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The Influence of Social Cyberloafing on Mental Health: Translation and Transcultural Adaptation of an Instrument

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Abstract
The present study consists of the translation and transcultural adaptation of a research instrument composed of the Social Cyberloafing, Recovery Experience, Fatigue, Recovery-Related Self-Efficacy, and General Well-Being scales to the Portuguese of Brazil. For achieving this aim, we strictly applied the steps set by Beaton et al. (2000), which consist of six stages: translation, synthesis, retranslation, committee of experts, pre-test, and submission to the evaluation committee. The study was applied in 16 participants, university professors at a federal Brazilian university. Results indicate that the translation and transcultural adaptation occurred in an efficient way and did not have methodological, linguistic, or reliability inconsistency according to the tests performed, being adequate for future studies in the area. However, later validation of the instrument is needed.
Keywords: Cyberloafing; Mental Health; Self-efficacy; Translation; Transcultural Adaptation
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1. Introduction

Cyberloafing, a practice that has been investigated since the beginning of the 21st century (Lim, 2002; Lim et al., 2002; Lim & Chen, 2012; Tee & Lim, 2021), consists of a given action performed by an individual, where he uses tools of his own or of the organization in which he stands, decaying in activities other than his final (e.g., work and study). From the initial studies of this practice, cyberloafing started to be investigated in different areas, seeking to understand its relationships in the work environment and consequences generated (Çinar, 2015; Nartgün et al., 2017; Andel et al., 2019; Sao et al., 2020; Beri & Anand, 2020; Gupta & Chakrabort, 2020; Syed et al., 2020), as well as the impact of cyberloafing on the individuals' mental health (Hussain et al., 2019; Jiang, 2020; Özdemir et al, 2021; Tee & Lim, 2021).

The aforementioned studies, aimed at individuals' mental health, increased after the arrival of the COVID-19 pandemic in 2020, as the contact between society and the technologies intensified, due to the need for keeping their activities through the remote work derived from social distancing (Barnes, 2020). In this scenario in which many individuals started working and studying by technological devices (smartphones and computers), this exposure and the need for learning to use new tools caused many docents to fall ill through exhaustion arising from the pressure at work (Ortiz, 2020; Da Silva et al., 2021).

In this context, a study developed by Microsoft (2021) showed that the use of technologies by individuals in a hybrid workplace should be investigated, and requires a new view on its different forms, in that this use may generate benefits related to breaks had during working hours for recovery. One of the forms that individuals have those breaks during work is by social cyberloafing, which configures itself as the use of resources (internet, smartphone, computer, etc.) of one's own or of the organization in which one finds oneself, for checking their social media (Andreassen et al., 2014).

Cyberloafing is seen by authors (Raza et al., 2020) as a way of scape that the individual enters into an activity not related to his work and/or study, which can generate loss of focus and productivity. However, Bandura (1994) denotes that self-efficacy can benefit the individual in this practice (breaks for distancing from work), in that he has knowledge about what he "can do" and not only about what he "will do".

In this way, corroborating the use of self-efficacy in having breaks during working hours as a strategy, one demonstrates psychological detachment, which is when the individual psychologically distances himself from his activities and regenerates his mental resources from previous demands, avoiding breakdown (Meijman & Mulder, 1998; Etzion, 1998; Sonnentag & Kruel, 2006; Sonnentag & Fritz, 2007; Ten Brummelhuis & Bakker, 2012).

Conversely, those breaks may end up generating fatigue - a feeling of tiredness or exhaustion - in the

individual (Park & Sprung, 2014). In using social cyberloafing, the individual at times ends up engaging in undesirable social contact, which requires exerting self-control (e.g., showing happiness or interacting at times when he seeks mental relief), leading to fatigue, which also increases when breaks are not taken during working hours (Muraven et al., 1998; Trougakos et al., 2014).

Thus, there is also a need for understanding the self-efficacy related to individuals' recovery, which according to Sonnentag and Kruel (2006), can provide better recovery of individuals' physical and mental resources. This meets the definition of health from the World Health Organization (2003), which defines health as a set of factors, such as subjective well-being and self-efficacy. Care for the individuals' mental health, considering rest an important factor in the prevention of several diseases, becomes necessary (Mcdonald-Miszczak & Wister, 2005).

From the themes cited above, and the studies that have already been carried out, one observes the need for exploring new relationships between the different constructs, as seen by Wu et al. (2020), who observed the duality of cyberloafing and its effects on mental health, confirming the mediating effect between the psychological detachment and fatigue constructs on the relationship between social cyberloafing and mental health. Therefore, the present study seeks to advance a model already validated by the aforementioned author taking the first steps to the translation and adaptation of this instrument to the Brazilian culture. That being so, the aim of the present study is to carry out the translation and transcultural adaptation of a research instrument composed of the Social Cyberloafing, Recovery Experience, Fatigue, Recovery-Related Self-Efficacy, and General Well-being scales.

2. Theoretical Framework

The present section is composed of a brief presentation of the concepts and definitions of social cyberloafing, psychological detachment, fatigue, recovery self-efficacy, and mental health. However, due to the nature of the present study, of performing the translation and transcultural adaptation of an instrument, the aim is to present the themes and not the rescue of the state of the art of constructs.

2.1. Social Cyberloafing

Cyberloafing is defined as an activity that the individual performs and not related to his end activity, that is, uses means and tools – of his own or the institution's – for other actions, as the worker that makes use of the internet of his organization to view websites and blogs (Lim, 2002; Lim et al., 2002; Lim & Chen, 2012; Tee & Lim, 2021). Cyberloafing as is seen by several authors, may end up generating positive and negative effects on users (Çinar, 2015; Nartgün et al., 2017; Andel et al., 2019; Sao et al., 2020; Beri & Anand, 2020; Gupta & Chakrabort, 2020; Syed et al., 2020), And Is Within The Problematic Uses Of The Internet (Kim & Byrne, 2011).

Within the problematic uses of the internet, to which cyberloafing belongs according to Kim and Byrne (2011), one may also find some functions that the individuals give while using the internet, as Li and Chung (2006) present, the Social (interaction between friends and family), Information (use aimed at the reading of journals, search for knowledge), Leisure (consists in the search for entertainment), and Virtual Emotional (use for bets and search for online encounters and relationships).

From these definitions, Andreassen et al. (2014) address in their study social cyberloafing, associated with the individual's practice of using smartphones, computers, or the internet itself, to check and follow social media. This problematic use, investigated by the aforementioned authors, demonstrated through a large sample that the practice of social cyberloafing and the performance perceived by the individuals did not obtain a negative relationship that expressed this effect. Li and Chung (2006) already addressed this relationship between the use of the internet for social purposes and concerning effects linked to mental health and compulsive behavior.

The negative and positive consequences of cyberloafing can be observed in Cezar's (2019) study, where the positive side is linked to the re-establishment of resources in cases of fatigue, innovative behavior at work due to connectivity, in addition to a balance between personal and professional aspects. The negative aspects include loss in productivity and efficiency, overload of systems due to the use of networks, and exposure to virtual vulnerabilities (Cezar, 2019).

2.2 Psychological detachment

The concept of psychological detachment is based on the effort recovery model from Meijman and Mulder (1998), which addresses the effort for activities and how the lack of breaks can occasion even greater wearing. That is to say, the labor activity can be productive in a number of ways, but the workload generates effects on the employee who needs to recover, for the results not to be negative.

The individual when receiving a workload, makes a decision and performs activity that leads to load reactions (physiological, behavioral, and subjective), which when the individual recovers, ends up having a positive effect, improving his functions for new demands (Meijman & Mulder, 1998). However, when there is no resource recovery, the individual ends up accumulating more stress, which compromises his health and well-

being, leading to lower decision latitude, which means a lower threshold in his next effort.

In this sense, Etzion (1998) mentions as a way to recover resources, psychological detachment, an important strategy where the individual has the feeling of detaching himself or moving away from his work routine. The distancing for achieving psychological detachment consists in the practice of activity that is not linked to the work, activity that demands low effort or even social activities (Tem Brummelhuis & Bakker, 2012).

The distancing from labor activity through psychological detachment is addressed by Sonnentag and Fritz (2007) as a crucial aspect in the search for a recovery process. The author also highlights that when the individual seeks this recovery and does not achieve it, not obtaining psychological detachment, the results tend to be worse relative to the negative effects of fatigue.

2.3. Fatigue

According to the ego depletion theory, the effort an individual puts into certain activities ends up generating fatigue, which accumulates and ends up deteriorating his performance, even if the effort is not directed to his focus activity (Muraven et al., 1998). In this sense, one of the bases for the thinking from the ego depletion theory is that the individual, when having to perform activity that he does not desire, ends up investing a lot of his resources to maintain self-control, increasingly generating fatigue (Muraven et al., 1998).

Subsequently, Trougakos et al. (2014) bring a relationship between fatigue and ego depletion theory, that fatigue leads to depletion and increases more and more if not controlled. In their study, the aforementioned authors show that workers decaying in undesirable social or labor practices during their working hours, generate a higher level of fatigue, in that in social activities the self-control for regulating feelings consumes resources (Trougakos et al., 2014).

2.4 Recovery-Related Self-Efficacy

Self-efficacy has its first steps with Bandura (1994), who conceptualizes it as an individual's ability to believe in his skills to perform tasks directly influencing other events of his life, on the way he feels, thinks, and motivates himself. This ability is the result of a continuous exercise of his efficacy, by the mastering of his activities, and believing in his efficacy is a fundamental role in self-efficacy.

For self-efficacy consists in an individual's ability to know what he "can do" and not what he "will do", that is, self-knowledge and the continuous exercise of activities (Bandura, 1994). This mastering ends up creating conditions for breaks to be taken, and thus, one uses time with wisdom so that one manages to return to one's end activity and perform it in a more efficient way.

Subsequently, Sonnentag and Kruel (2006) show that the carrying out of predictions can aid in this self-efficacy ability because when the individual visualizes his future activities and estimates how much resource will be needed to expend, his results are better. When the individual goes on vacation and starts self-realizing that this pause will provide rest and recovery, the potential to actually obtain those positive effects increases (Sonnentag & Kruel, 2006).

Thus, these authors bring recovery-related self-efficacy as an expectation of the subject to recover from certain activity or time that can provide recovery of his resources. From the definition proposed by Sonnentag and Kruel (2006), it is possible to observe that the more a subject is prone and positive to recovery, the easier he distances himself from this labor activity or that is generating fatigue. Finally, concerning the benefits involved in the self-efficacy ability, Park and Sprung (2014) already denoted that self-efficacy promotes resistance against the depletion of resources and fatigue.

2.5. Mental Health

The concept of mental health, in a broader way and as denoted by the World Health Organization (WHO), refers to a set of factors, which comprise from subjective well-being to the perception of self-efficacy, competence, among other characteristics. That is to say, mental health does not rest on the mere inexistence of diseases or infirmities but beyond this, on a complete state of physical, mental health and well-being (World Health Organization, 2003).

In McDonald-Miszczak and Wister's (2005) view, mental health is also seen as well-being, and is an aspect of great importance in preventing other diseases. Furthermore, according to Wu et al. (2020), the uncontrolled use of the internet and technological devices may lead to problems in the individual's physical and mental health.

3. Methodological Approach

The present study consists of a translation and transcultural adaptation of a research instrument, which is composed of the Social Cyberloafing, Psychological Detachment, Fatigue, Mental Health, and Recovery-Related Self-Efficacy scales.

The instrument used in the present study is based on an adaptation of the model validated by Wu et al. (2020), where the authors observed the mediating effect of psychological detachment and fatigue, between social

cyberloafing and mental health. The original study made use of scales adapted to measure the constructs in a population of Chinese workers. Thus, we used the scales already validated in the model of Wu et al. (2020), and added the Recovery-Related Self-Efficacy scale from Sonnentag and Kruel (2006) to the final instrument proposed in the present study. The referred scales are presented in Table 1, along with their respective authors.

Table 1. Scales and authors

Theory	Scale	Author
Social Cyberloafing	Social Cyberloafing	Andreassen et al. (2014)
Psychological Detachment	Psychological Detachment	Sonnentag & Fritz (2007)
Fatigue	Fatigue	Park & Sprung (2015)
Recovery-Related Self-Efficacy	Recovery-Related Self-Efficacy	Sonnentag & Kruel (2006)
Mental Health	General Well-Being	Mcdonaldmiszczak & Wister (2005)

Source: elaborated by the author from Andreassen et al. (2014); Sonnentag and Fritz (2007); Park and Sprung (2015); Sonnentag and Kruel (2006); and McDonald-Miszczak and Wister (2005).

We initiated the translation and transcultural adaptation stages from the construction of the instrument constituted by the aforementioned scales, following the recommendations that Beaton et al. (2000) present in their work in accordance with Figure 1. The First Stage that these authors address is the translation of the instrument by two individuals that hold as their mother tongue the language to which the translation will be carried out, and proficiency in the scales' original language. Another requirement that is present in the recommendations is that one of the individuals responsible for the translation has knowledge of the research (theme, objectives, and proximity with the object of research), while the second responsible for the translation must not have knowledge about the research. Therefore, in the initial phase, the translation was carried out by translator 1 (T1), who did not have knowledge about the research (naive translator), while translator 2 (T2) had knowledge about the research, beyond being close to the object studied (as definitions and concepts).

For the Second Stage, Beaton et al. (2000) recommend that the individuals that performed the first translation gather for a synthesis of the translation and discussion of the two versions elaborated, seeking a consensus between the views on each question or even a new version in common agreement about the meaning most adequate for the variables. In this stage, the translators and two authors of the study gathered, translation's synthesis and discussion were carried out with the aid of the original instrument, and a translated version of the instrument was elaborated.

In the Third Stage, the authors recommend the reverse translation of the instrument by two bilingual professionals having as their mother tongue the language in which one aims the reverse translation, where both must not have knowledge about the study not to influence their versions of the instrument (Beaton et al. 2000). In the present study, the reverse translation was carried out using services of a specialized company, which did not have knowledge about the study and is composed of individuals that have English as their mother tongue. Finally, we opted for a reverse translation with one translator only since according to previous studies (Andrade, 2017; Costa & Estivalete; Andrade, 2019) in which this format was used, one obtained good results for the stage.

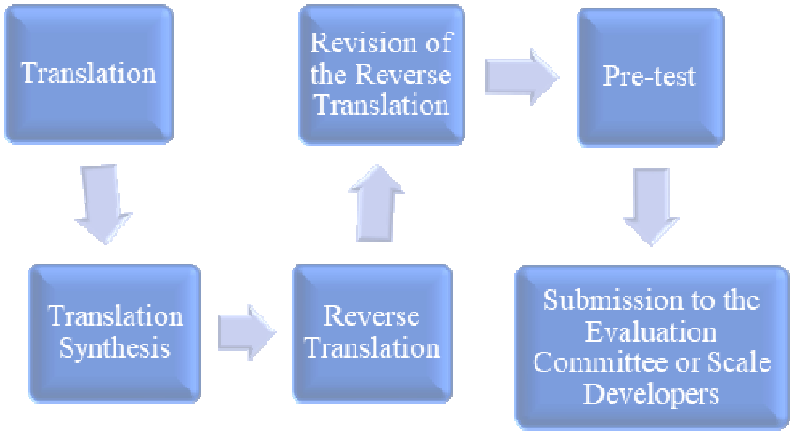

Figure 1 – Graphical representation of stages for transcultural adaptation
Source: elaborated by the author on the basis of Beaton et al. (2000).

After the reverse translation, Beaton et al. (2000) stress the need to form a committee of experts for the Fourth Stage, with the intent of promoting a better semantic understanding and thus more coherent cultural adaptation. In this sense, the committee of experts must be composed of at least four members, all bilingual and from distinct areas, for a broader view of the different cultural contexts that permeate the place where the instrument will be applied. For forming the committee of experts, four professors making up the faculty of the Graduation Program in Administration of the Pampa Federal University, Santana do Livramento campus, which

had different backgrounds and coming from different areas of specialization, were invited.

After the reverse translation revision by the committee of experts, the Fifth Stage provides for the application of a pre-test with the instrument elaborated by the committee of experts, with the intent of verifying the variables' consistency. Once the present study was conducted with docents of federal universities in Brazil, we opted to apply the pre-test at the Pampa Federal University, Santana do Livramento campus, due to the presence of docents belonging to the institution in previous stages, and aiming not to prejudice the application of the final instrument. The pre-test according to Beaton et al. (2000), must be applied in a sample of approximately 30 to 40 respondents from the target population. However, because the campus where the pre-test was applied was small and already had docents involved in previous stages, we used Malhotra's (2001) recommendations, who approaches that pre-tests must be conducted in small samples, from 15 to 30 respondents, for more simple tests, and in case of problems, increase the number of respondents and stages to refine it.

The pre-test was applied in the Pampa Federal University, Santana do Livramento campus. The questionnaire was sent to the academic coordinator, who forwarded it to docents of the institution's five courses. The questionnaire obtained a total of 16 respondents, of which ten were women and six men, with 37-year-old average. After the feedback and the analyses carried out with the results obtained in pre-test, we opted to standardize the scales to 5-point Likert type, going from 1 – Totally Disagree; 2 – Disagree; 3 – Indifferent; 4 – Agree; 5 – Totally Agree. This change occurred by virtue of the questionnaires' feedback, and under the guidance of one of the members of the committee of experts, which had background and expertise in statistics.

After the pre-test, Cronbach's alpha test was performed as well as adaptations suggested by the board, according to feedback received through the questioning performed at the end of the instrument, to verify possible changes needed for a better understanding of questions. Thus, for the Sixth Stage we sent all documents of the instrument's translation and transcultural adaptation process, as prescribed by Beaton et al. (2000), in which one should send the complete documentation of all steps carried out during the process to an evaluation committee or to the developers of the scales. After this stage, the committee of experts returned in a positive way, that the instrument could be applied to future validations, considering the positive results achieved through the questions' translation and transcultural adaptation.

4. Results and Discussion

In this section, the present study addresses the results and discussions that arose from the translation and transcultural adaptation of the instrument. Thus, in the first part, we will observe the original version of the instrument, synthesis of translations, and first version elaborated – Table 2 – following the steps recommended by Beaton et al. (2000) in their study.

In the first stage of the process, the translation of the instrument was performed by the two translators independently, while one of the individuals did not have knowledge about the objectives and theme of the research. The second translator had knowledge about the study, as well as during his education had obtained knowledge about the theme which the present study seeks to approach, therefore, could contribute with his theoretical knowledge about the theme and definitions that could cause a change in the understanding and theoretical meaning of questions (Beaton et al., 2000).

In the second stage of translation and transcultural adaptation, we carried out the synthesis of those translations (T1 and T2) in a meeting by the Google Meet platform, where the two translators and two authors of the study gathered to discuss and seek a consensus between possible variations found in the versions that the translators sent. Once one of the translators did not have knowledge about the study's theme, during the meeting, questions that could change the understanding through the theoretical part of the study, thus leading to some changes for better adapting the questions, were raised.

Table 2 shows below the instrument's original questions and summary assessing the translations - when the two translations are equal (T1 = T2), the two similar (T1 ≈ T2), or when the two are different, and there was the need for consensus between translators to define a third translation (T3). This assessment led to the first Portuguese version of the instrument.

Table 2. Original version, synthesis of translations, and first Portuguese version of the instrument

SOCIAL CYBERLOAFING		
Original version	Translations	1ª Portuguese version
1. I visit Facebook/Twitter almost daily during working hours.	T1 ≈ T2	Eu acesso as redes sociais praticamente todo dia no trabalho.
2. If nobody could discover it, I would spend more time on Facebook/Twitter during working hours.	T1 ≈ T2	Eu passaria mais tempo nas redes sociais durante meu horário de trabalho se ninguém pudesse perceber.
3. If I have the opportunity, I like to visit Facebook/Twitter during working hours.	T1 ≈ T2	Se eu tenho oportunidade, eu gosto de acessar as redes sociais durante meu horário de trabalho.
4. I am often so curious about what's happened on Facebook/Twitter or other social network sites that I can't resist visiting these sites during working hours.	T1 ≈ T2	Com frequência, fico muito curioso com o que acontece nas redes sociais e não consigo deixar de acessá-las durante meu horário de trabalho.
5. I monitor what's happening with my friends via Facebook/Twitter or other social network sites during working hours.	T1 = T2	Eu monitoro o que está acontecendo com meus amigos nas redes sociais durante meu horário de trabalho.
6. I often read or post on Facebook/Twitter or other social network sites during working hours.	T1 ≈ T2	Eu, regularmente, leio ou posto nas redes sociais durante meu horário de trabalho.
7. I often chat on Facebook/Twitter or other social network sites during working hours.	T1 ≈ T2	Eu converso, com frequência, pelas redes sociais durante meu horário de trabalho.
PSYCHOLOGICAL DETACHMENT		
8. I forget about work.	T1 ≈ T2	Eu me esqueço do trabalho.
9. I don't think about work at all.	T1 ≈ T2	Eu não penso sobre o trabalho de forma alguma.
10. I distance myself from my work.	T1 = T2	Eu deixo meu trabalho de lado.
11. I get a break from the demands of work.	T1 ≈ T2	Eu descanso das demandas do trabalho.
FATIGUE		
"Read each item and indicate to what extent you feel this way after using SNS during working hours"	T3	Leia cada item e indique o quanto você se sentiu dessa forma após utilizar as redes sociais durante o horário de trabalho
12. Fatigued.	T1 = T2	Fadigado.
13. Tired.	T1 = T2	Cansado.
14. Exhausted.	T1 = T2	Exausto.
15. Spent.	T3	Esgotado.
MENTAL HEALTH		
How much of the time within the past month you felt	T3	No último mês, enquanto usava as redes sociais durante meu horário de trabalho, eu (me) senti...
16. Positive.	T1 = T2	...Positivo.
17. Emotionally stable.	T1 = T2	...Emocionalmente estável.
18. Satisfied with life.	T1 = T2	...Satisfeito com a vida.
19. Life had been interesting.	T3	...Que a vida tem sido interessante.
20. Everything to look forward to.	T3	...Que posso alcançar todas as expectativas.
RECOVERY SELF-EFFICACY		
''I feel confident to be able to recover during off-job time even when…	T3	Eu me sinto confiante para me recuperar após o expediente de trabalho mesmo quando...
21. . . . I am tired''	T1 = T2	...eu estou cansado.
22. . . . when I feel depressed''	T3	...eu me sinto desanimado.
23. . . . when I am worrying''	T1 = T2	...eu estou preocupado.
24. . . . when I am angry about something''	T3	...eu estou irritado com algo.
25. . . . when I have a lot of things to do''	T1 = T2	...eu tenho muitas coisas para fazer.
26. . . . when something unexpected happens''	T1 = T2	...algo inesperado acontece.

Legend: T1 = T2: Translation 1 and Translation 2 are equal; T1 ≈ T2: Translation 1 and Translation 2 are similar; T3: Consensus between the Translators (Translation 3).
Source: elaborated by the authors.

In the discussions about the translations, the main debate was about the statements in the questionnaire and how adapt them to the culture and target population of the study (university professors). The questions were largely close or equal by both translators, but, no statement obtained translation that was close, and there was the need for arriving at a consensus between translators, which was mediated by the authors present in the meeting. Problems shown in statements were addressed by translators and authors, given that the working hours of professors can be interpreted in different ways since the exercise of their function occurs beyond the classroom (answering e-mails, carrying out readings, correcting exams, etc.).

In the fatigue scale, the translators raised a question as to the terms used and that their equivalence in Portuguese becomes very hard to differentiate, and that a possible scale with a continuum would be best adapted for the Brazilian context. However, the translators resolved to carry out the translation and then verify together with the committee of experts if such an attitude would be needed. After the synthesis of the translation that ended the second stage of the process, a reverse translation was carried out through the hiring of a specialized company. This stage was based on the studies of Andrade (2017) and Costa, Estivalete, and Andrade (2019), who carried out translations and transcultural adaptations making use of only one translator in the reverse translation, obtaining good results in their instruments.

Upon receiving the retranslation (reverse translation) from the hired company, a committee of experts was summoned to verify the stages and translations carried out up to the moment. In the meetings of the committee the statements discussion was resumed and as for the questions in a Brazilian context, and that they should be verified for a better adaptation in the semantic order. The committee of experts sought to refine and explore the different ways of understanding of each question, as each participant had a different background and experience as a professor.

Table 3 shows the retranslation, evaluation between retranslation and original instrument, second Portuguese version, as well as the equivalence between the instrument's first and second Portuguese versions. In the table it is possible to observe that in most questions it was possible to maintain a level of similarity or equality between the versions, and as to the comparison between the versions in Portuguese, of 26 questions only 6 showed a difference between the two instruments in their version in Portuguese.

The main factor that could result in a problem when applying the instrument, which the committee of experts raised during the meeting, was the difficulty in differentiating the questions referring to the fatigue scale, as the four questions have a very similar meaning in a Brazilian context, making the respondents' understanding difficult. As a way of resolving this situation, the members of the committee asked that the authors sought the definitions of each word (Fatigued, Tired, Exhausted, and Spent) belonging to the original scale, and thus the definition was translated for a better understanding of the meaning, and defining that the following definitions and words should be used: Fatigado, Cansado, Exausto, and Esgotado.

Table 3. Retranslation, evaluation, second version of the instrument

SOCIAL CYBERLOAFING			
Retranslation	Assessment	2ª Portuguese version	Translations
1. I access social media practically every day at work.	R ≠ OV	Eu acesso as redes sociais diariamente durante meu horário de trabalho.	2ª PV ≠ 1ª PV
2. I would spend more time on social media during my work hours if no one would notice.	R ≈ OV	Se ninguém percebesse, eu passaria mais tempo nas redes sociais durante meu horário de trabalho.	2ª PV ≠ 1ª PV
3. If I have the opportunity, I like to access social media during my work hours.	R ≈ OV	Se eu tenho oportunidade, eu gosto de acessar as redes sociais durante meu horário de trabalho.	2ª PV = 1ª PV
4. I'm often very curious about what happens on social media and can't stop accessing them during my work hours.	R ≠ OV	Com frequência, eu fico muito curioso com o que acontece nas redes sociais e não consigo deixar de acessá-las durante meu horário de trabalho.	2ª PV = 1ª PV
5. I monitor what's happening with my friends on social media during my work hours.	R ≈ OV	Eu monitoro o que está acontecendo com meus amigos nas redes sociais durante meu horário de trabalho.	2ª PV = 1ª PV
6. I regularly read or post on social media during my work hours.	R ≈ OV	Com frequência, eu leio ou posto nas redes sociais durante meu horário de trabalho.	2ª PV ≠ 1ª PV
7. I often chat on social media during my work hours.	R = OV	Com frequência, eu converso pelas redes sociais durante meu horário de trabalho.	2ª PV ≠ 1ª PV

PSYCHOLOGICAL DETACHMENT			
When I use social media during my work hours…		Considerando seus períodos de folgas no trabalho...	
8. I forget about work.	R = OV	Eu me esqueço do trabalho.	2ª PV = 1ª PV
9. I don't think about work at all.	R = OV	Eu não penso sobre o trabalho de forma alguma.	2ª PV = 1ª PV
10. I leave my work to the side.	R ≠ OV	Eu me distancio do meu trabalho.	2ª PV ≠ 1ª PV
11. I rest from the demands of work.	R ≈ OV	Eu faço uma pausa das demandas de trabalho.	2ª PV ≠ 1ª PV
FATIGUE			
Read each item and indicate how much it expresses the way you felt after using social media during work hours.		"Leia cada item e indique o quanto você se sente assim no final de semana."	
12. **Fatigue**: feeling of being tired constantly, even after rest.	R = OV	**Fadigado**: sensação de estar cansado constantemente, mesmo após repouso.	2ª PV = 1ª PV
13. **Tired**: feeling tired after some effort that, after rest, returns to normal.	R = OV	**Cansado**: sensação de cansaço após realizar alguma atividade, que depois do repouso, volta ao normal.	2ª PV = 1ª PV
14. **Exhausted**: feeling of absolute tiredness that lasts even after rest, often making proper sleep impossible.	R = OV	**Exausto**: sensação de cansaço absoluto que perdura mesmo após repouso, frequentemente, impossibilitando o sono apropriado.	2ª PV = 1ª PV
15. **Drained**: feeling extremely tired without being able to act either physically or mentally.	R ≠ OV	**Esgotado**: sensação de cansaço extremo sem conseguir agir fisicamente e/ou mentalmente.	2ª PV = 1ª PV
MENTAL HEALTH			
Over the last month, while using social media during my work hours, I (felt)...		"Neste último mês, a maior parte do tempo eu me senti...	
16. ...Positive.	R = OV	...Positivo."	2ª PV = 1ª PV
17. ...Emotionally stable.	R = OV	...Emocionalmente estável."	2ª PV = 1ª PV
18. ...Satisfied with life.	R = OV	...Satisfeito com a vida."	2ª PV = 1ª PV
19. ...That life has been interesting.	R ≈ OV	...Que a vida tem sido interessante."	2ª PV = 1ª PV
20. ...That I can meet all expectations.	R ≠ OV	...Que posso alcançar todas as expectativas."	2ª PV = 1ª PV
RECOVERY SELF-EFFICACY			
When I use social media during my work hours, I feel confident that I can recover even when...		"Eu me sinto confiante para me recuperar nos momentos de folga do trabalho, mesmo quando...	
21. ...I'm tired."	R = OV	...eu estou cansado."	2ª PV = 1ª PV
22. ...I feel discouraged."		...eu estou desanimado."	2ª PV = 1ª PV
23. ...I'm worried.".	R ≈ OV	...eu estou preocupado."	2ª PV = 1ª PV
24. ...I'm irritated about something."	R ≠ OV	...eu estou irritado com algo."	2ª PV = 1ª PV
25. ...I have many things to do.	R ≠ OV	...eu tenho muitas coisas para fazer."	2ª PV = 1ª PV
26. ...something unexpected happens."	R = OV	...algo inesperado acontece."	2ª PV = 1ª PV

Legend: R = OV: Retranslation equal to the Original Version; R ≠ OV: Retranslation different from the Original Version; R ≈ OV: Retranslation similar to the Original Version; 2ª PV = 1ª PV: Second Portuguese Version equal to the First Portuguese Version; 2ª PV ≠ 1ª PV: Second Portuguese Version different from the First Portuguese Version.

Source: elaborated by the authors.

In the fourth stage, the second Portuguese version of the instrument was elaborated. The translation of few questions changed, except in the order and way they connected to the statements. Such adaptations show that the versions did not have problems but cultural issues in the understanding of sentences, which may vary from one language to another in the formation and construction of the phrase. The committee then released the instrument for the pre-test application, the fifth stage in the process of translation and transcultural adaptation.

The pre-test was applied in professors of the Pampa Federal University, Santana do Livramento campus, as

in previous stages and in the formation of the committee of experts there was the presence of docents from the institution. Therefore, as a way not to harm a future collection at national level, we sought to apply it in professors of undergraduate courses at the referred university. At the end of collection, a total of 16 respondents was obtained, of which 10 were women and 6 men, with 37 years old on average. For pre-test, Beaton et al. (2000) provide for a collection from 30 to 40 individuals of the population, but as the campus where it was applied was small, we adopted Malhotra's (2001) view about pre-test, in which the author defines a collection from 15 to 30 individuals for small populations, and in case the results show some problem, increase the collection and verify inconsistencies.

The pre-test carried out did not find inconsistency as to the translation or adaptation of scales to the Brazilian culture; however, the feedback of the professors that answered the questionnaire was that the scales should be standardized to the Likert type. Cronbach's alpha showed results above 0.7 for all items, as can be observed in Table 4, which confirms reliability higher than the one recommended by the theory as acceptable (Hair et al., 2009).

Table 4. Cronbach's Alpha

Scale	Cronbach's Alpha	Cronbach's Alpha on the basis of standardized items	N. of items
Social Cyberloafing	.885	.886	7
Psychological Detachment	.701	.743	4
Fatigue	.805	.796	4
Mental Health	.920	.920	5
Recovery-Related Self-Efficacy	.934	.935	6
Complete instrument	.720	.730	26

Source: elaborated by the author from the data.

The pre-test result was taken to the committee of experts after its analysis, and together with the feedback the members of the committee set that the Cronbach's alpha values were good, both individually running the scales and together as a single instrument. It was also defined with the support of a member of the committee with background and expertise in statistics, that due to the respondents' feedback, together with the adaptation of the instrument to a context and population different from the original scales, one may adopt the standardization of scales belonging to the instrument of the present study to the 5-point Likert type, that being so: 1- Totally Disagree; 2 - Disagree; 3 - Indifferent; 4 - Agree; 5 - Totally Agree.

After the adaptations recommended by the committee, all documentation stemming from the translation and transcultural adaptation, that is, since the first translations performed, translation certificates issued by the service provider company, along with pre-test results and documents stemming from minutes made during the meetings of the process was sent. After the verification of documents, corresponding to the sixth and last stage of the process, the evaluation committee concluded that the translation and transcultural adaptation were successful, and were ready for submission to new collections for validation.

5. Conclusion

The instrument used by Wu et al. (2020) in their model, composed of the Social Cyberloafing (Andreassen et al., 2014), Psychological Detachment (Sonnentag & Fritz, 2007), Fatigue (Park & Sprung, 2015), Mental Health (McDonald-Miszczak & Wister, 2005) scales, and the Recovery-Related Self-Efficacy (Sonnentag & Kruel, 2006) scale added to the instrument in the present study for translation and transcultural adaptation, present a proposal to study cyberloafing by verifying the different influences that this practice may have on the individual's health, both positively and negatively.

The present research aimed to carry out a translation and transcultural adaptation of the aforementioned instrument to the Brazilian context. These processes were followed strictly by the steps that Beaton et al. (2000) recommend in their study, aiming to ensure rigor and quality in the present research, along with future studies that seek to use the current instrument. In this sense, the instrument may be used in the field of Administration and others permeating and seeking to understand phenomena arising from technological dependence like cyberloafing.

While the recommendations from Beaton et al. (2000) have been strictly applied, there are points that were not approached in their totality, which, however, did not bring inconsistency to the study, for example, not using interviews together with the pre-test but the option that the respondent gave feedback on each question of the questionnaire. Furthermore, reverse translation by two translators that had English as their mother tongue was not carried out due to the difficulty of access, opting to hire a company specialized in translations of academic texts, and following previous research that obtained good results that way (Andrade, 2017; Costa et al., 2019).

Finally, we suggest the instrument's application for validation in the Brazilian context, using exploratory and confirmatory factor analysis, and verifying whether the variables will remain in the current constructs and the possibility of eliminating or not some question. Furthermore, once the adaptations were aimed at the

perspective of professors at federal universities, we also suggest the study of the instrument's application and adequacy in other populations.

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