). Furthermore, addictive tendencies to mobile phones were found to be correlated with motives for using the mobile phones (Walsh, White & Young, 2007). The researchers found that self-gratification was the best predictor of mobile phone addiction, followed by social gratification.

Most studies in the past have looked at addiction in internet, television, and gaming, both online and offline whilst very few studies have actually examined Facebook addiction (Sofiah *et al.*, 2011; Andreassen, *et al.*, 2012; Balakrishnan & Shamim, 2013; Kavitha, 2013). Sofiah *et al.*'s study (2011) looked at Facebook addiction among female university students. Drawing from a sample of 380 female students from two major universities in Malaysia, the researchers found five motives for using Facebook: *communication, social interaction, entertainment, passing time, and companionship*. Furthermore, the study suggested a significant correlation between Facebook addiction and motives for using Facebook, and these motives were found to be major predictors of Facebook addiction among female students in Malaysia. In the context of India, female students were found to be motivated by social interaction, communication, entertainment, companionship, and passing time as reasons for using Facebook (Kavitha, 2013). These five motives were found to be predictors of Facebook addiction among the female students in India. Balakrishnan & Shamim (2013) found five motives for using Facebook among Malaysian students, namely psychological benefits, social networking, self-presentation, entertainment, and skill enhancement. Their study also suggested several addictive behaviors including withdrawal and relapse, salience, reinstatement, and loss of control.

Andreassen *et al.* (2012) developed a Berger Facebook addiction scale (BFAS) which is a unidimensional factor consisting of six items representing six dimensions of addiction, namely, salience, tolerance, mood modification, relapse, withdrawal, and conflict. The researchers did not focus on Facebook predictors, but were rather interested in developing a scale for Facebook addiction. The scale was correlated with other scales such as personality scale, behavioral approach subscale, and Facebook attitude scale.

Grindeland & Harrison (2009) contended that social networking sites have become an important part of the female daily life. Their study also revealed that women spent a significant amount of time surfing social networking sites. Furthermore, social networking sites were used to find and maintain relationships, upload photographs, find out new issues pertaining to style and fashion as well as for entertainment and

relaxation (Thomas, 2011). However, the significant amount of time spent by social networking site users, especially Facebook users, indicates an addiction. This warrants some examination especially in understanding the factors and predictors that contribute to Facebook addiction. As such, the current study examines the motives for using Facebook among Somali youths and its relevance to the site's addiction.

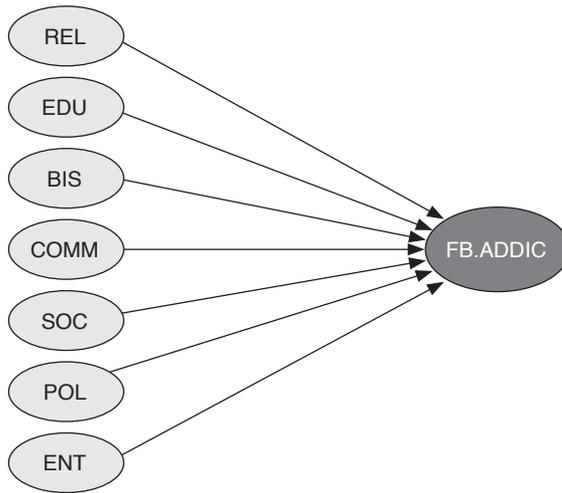


Figure 1. Research model

2.3 Theoretical Framework

Youths and students are motivated by many gratifications for using Facebook. The most prominent factors include entertainment, passing time, and social interaction. In addition to this, Facebook is also used for other non-entertainment reasons such as religion, education and business purposes along with entertainment, communication, and social interaction (Shahnaz, 2011).

The current study is grounded in the uses and gratifications theory. The theory posits that audiences are active and motivated by many reasons to consume media. As such, this study investigates the motives for using the most popular social networking site, Facebook and its contribution to the site's addiction. As shown in Figure 1, the study investigated the effects of motives on the addiction pattern, and derived the following hypotheses:

- H1:** Religious (REL) motives contribute significantly to FB addiction among Somali youths
- H2:** Education (EDU) motives contribute significantly to FB addiction among Somali youths
- H3:** Business (BIS) motives contribute significantly to FB addiction among Somali youths

- H4:** Communication (COMM) motives contribute significantly to FB addiction among Somali youths
- H5:** Social interaction (SOC) contributes significantly to FB addiction among Somali youths
- H6:** Political (POL) motives contribute significantly to FB addiction among Somali youths
- H7:** Entertainment (ENT) motives contribute significantly to FB addiction among Somali youths

3. METHODOLOGY

3.1 Research Design and Sampling Procedure

The current study employed an online survey to elicit responses about the study's main concepts. Online surveys have many advantages including flexibility, global reach, speed, timeliness, low administration costs, ease of follow-up, convenience, ease of data entry and ease of analysis among many others (Evans & Mathur, 2005). The researchers highlighted the appropriateness of online surveys to gather information from different people who live in different geographical areas. As such, this study employed this particular method as its respondents were Somali youths who live inside and outside their country.

The data was collected for a period of one month and fifteen days (September 15 – October 30, 2012). The link of the survey was posted on the researchers' Facebook accounts, especially on the walls available on the site, inviting their friends to participate in the study. A brief explanation about the objectives of the study was made available for the viewer before being requested to fill the online survey. Respondents were also asked to invite their friends to fill up the questionnaire. The respondents were reminded several times through postings and personal chatting features. A total of 327 respondents filled up the survey forms within the stipulated time.

The questionnaire was first pilot-tested with 20 students from the International Islamic University Malaysia, who were selected for convenience. The pilot test was conducted to check the clarity and understandability of the questions. The questionnaire consisted of two major parts; the first part gathered background information of the respondents such as gender, age, education, occupation, marital status, and place of residence while the second part asked about their motives for Facebook use and the importance of Facebook in their daily lives.

3.2. Measurement Scales

3.2.1 Motives Scale

The motives scale was adapted from Shahnaz (2011) in order to assure the validity of the measurements. The respondents were requested to indicate their level of agreement/disagreement based on a 5-point Likert scale for 40 statements covering different motives including religious, education, business, social interaction, communication,

political, and entertainment. All these motives identified by Shahnaz (2011) were adopted for this study. The researchers added one more motive covering the political aspect by adapting it from Wok's (2012) study.

3.2.2 Facebook Addiction Scale

This scale was adopted from Sofiah *et al.*'s study (2011). The scale consisted of 11 items that explored how Facebook contributed to problems in their daily lives and their attachment to the site. Respondents indicated their level of agreement/disagreement on a 5-point Likert scale, where "1" indicated strongly disagree and "5" indicated strongly agree.

3.3 Data Analysis

The collected data was transferred into the Social Sciences (SPSS) software (version 17.0) for analyses. Several statistical tools were employed to analyse the results including descriptive statistics such as frequencies, and inferential statistics such as bivariate correlation and regression analysis. Reliability tests using Cronbach's alpha and exploratory factor analysis were also conducted.

3.4 Reliability of the Measurement Scales

Before proceeding with the analyses, the Cronbach's alpha test was conducted as the reliability test. Table 1 shows the resulting Cronbach's alpha coefficients. The reliability of this study's scales ranged from 0.860 to 0.912. All of the variables obtained a good level of internal consistency as a reliability score higher than 0.70 indicates internal consistency and coherence among the items (Hair, Black, Babin, & Anderson, 2010).

Table 1. Cronbach's alpha for the variables (N=327)

No.	Variables	Items	Alpha
1.	Religious motive	5	0.835
2.	Education motive	7	0.912
3.	Business motive	5	0.938
4.	Communication motive	5	0.852
5.	Social interaction motive	6	0.862
6.	Political motive	7	0.939
7.	Entertainment motive	5	0.875
8.	Attachment	4	0.860
9.	Disorder	7	0.881

4. FINDINGS

4.1 Demographic Profile

The sample for this study consisted of 327 youths, of which the majority were males (87%) compared to females (13%). In terms of education, almost half of the respondents have a first degree (48.85%), followed by those who have a master degree (22.63%), secondary school certificate (14.68%), diploma (11.01%), PhD (1.5%) and no formal education (0.30%). Based on marital status, almost two thirds of the respondents were single (63.61%), while slightly more than one third were married (36.39%). With regard to age groups, half of the respondents (50.8%) were aged 21–25 years. Slightly more than one-third (40.4%) were 26 – 30 years, followed by those who were above 30 years (8.8%). The majority of the respondents live outside the country (76%) whereas less than one quarter live inside the country (24%). Table 2 displays the demographic characteristics of the respondents.

Table 2. Demographics of the respondents

Demographics	Frequency	Percentage
<i>Gender</i>		
Male	283	86.5
Female	44	13.5
<i>Education</i>		
No formal education	1	0.3
Secondary school	48	14.7
Diploma	36	11.0
Bachelor degree	163	49.8
Master degree	74	22.6
PhD	5	1.5
Total	327	100.00
<i>Marital status</i>		
Single	208	63.6
Married	119	36.4
Total	327	100.00
<i>Age</i>		
21 – 25	166	50.8
26 – 30	132	40.4

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Table 2. (con't)

Demographics	Frequency	Percentage
31 – 35	25	7.6
36 – 40	4	1.2
Total	327	100.00
<i>Occupation</i>		
School student	16	4.9
University student	164	50.2
Government staff	13	4.0
Private sector employee	91	27.8
Self employed	21	6.4
Unemployed	17	5.2
Housewife	5	1.5
Total	327	100.00
<i>Location</i>		
Inside the country (Somalia)	79	24.2
Africa	97	29.7
Asia	113	34.6
Europe	31	9.5
Australia and North America	7	2.1
Total	327	100.00

4.2 Motives for Using Facebook

There were 40 items used in the questionnaire representing seven major motives such as religion, education, business, communication, social interaction, political, and entertainment. Table 3 shows the results of the exploratory factor analysis with Eigenvalues, loadings, Alpha, and total variance explained.

In order to explore the motives for using Facebook among Somali youths, an exploratory factor analysis was conducted on all the items by using principle components with varimax rotation. Seven factors were extracted, accounting for 69% of the total variance. The results showed the factor loadings of all items exceeded the acceptable level of 0.50, while the reliabilities of the factors were also higher than the acceptable level of 0.70. The Cronbach's alpha values for the extracted components are as follows political motive ($\alpha=.939$), business motive ($\alpha=.938$), education motive ($\alpha=.912$), entertainment motive ($\alpha=.875$), social interaction motive ($\alpha=.862$),

communication motive ($\partial=.852$), and religious motive ($\partial=.835$).

Table 3. Factor loadings of Facebook motives

Factor 1: Political motive								
Label	Items	F1	F2	F3	F4	F5	F6	F7
Po14	To know about the political development in my country	.842	.161	.000	.143	.084	.090	.137
Po16	To know about the political problems occurring in my country	.831	.171	.030	.247	.072	.061	.100
Po13	To get updates about political gossips	.828	.184	.156	.065	.097	.091	.202
Po12	To share latest news related to politics	.800	.151	.155	.100	.097	.104	.252
Po15	To be involved in political discussions	.787	.131	.217	.112	.042	.098	.187
Po11	To know latest information about political affairs	.775	.125	.193	.172	.087	.176	.135
Po17	To keep in touch with politics around the world	.676	.171	.109	.070	.182	.145	.126
Edu7	To share ideas on projects/courses	.156	.736	.231	.165	.154	.152	.098
Edu3	To invite classmates to seminar/conferences	.093	.731	.280	.083	.110	.183	.156
Factor 2: Education motive								
Edu6	To share web-links related to assignments	.186	.716	.220	.096	.148	.165	.165
Edu2	To discuss academic matters with group members	.182	.710	.150	.148	.046	.224	.163
Edu5	To find information related to studies	.231	.689	.102	.284	.071	.242	.018
Edu4	To motivate friends to study hard	.186	.653	.109	.323	.095	.281	.072

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Table 3. (con't)

Edu1	To share academic-related news	.245	.605	.138	.147	-.03	.278	.226
Factor 3: Business motive								
Bis4	To promote my blog where I sell/buy stuff	.131	.145	.859	.017	.235	.049	.094
Bis2	To buy stuff (products/ services)	.168	.162	.858	-.03	.207	.112	.124
Bis3	To share advertisement that promote products/ services	.158	.212	.831	-.01	.172	.131	.133
Bis1	To sell stuff (products/ services)	.172	.218	.796	-.04	.242	.082	.092
Bis5	To join a group with similar business interests	.106	.250	.753	.12	.151	.034	.178
Factor 4: Communication motive								
Com3	To send and receive messages from friend and family members	.178	.135	-.06	.777	.095	.087	.121
Com1	To chat with friends and family members	.022	.256	-.02	.775	-.02	.129	.005
Com4	To share opinions with friends and family members	.249	.144	-.02	.721	.067	.163	.249
Com2	To maintain old friendships	.124	.272	.07	.686	.110	.145	.165
Com5	To express feelings and viewpoints	.312	.045	.004	.589	.160	.156	.336
Factor 5: Entertainment motive								
Ent2	To share movies, hobbies, previews, music, videos, etc	.070	.030	.231	.088	.831	.063	.110
Ent5	To download music, video, picture	.160	.112	.086	.074	.801	.027	.150
Ent3	To share links related to entertainment	.124	.166	.158	.158	.772	.091	.129

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Table 3. (con't)

Ent4	To get update on gossip about celebrities	.180	.128	.241	.045	.693	.044	.246
Ent1	To play games	-.06	-.04	.420	.016	.645	.094	.096
Factor 6: Religious motive								
Rel2	To share wisdom from Hukama/religious scholars	.062	.271	.051	.099	.007	.739	.028
Rel3	To share Nashido/advised contents videos and songs	.114	.069	.142	.049	.207	.721	.151
Rel5	To share notes on religious values	.176	.262	.055	.230	.056	.717	.087
Rel1	To share reminders based on Al-Quran and Al-Hadith	.132	.348	.038	.145	-.033	.680	-.065
Rel4	To preach people to do good things by sending them text messages	.160	.223	.107	.182	.082	.654	.243
Factor 7: Social Interaction Motive								
Soc2	To share personal information	.240	.027	.139	.195	.256	.026	.650
Soc3	To build network with others	.285	.195	.157	.332	.060	.117	.636
Soc4	To share latest pictures	.280	.189	.228	.063	.185	.129	.635
Soc1	To check on wedding/ birthday/event invitations in the calendar	.243	.237	.245	.036	.281	.110	.601
Soc5	To make new friends	.134	.110	.067	.442	.128	.199	.594
Soc6	To share recent activities	.334	.342	.071	.223	.211	.024	.551
	Cronbach's alpha	.939	.912	.938	.852	.875	.835	.862
	Eigenvalues	14.43	3.93	3.01	2.38	1.55	1.27	1.13
	% of total variance explained	36.07	9.83	7.52	5.95	3.88	3.18	2.83
	Overall Cronbach's alpha	.953 (40 items)						

% overall variance explained **69.270**

Note: the scale used in these factors ranged from 1 = strongly disagree to 5 = strongly agree

4.3 Facebook Addiction

For this study, 11 items were adopted from a previous study (Sofiah *et al.*, 2011). The items were subjected to the exploratory factor analysis in order to explore the unidimensionality of this factor. Although these items were used as single factor in the original scale, this study revealed two factors that accounted for 65% of the total variance explained. The first factor that comprised of seven items was labeled as “disorder”, and it accounted for 52% of the variance, while the second factor, which consisted of four items, was labeled as “attachment” and it accounted for 13% of the variance explained. Table 4 shows factor loadings of the Facebook addiction measurement scale.

The first factor obtained a high Cronbach’s alpha value ($\alpha = .881$), while the second factor also showed high reliability ($\alpha = .860$). In addition, the first factor describes the consequences of extensive Facebook usage such as neglecting responsibilities, sleep deprivation, and ignoring other duties. It means that those addicted to Facebook prefer to log into the site rather than do anything else, while the second factor describes how an individual has become attached to the site, and feels bored if he/she did not log in to the site. Although the factor analysis suggested 2 factors, all the 11 items were used as single factors in subsequent analyses. Since the overall reliability ($\alpha = .905$) was higher than the reliability of individual factors (alpha for attachment was .860, and alpha for disorder was .881), it is assumed that these items shared greater communalities and were computed together as a single factor.

Table 4. Factor loadings for Facebook addiction scale

Factors	Item Label	Items	F1	F1
F1: Disorder	Addic11	My work/study getting worsen because of the amount of time I spend on Facebook	.800	.246
	Addic10	My priority is to log on to Facebook rather than do other things	.794	.127
	Addic9	I neglect everyday responsibilities to spend more time on Facebook	.778	.217
	Addic8	I often lose sleep due to late-night logins to Facebook	.734	.293
	Addic7	I often think about Facebook when I am not using it	.659	.421
	Addic6	I often spend time playing games with friends through Facebook	.634	.120

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Table 4. (con't)

Factors	Item Label	Items	F1	F1
	Addic5	I tend to spend more time on Facebook than going out with others	.562	.533
F2: Attachment	Addic1	Facebook has become a part of my daily routine	.100	.862
	Addic2	I find that I stay on Facebook longer than I intended to	.179	.831
	Addic3	I feel out of touch when I haven't logged onto Facebook for a while	.303	.792
	Addic4	I think life without Facebook would be boring	.427	.699
Cronbach's alpha			.881	.860
Eigenvalues			5.711	1.417
% of variance explained			51.916	12.880
Overall alpha			.905	
Overall % of variance explained			64.796	

Note: the scale used in these factors ranged from 1 = strongly disagree to 5 = strongly agree

4.4 Correlation Coefficients of FB Motives with FB Addiction Dimensions

Before proceeding with further analyses, the scale selected for each item under each construct was added in order to obtain the total score for each construct. The mean and standard deviation for each construct is shown in Table 1. A bivariate correlation analysis was conducted in order to examine the covariance among the independent and dependent variables. According to Green and Salkind (2005: 256), a correlation coefficient of .10 is considered a small coefficient, whereas “correlation coefficients of .30, and .50, irrespective of its sign, are by convention, interpreted as medium and large coefficients, respectively”.

As shown in Table 5, the results revealed that there is a significant relationship between Facebook addiction and the dimensions of Facebook motives. The results suggest that there is a significant positive and medium relationship of Facebook addiction with business ($r = .330, p = .000$), political ($r = .378, p = .000$), entertainment ($r = .483, p = .000$) and social interaction motives ($r = .462, p = .000$). Conversely, there

is a small correlation coefficient of Facebook addiction with religion ($r = .198$, $p = .000$), education ($r = .201$, $p = .000$) and communication motives ($r = .224$, $p = .000$).

Table 5. Correlation between Facebook motives and Facebook addiction (N= 327)

No.	Motives	Facebook addiction
1.	Religious	.198**
2.	Education	.201**
3.	Business	.330**
4.	Communication	.224**
5.	Social interaction	.462**
6.	Political	.378**
7.	Entertainment	.483**

Note: ** = correlation is significant at the 0.001 level

* = correlation is significant at the 0.05 level

4.5 Hypotheses Testing

Regression assumptions were checked using histogram before the hypotheses were tested. The results revealed that religious, education, business, and communication motives were not normally distributed on the dependent variable. As a result, they were excluded from further analysis. Multiple regression analysis was then conducted using three independent variables and one criterion variable. Table 6 and Figure 2 provide the results of the multiple regression analysis.

Table 6. Multiple regression analysis for Facebook addiction with motives

Predictors	β	T	Sig	Tolerance	VIF
Social interaction	.203	3.140	.002	.513	1.950
Political	.142	2.421	.016	.624	1.601
Entertainment	.329	6.064	.000	.727	1.376

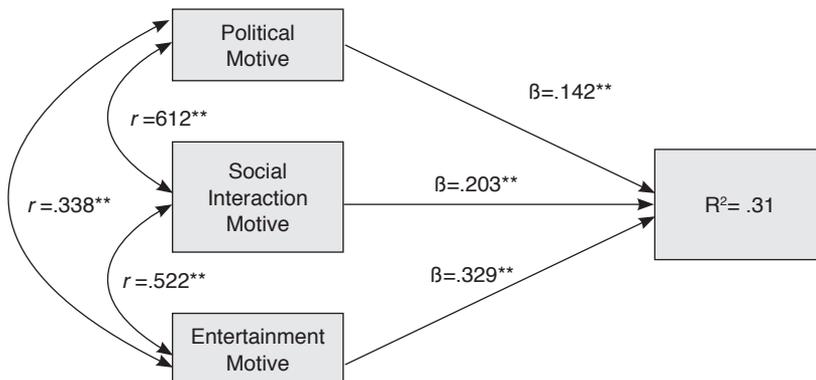


Figure 2. Revised research model

$R^2 = .307$, $df_1 = 3$; $df_2 = 323$, $F = 47.641$ ($sig = .000$)

The results of the regression analysis revealed that social interaction ($\beta = .203$, $t = 3.140$, $p = .002$), political ($\beta = .142$, $t = 2.421$, $p = .016$), and entertainment motives ($\beta = .329$, $t = 6.064$, $p = .000$) significantly contributed towards Facebook addiction among Somali youth. Thus, H5, H6, H7 were fully supported. These independent variables explain 31% of the variance in Facebook addiction.

In addition, there were significant correlations among the three independent variables. Political motive was positively correlated with social interaction ($r = .612$, $p = .000$) and entertainment motives ($r = .338$, $p = .000$), whereas entertainment motive significantly and positively correlated with social interaction ($r = .522$, $p = .000$).

On the other hand, we were more concerned with multicollinearity problems since we had several independent constructs. A high correlation among the independent variables is an indication of multicollinearity. If there is multicollinearity, “the effect of a regression variable on the variability of the response variable cannot be isolated from the effects of other explanatory variables” (Chatterjee & Yilmaz, 1992: 216). Therefore, the researchers argued that it is recommended to use the Variance Inflation Factors (VIF) to detect possible multicollinearity problems; a VIF value between 5 and 10 denotes a multicollinearity problem. As all the VIFs for the independent variables of this study were found to be less than 5, this confirmed that there were no multicollinearity concerns. Table 6 provides more details.

5. DISCUSSION

The current study investigated the motives for using Facebook among Somali youths. In addition, the study explored the relationship between motives for using Facebook and Facebook addiction. Finally, the study attempted to examine the effects of

Facebook motives on Facebook addiction.

The study found seven motives for Somali youth to use Facebook, the most popular social networking site. These motives include religious, education, business, political, social interaction, communication, and entertainment. Previous studies found similar patterns of motives for using the site. For instance, Shahnaz (2011) found that education, religious, communication, social interaction, business, and entertainment motivated students in a public university in Malaysia to engage in Facebook. In addition, Sofiah *et al.* (2011) and Kavitha (2013) found five motives for using the site, namely communication, passing time, companionship, social interaction, and entertainment.

The study addressed the possibility of Facebook addiction among Somali youths. The results confirmed this and found that the site is incorporated into their life and they spend a lot of time on the site. It was also revealed that they also feel bored when they are not logged into the site. This correlates with previous studies (Sofiah, *et al.*, 2011; Kavitha, 2013) that found female students to be addicted to Facebook. These studies showed that their respondents used this site frequently and made it a part of their lives. They also neglected their duties and responsibilities, with their grades being affected.

In terms of correlation between Facebook motives and Facebook addiction, the study revealed a significant relationship between Facebook addiction and the dimensions of motives. Using bivariate correlation, the study found that Facebook addiction has a significant positive relationship with political, social interaction, and entertainment motives. Previous studies support this result where Sofiah *et al.* (2011) and Kavitha (2013) found that communication, passing time, entertainment, companionship, and social interaction were correlated with Facebook addiction among female students. It means that these motives contributed to the female students' addiction to the site.

The study also examined the predictors of Facebook addiction among the seven motives identified. However, four of the motives (religious, education, business, and communication) were excluded from regression analysis due to normality violations. The analysis of multiple regression revealed that Facebook addiction was significantly influenced by entertainment, social interaction, and political motives. Thus, entertainment emerged as the best predictor of Facebook addiction, followed by social interaction. This is supported by previous studies that found similar results. For instance, Sofiah *et al.* (2011) found that passing time, communication, and entertainment were the determinants of Facebook addiction among female students in Malaysia. In another study, passing time was found to be best predictor of Facebook addiction (Kavitha, 2013).

6. CONCLUSION

The current study investigated Facebook addiction among Somali youth and its contributing factors. This study utilised the U&G theory by exploring the motives for using Facebook, which is a popular social networking site. The theory proposes that

audiences seek different motives from the media to satisfy different needs. As such, the current study found several motives for using this site among Somali youth which correlated with previous studies that have been reviewed. The study also suggests that the theory is applicable in the context of Somalia. In addition, this study found three motives that significantly contributed to the Facebook addiction among students. In addition to confirming findings from previous studies that identified social interaction and entertainment as Facebook predictors, this study revealed a new predictor, that is, political motive.

This study, however, has several limitations. One of its main limitations concerns the sampling procedure. Although the sample size (327 youths) can be considered satisfactory, it cannot represent the whole population of Somali youths as the study employed online survey which inadvertently excludes those with no internet access. Thus, the findings cannot be generalised to the Somali youth population. However, the study provides useful insights about the Facebook addiction of the youth. Future studies should expand on the sample size and representativeness by following approaches that are more systematic in order to be able to generalise the results to the whole population. The study also only used one language in its survey which could be a limitation to those who do not speak English. Therefore, future studies could use a bilingual or translated version of the survey in order to increase the response rate and interaction from respondents.

Moreover, the greatest challenge for this study was the skepticism of the respondents regarding the intentions of the study. Several youths questioned the study's objectives and benefits for their participation. In a sense, we can imply that these factors, to a certain extent, affected the participation rate. Future studies should tackle these concerns by finding more suitable ways to encourage participation. Another limitation of this study is its broad scope. The study focused on Somali youth who reside inside and outside of the home country. Thus, future studies could focus on more specific groups such as students, working youth, youths outside of the home country, or youths inside the home country in order to better understand the factors that are contributing to their Facebook motives as well as their addiction to the site.

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