



ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE

DEPARTMENT OF SOCIOLOGY

Students' Perception of the Effect of Social Media on Their Academic Performance: The Case of Sendafa Beke Preparatory School, Oromia, Ethiopia

BY

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November, 2024

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DECLARATION

This research paper, "Students' perception of social media's effect on academic performance: Sendafa Beke Preparatory School in Oromia, Ethiopia," is my original work, conducted independently with the help of an advisor from Addis Ababa University. All sources and materials are acknowledged.

Sincerely!

[Dafisa Basha]

ABSTRACT

The purpose of this study was to explore how students of Sendafa Beke preparatory school perceive the use of social media (SM) on their academic performance. Many Students are impacted by the growing use of social media platforms in various parts of the world. Concerns over potential negative effects on academic performance have grown over time, as students often spend more time on social media sites than any other group. Social networking sites (SNS) are online communities of internet users who wish to interact with others about topics of shared interest, whether from a personal, professional, or academic standpoint. The increasing use of social media has led to problems like the erosion of moral principles and distractions, particularly among students who make up the bulk of users. While some studies suggest a detrimental association between social media usage and academic performance, others argue that there is no substantial impact on academic performance. This study aims to explore the students' perception of the effect of social media on their academic performance, by using qualitative and quantitative research methods. The researcher selected an appropriate sample size for statistical accuracy and generalizability. The Sendafa Beke preparatory school had 1,107 students. For the 2023/2024 academic year, the researcher chose 336 students (175 male and 161 female), including 172 respondents from grade 11 and 164 from grade 12, based on attendance lists from their teachers. Findings indicate a mixed perception among students, viewing social media as both a valuable tool for collaboration, interactions and educational materials and a significant distraction that hinders academic focus. While many students utilize social media for study groups and resource sharing, excessive use correlates with poor time management and lower engagement in learning methods. Additionally, the emotional pressure exerted by social media influences study habits among students. Finally, parents, school teachers, school management and policy makers should play vital roles in creating awareness of how to use social media without affecting their academic performance.

Keywords: - Student perception, social media, academic performance.

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LIST OF ACRONYMS AND ABBREVIATIONS

AOA: American Optometric Association

BYOD: Bring your own device

CGPA: Cumulative grade point average

DF: Degrees of freedom

FOMO: Fear of missing out

SIT: Social Identity Theory

SM: Social media

SMPs: Social media platforms

SPSS: Statistical package for social science

CHAPTER ONE

INTRODUCTION

1.1.BACKGROUND OF THE STUDY

Today, social media is a vital part of our day-to-day lives. It shapes a lot of things, one of which is our internet-related work and education. Many people around the world, especially students, have felt its influence. Social media platforms could be defined as web-based services that allow individuals to construct a public to connect with others and share their list of connections. With the advancements of these social technologies now rapidly increasing in numbers, so is the need for research on Social Media. Web 2.0 has the power to fetch people into the world of engagement for more time than it has ever been possible during the entire internet era. Therefore, an adult cannot escape spending a significant proportion of their time on social media websites and mobile applications (Danah & Ellison 2008).

Apparently excessive use of Social media can affect the amount of time people studying, working or taking enough rest. That is why social Media as a technology is already attracting the attention of many researchers in the field of media and communication, psychology, economics as well as politics. Students are among the biggest consumers of content online and over time more students are worried about a decline in their averages because of internet related vices (Young, 2011). Per Kwon (2011), it is a growing concern for parents, mental health professionals, educators, and policymakers to address the excessive Internet surfing of adolescents, where the Internet forms part of their daily lives for both academic and recreational purposes (as cited in Young & Abreu, 2011)

However, unethical behavior has increased as technology advances predominantly among students who form the greater part of those logging in to such sites. Social media's aim on the internet is to foster making friends based on common hobbies or interests between individuals. Because there are numerous social networking sites available to students, students may feel the need to delay reading, or even complete their assignments so that they can spend time on social networking sites talking to friends (Junco, 2012). As stated by Annie (2010), much of today's student population uses Facebook and Twitter as widely accepted ways to do so.

Today, the internet and especially the social media applications like Facebook, Imo, Youtube, and so on are taking over the world' and could be considered a consumer phenomenon at a global level' (Camilia, Ibrahim, & Dalhatu, 2013). From the time of emergence, social media has grown out of individualized to a group online enterprise; that of millions of user-investing some extra time at work or play (Asemah et al., 2013). The development of social media and its penetration into everyday life is at present reflecting on how students are performing their studies (Shabir et al., 2014).

According to Olubiyi (2012), students are these days always online because they make maximum utilization of social networks. Most of the time, students find themselves falling behind in their academic pursuits due to excessive online socializing and making new friends rather than concentrating on reading, studying, and thinking. This explains why out of the incalculable percentage of students, almost all of them suffer frustration in the course of their studies thanks to social networking. Obi, Bulus, Adamu, and Salat (2012) established that the regular use of these internet networks may also reduce a student's ability to use grammar and the English language. This is because students tend to use chat room slang which often gets infused in normal English speaking causing their overuse and eventual loss.

The rapid expansion of social networking platforms and their omnipresence in the everyday activities of students has posed a challenge which could interfere with the goals of learning and the involvement of the students in any classroom activities. According to Tariq et al. (2012), some of the studies conducted by researchers state that the potential available in the technology could use huge detrimental consequences in the case of socially addicted people engaged in a certain social network. For example, they point out how social media can absorb all the focus and attention of students and redirect them to engage in negative, uneducational, and misconducting practices like futile chatting and wasting time through random searches. Similar to this scholars like; Jeffrey and Adams (2015) and Wilkins et al (2015), consider that social media is destructive despite the student's overall academic performance. They set out to reiterate the point that social media affects efficiency in students and, then, negatively affects the academic performance of students.

Hurt et al (2012) too seemed to be the lieve that the time spent on social networking sites adversely affected the performance in academics. The demographic variable of sex influences the use of social networks-an evident difference between men and women. Women are more

preferred than men to have a personal profile on Facebook, but men are more preferred than women to carry a profile on LinkedIn (Lenhart et al., 2013).

Ethiopia recently is in the middle of technology growth and an internet explosion, just like many other places with fast growth rates. This leads to more youth using social media to talk and share news (Abate & Tadesse, 2021). Understanding how these students juggle between social networking sites and academic-related activities. In this way, Liccardi et al. (2007) argue that although students might avoid serious academic endeavors by chatting informally with peers on Facebook, there are several documented instances where Facebook accounts have been utilized purely as academic spaces for the exchange of relevant information among students with high educational standards.

On another note, Kuppuswamy and Shankar (2010) are of the opinion that an individual can lose focus on his/her studies due to participation in casual conversations held through social media platforms like Twitter, Instagram, or Snapchat. Some research suggests that social media use has negative effects on students' academic performance, whereas other studies find no correlation at all between students' social media usage and their academic performance.

Yitayal and Abera's (2019) study that was conducted in Ethiopia said that students' use of social media can negatively affect their academic performance. Although there is no association between using social media and academic performance among Ethiopian students, according to the findings of research conducted by Wondie in 2018, the objective of the current study was to explore students' perceptions of the effect of social media on their academic performance, at Sendafa Beke Preparatory School Oromia, Ethiopia.

1.2.STATEMENT OF THE PROBLEM

Social media has become so deeply integrated into our lives that it is naturally linked to students' academic performance, as its use among the younger generation has evolved beyond mere communication and entertainment into a multifaceted tool that influences their learning habits, information access, and social interactions. In as much various studies have indicated that there is little connection between academic performance and social media use and some have pointed to the contrary, some show that such a relationship might not be so rosy (Julianne, 2010).

In relation to this, there is very scant attention to Ethiopia as they mostly concentrate on Western contexts. As a result, there is a pressing need for research to better understand the effects of social media on academic achievement among Ethiopian students. Understandably, some would argue that the involvement of students in social media sites adversely affects their studies; however, it is the case that numerous peers have found countless avenues in which they can be immensely active, and produce good quality work (Muluye, 2021).

As Peter (2015) observes, social media does not bring about any new behaviors among students but rather enhances social activities that young people have already engaged in. Thus, students in this case are free to engage in social media as they study. Ahn (2011) provides a different take on the same subject matter: he is of the opinion that social media is a double edged sword in the academic setting. Discussion of the same topic is also confusing to Raut and Patil (2016) who state that including it is highly dependent on parental control such as monitoring its use actively.

While there is growing interest in understanding how students interact with social media and how this affects their performance, there remains disagreement among higher education scholars on how exactly social media facilitates or hinders students' academic performance. There arose some evidence supporting the lack of a positive correlation between academic performance and time spent on social networking sites, and instead, some studies show a negative correlation between social networking sites and academic performance. For instance, Junco (2012) stated that social media use was not associated with academic performance, while Kirschner & Karpinski (2010) showed that there existed a relation that was inverse between the use of social networks and students' academic performance. Additionally, Manca and Ranieri in 2016 found out that, social media addition in education is beneficial in promoting academic performance particularly through boosting motivation and levels of involvement.

Furthermore, the effectiveness of social media on academic performance in students from different cultural and economic backgrounds is still an uncultivated area of research. This issue is predominantly focused on the Western societies. In one study, for example, Al-Rahmi and Othman (2013) noted that the use of modern social networking sites with Malaysian students led to low academic results. Nevertheless, there have not been too many studies that focus on the education system of Ethiopia, whereas several studies looked at the effect that social media has on academic performance in other regions of the world (Junco, 2012; Kirschner & Karpinski, 2010). Operationalizing such a question goes beyond the research itself since the way individuals interact on social networking sites such as facebook is not just a matter of the platform but can also encompass frameworks within which such individuals exist and their cultures (Aladwani, 2014; Al-Rahmi et al., 2015).

Research has explored the relationship between social media use and academic performance, but it fails to capture the complex mechanisms across various socio-economic and cultural contexts. To develop effective interventions and strategies, it is essential to examine the intricate connections between social media use and academic outcomes, considering factors such as age, gender, economic status, and cultural values.

Therefore, the objective of this study was to bridge a research gap by analyzing the distinct aspects of social media usage and its effect on academic performance. The results of this study would be anticipated to help the current understanding of this topic and provide insight to educators and policymakers regarding the potential consequences of social media use on students' academic performance in Ethiopia.

1.3.General Objective

The general objective of the study was to explore the perceived effect of social media use on students' academic performance.

1.3.1. Specific objectives of the study

The specific objectives of the study are as follows;

- To determine how frequently students use social media in the study area.
- To identify the perceived positive and negative effects of social media, including distractions, decreased time to study and decreased academic motivation in the study area.

- To examine the effect of addictiveness to social media on students' academic performance in the study area.
- To determine the difference in students' usage of social media networks by gender and grade in the study area.

1.3.2. Research Questions

1. What is the frequency of use of social media by the students in the study area?
2. What are the perceived positive and negative effects of social media, such as distractions, decreased time to study and decreased academic motivation, on students' academic performance in the study area?
3. How does addictiveness to social media affect students' academic performance in the study area?
4. Is there a difference in social media network usage between the genders and grades of students in the study area?

1.3.3. Scope of the Study

This study was conducted at Sendafa Beke Preparatory School, situated in Sendafa Beke town. The research is geographically confined to this specific school and thematically focused on examining students' perspectives on the effects of social media on their academic performance.

1.3.4. Significance of Study

For teachers, parents, and policymakers who are looking to grasp how the use of social media could affect their children's study concentration and motivation towards higher academic achievements it would be significant for them to appreciate why research must be carried out. To investigate such a topic, students would be required to voluntarily respond to questionnaires as part of the research process. Understanding this; strategies are formed that mitigate any adverse consequences as well as improve upon results in learning.

1.3.5. Limitations of the study

The researchers were solely dependent on responses and perceptions from the respondents regarding their use of Social Media platforms in conducting this research. Shortage of time has limited the researcher from administering any experiment for this study. The only way the researcher used to collect data and arrive at a conclusion was through the use of surveys and interviews. In future, more researchers may investigate this topic further using different research methods such as a control group and an experimental group for further investigations.

1.3.6. Organization of the Thesis

The entire study is organized into five chapters. Concepts like study background, study problem, study purpose and definition, research scope and study limitations are introduced in the first chapter. The second chapter is for literature review, conceptual framework, theoretical models and empirical evidence for the Ethiopian context analyzed in this thesis. Data collection and analysis methods used in this study are presented in the third chapter. This section focuses on research methodology and design, data collection tools, research sources, sampling techniques as well as data analysis techniques utilized in this study. Presentation analysis and interpretation of data are discussed in Chapter Four whereas the conclusion and recommendations are found in the last chapter (chapter five).

CHAPTER TWO

2. LITERATURE REVIEW

In this chapter, the researcher looked carefully at earlier research done on my topic and related works like journals and research. By reviewing past studies, the researcher hopes to fully understand important ideas and conclusions. The researcher wanted to learn about different parts of social media in Ethiopia based on the context of the environment and sites. This includes how it started and became more popular, how many people use it, what makes students want to use it, how it affects schoolwork results, and differences in how different types of people use it. Also, the researchers explore theories and opinions about using social media. Also, the researcher examined concepts that influenced the researcher's investigation.

2.1. Concept of social media

Social media is more than a buzzword it's this massive thing that has really changed how we can talk and share with each other. It is essentially about many different computer programmes which can be used online to communicate user-generated information. Web 2.0 forms their basis hence showing that this involves a new period when people collaborate alongside involving themselves. This is supported by Kaplan and Haenlein (2010) who claim that these platforms basically stand on Web 2.0 which introduces an epoch of co-creation and user involvement.

Boyd and Ellison (2007) described it as a networked communication platform that supports the production, distribution, and exchange of information and multimedia content. This description underlines the importance of interconnectivity in social media as seen from its definition. People can interact with one another through these websites, as well as exchange opinions, posts or images among others. Social media has become an important part of our lives these days whether it comes to personal or professional aspects because in most cases it's the platform through which we reach out to our friends.

This implies that modern communication has changed dramatically as a result of its emergence including the technologies we use when communicating with each other as well as how we share knowledge among ourselves or participate in virtual groups according to Kaplan and Haenlein, 2010. According to Kietzmann et al. (2011), from mesmerizing visuals to instantaneous interactions, popular platforms such as Facebook, Twitter, Instagram and LinkedIn exhibit a dynamic mix of capabilities that allow users to socialize and link up with one another.

2.2. The emergence of social media

Social media was born when the internet itself was born at a time when early web communities and message board systems were first created. Subsequently, it was not until the early 2000s that the social media networks we are conversant with today came into being. This epoch can be traced back to 2002 when Friendster came into existence succeeded closely by MySpace and later Facebook launched in 2003 and 2004 respectively. These new platforms have indeed made a big difference in how we get in touch with our friends or those who think like us, or send messages and photos using them. You also get to build a personality based on your own specifications inclusive of any other thing that may interest someone who comes across your profile.

A confluence of factored factors are responsible for the rise of social media they include advancements in technology; high-speed internet, which is easily accessible by almost everyone and changed communication patterns along with the sharing practices among different individuals (Board & Ellison). Furthermore; social media has been able to effectively take advantage of man's natural need for connection and socialization, hence enabling personal online interactions.

Ever since its start, social media has been in a state of continuous change, through the launching of novel platforms and the incorporation of fresh capabilities in existing ones. Presently, social media has been entrenched in modern communication as a must-have tool for everyone. With millions of users globally and a wide variety of uses; from personal communication to business and marketing, no activity on earth is not touched by social media (Kaplan & Haenlein, 2010).

2.3. Usage of social media worldwide

The use of social media has made communication and interaction worldwide having led to great changes in people's ways of interaction and behavior as a whole. The researcher is focused on exploring the worldwide usage of social media through an investigation of major trends and patterns, in addition to its significant effects on persons, localities, or societies as a whole. This study integrates existing literature with empirical data to come up with a holistic perspective on the complex impacts; of social media globally. Social media adoption is growing so fast today; lately it has been projected that billions of people around the world are now using various social

media platforms (Boyd, 2010). Based on this popularity for different cultures one may argue that its widespread uptake signifies an increased impact on individuals globally.

The prevalence of its use notwithstanding, several disparities exist in regions and usage patterns. For example, social media penetration rates are high in North America and Europe with well-known platforms like Facebook, Instagram, TikTok and Twitter being popular among users (Statista, 2021). In contrast, different regions such as parts of Africa and Asia exhibit distinct patterns with more bias towards mobile devices as well as particular applications that cater to localized preferences and needs. For instance, platforms such as WeChat in China and WhatsApp in many parts of Africa have surged in popularity due to their multi-functionality and ability to integrate messaging, social networking, and mobile payment options. This tailored approach highlights the influence of cultural and economic factors on social media usage, suggesting that users gravitate towards platforms that resonate with their daily lives and communication styles (De Luca & Francoli, 2017). Therefore, for one to completely comprehend social media usage worldwide it is important that these regional variations and usage patterns be considered.

Valkenburg and Peter published a study in 2011 that showed how social media profoundly affects communication and relations among people. They show their multifaceted influence on personal identity, inter-personal relationships, and community bonds. At the same time, it has become a driver of change on the level of societies' habits and traditions, far beyond an individual's actions. On a global scale, it has become a potent instrument for fabricating collective identities and favoring cross-cultural deals like politics more than retaining local knowledge (Castells, 2013). This has revolutionized campaigns and public debates and the sharing of traditional beliefs.

2.4. The rise of social media and Africa

The rise of social media on the African continent is considered a radical and transformative development hence it has affected different sectors of society such as communication, politics, trade and culture. This significant change has been driven by the high presence of mobile technology as well as increased accessibility to the internet which has led to fast spread and complete embrace of social media across Africa. According to Graham, recent years have experienced significant growth in the use of the Internet and mobile phones in Africa. This has

therefore presented an ideal chance for employing social media (Graham, 2015; De Luca & Francoli, 2017).

Consequently, Facebook, Twitter, WhatsApp, TikTok and Instagram have become popular among Africans and as such are used for linking up, passing information and creating bonds within communities, among other functions (Graham, 2015). The usage of social media is widespread in Africa leading to significant results in politics and social life. E.g., during the Arab Spring, Twitter and Facebook were used by people to mobilize activists around various causes as well as coordinate movements across different places. The same applies to many other grassroots campaigns within Africa (Graham, 2015; De Luca & Francoli, 2017).

The dawn of the digital era has brought about a revolutionary transformation in terms of business practices and entrepreneurial activities in Africa, fueled by new prospects in marketing, trading, and communication with clients. For this cause, social media has reconfigured not only the political and social settings but also led to the emergence of vibrant digital camaraderie. The emergence of influential African digital figures and content creators in particular has largely contributed to the growth of this flourishing digital ecosystem (De Luca & Francoli, 2017). People should know and think about what that direction will lead to because many individuals have begun using social media across Africa every day. Social media should be studied in terms of its influence on the continent's communication patterns, socialization systems and economic prosperity so that we can truly understand it.

2.5. The rise of social media in Ethiopia

The impact of social media on Ethiopia has been remarkable in terms of societal and communication patterns. Ethiopia is a technologically adept country, as it has undergone radical transformations, thanks to the internet that was introduced in 1997. The company Ethio-telecom, which was the first to interconnect all government ministries using a computerized network, has played a great role in this revolution. Nowadays, people are also venturing into and involving themselves in these activities regardless of their age and joining various on and off 'social' media upon returning to the country.

Research conducted by Tesfaye (2013) establishes that the rise in the number of social network subscribers correlates with the mushrooming of urban internet cafes which played an important role in the internet reach before the introduction of mobile broadband (Tefaye, 2013). Internet cafés sprouted in great numbers yet Ethio-telecom was able to allocate a reasonable number of

their licenses to these ventures which as Econometrics Research figures of the year 2013/14 indicate, ballooned to 2363 over the one year.

It is evident that the issue of the pervasive use of social media in Ethiopia is one that would trap many minds intrigued with optimistic approaches from which we can look at it and discuss its effects in the field of communication today and the radical changes brought about by the people's involvement in technology. In terms of improving the efficacy of policies, plans, and social media interventions, one has also to learn more about the social media usage of the Ethiopians where the positive effects can outweigh the negative ones (Tesfaye, 2013).

2.6. Pattern (extent) of social media usage

With the advent of the new world report conducted by We Are Social and Hootsuite, there are reports that at least 4.20 billion people across the world are social media users (Hootsuite, 2021). This opens a wide range of customers that companies can reach out and aim to employ; hence it takes the role of a very important tool through which all advertising and marketing efforts are directed. This makes it easier for advertisements to be put in the public realm and the public's interest aroused, but it has also become the second best place for news after television. As noted by the Reuters Institute for the Study of Journalism, more than half of society is said to get their news from social media. (Reuters Institute, n.d.). Over and above all that, it also emphasizes the power of these sites in shapers of information – that is of social concern.

Age, gender, geographical location or any other objective in social media has an impact on its use: normative behaviour differs from these perspectives. It is well known that the number of users Any Network periodically changes its number of users, Statista has approximately says 4.48 Billion users across the globe and the projection will be around 4.82 Billion in the year 2025. Besides, the age of a specific social user influences the level of social media participation: the young age group finds it possible and accessible to use social media several times or more a day compared to another cohort such as middle-aged adults or elderly individuals. According to one of the studies by Pew almost three quarters (72%) of American respondents aged 18-29 years and millennials use Instagram, however, only 13% of senior citizens of 65 and older age groups use it. This also applies to social media usage in specific countries like the Philippines where Digital 2021 revealed social media penetration is ranked the highest in the world where an exceptional 99% of social media users are found among the country's internet users.

Social networks are far from universal. There are other purposes such as interaction with relatives, getting news and entertainment, and shopping which are often exercised these days. Research findings indicate that 54% of users of a social networking site analyze products while 42% of friends caught up with one another on this platform. Overall it is important to note that the use of social media by individuals is not static due to a number of influences on this behavior which makes it hard to forecast. This implies also that the variations which were witnessed in the use of social media will be experienced again in the future due to changes in technology and user behavior.

2.7. Gender-specific usage patterns on social media

The effects of social networking sites on students' academic performance have been examined fairly often and several studies took into account the gender differences of the students. For example, it was discovered that in one university, male students spend more time on Facebook than female students (Whoaken Meng, 2012). This particular study was not only interested in the gender achievement gaps but also the perception of Facebook among students and how it affects their performance in class.

In addition, Hsu and Chuang (2008) also showed that the male gender is more addicted to social networks and surfing the internet than the female gender. Based on these findings, it is apparent that more studies should be done to explore gender differences and the students' perceptions of Facebook and its impact on academic performance. This is because older females are more concerned about privacy and cultural reasons. Girls are less In Tufekci's (2008) study, it was also noted that in many instances, women are more active users of social networks as compared to men by a ratio of 4 to 5. However, Perrin (2015) observes that although women are still a minority in social network participation in the US, they embraced the practice earlier than their male counterparts in the years 2009 and 2010, in Alaska.

At the same time, Mohammed (2014) states that there is some significant difference between female and male participants and how many times they logged into social networking sites during one week. As Gina (2017) puts it, males are as active as females in social media use, but cut across the genders. However, as has been demonstrated by Joiner et al (2010) and others, girls are more active not only in utilizing social networking sites but also in other relational maintenance behaviors as compared to boys who use these sites mainly for entertainment purposes.

2.7.1. Theoretical Framework

This research examines the association linking social media consumption and academic success at Sendafa Beke Preparatory School per se located in Ethiopia. This study references the self-regulation model, including gratification and social learning theories, to help the study and others investigate this relationship and deepen our understanding. Theories of social media provide frameworks for understanding how social media platforms influence students' perceptions, communication, behavior, habits and others.

2.7.2. Uses and Gratification Theory

For quite some time now scientists among the people of Western civilization have been working together studying the media sphere. They have mostly concentrated on its negative effects on society. Various such worries cropped up especially in the 1950s when media greatly proliferated as a source of entertainment and information, leading most importantly to potential harm particularly among the young (as cited in Rodman 2007, Gunter 1994). On this account, a lot of scholars have employed the Uses and Gratifications Theory to examine the content of the press and its consequences on listeners. Several scholars came to this issue by identifying a want before checking on how the media satisfied it while others looked at the pleasure that came from media and then traced it back.

The Uses and Gratifications theory implies that media consumers watch content actively. People use communication to connect themselves as individuals or in relationships with others for many reasons as posited by Kats et al. in 1973 (cited in Vivian, 2003). Often times students turn to social media platforms so as to keep up with family members and acquaintances. In addition, messaging ensures that they are always connected and participating even when they do not have the opportunity of interacting face to face. This is due to the fact that students can opt either to be online or offline depending on what they like and dislike in terms of social networking.

This reflects one of the key principles of the "Uses and Gratification Theory" which focuses specifically on the influence it has brought to students by the various social media platforms. There are various explanations that make students use social media and the literature on this fact is quite wide. 'Many are looking for amusement, to lessen worry, get informed, view other angles, get to know or console themselves' Dominick says, citing this as the rationale for which teenagers use media."

2.7.3. The Social Learning Theory

Social learning theory posits that learning is not just something that one does alone, but rather a dynamic process by which people acquire learning, generate information, and categorize information into knowledge (Yu et al., 2010). It emphasizes the importance of social environment which includes peers and situations in molding an individual's cognition and behavior. People have the power to affect their learning and development through observing and interacting with others, for example, learning the social norms and cultures of the environment in which they live as well as policies. Thus, behavior outcomes of persons are strongly influenced by environment.

Additionally, how peers interact with friends and how much social support they receive in interacting with friends greatly determines how much people understand about situations. This according to DeAndrea, Ellison, LaRose, Steinfield, and Fiore (2012) has a significant impact on the learning outcomes. For this reason, one should appreciate the importance of interactional learning facilitation between persons and the environment. Thus, students can have an opportunity to be engaged with their course materials which are related to their studies.

2.7.4. Dependency Theory

The study conducted by Ball-Rokeach and DeFluer (1976, as cited in Alpizar, 2010) discovered that viewers' viewpoints, emotions, and actions are influenced significantly by how much they rely on media messages. This model defines dependence as meaning that in the process of social media and society formation, it is left up to the press to feed the masses with the fundamentals and create new information. Put simply, dependency is caused by an association where one person's needs or goals depend on another person's effort. Society needs media that citizens/customers want. For instance, individuals prefer to get info linked to societal matters from their social circles it is the need of every society. Students have this habit of always wanting others to accept them.

Hence, pupils usually mirror their fellows and comply with the general values. Most importantly, among students, sharing on social media has become a commendable practice that fosters good relations. Still, fostering existing bonds is one of the ways through which people can communicate using known friends. Even though it may be stereotyped wrongly by some as over dependence; using social media entails caring for one's relationships actively.

It is important to stay connected and reap the benefits of social media, which may lead students to favor a specific platform. It is plausible to consider Internet addiction as reliance on the Internet for goal attainment, according to Sun et al. (2008). Furthermore the World Wide Web serves as an information bank, recreation centre and place of human interaction helping it to be part and parcel of humankind. Older scholars conceptualized media dependency in terms of its entertainment value, guidance and clarity.

2.7.5. Engagement Theory

This is a new definition of theory or theory of engagement, as articulated by Kearsley and Shneiderman (1999): The full engagement of educational tasks in students, especially through collaboration and authenticity, constitutes significant learning. The engagement theory covers this phenomenon, namely how students utilize tools like Facebook, Twitter, and Instagram to enjoy collaborative learning experiences with others.

In other words, what social media can offer in terms of communication and collaboration between students is that they can share resources, talk about ideas with one another, or support one another in their studies. However, this would probably include forums and group chats at which students would engage in discussions about course content so that learning really is similar to a good many and better, (Kear & Wood, 2011). This is one of the collaborative aspects among the students through social media that helps instil a sense of community and is thought to increase student involvement, which, in fact, has indeed been shown to correlate positively with academic performance (Dabbagh & Kitsantas, 2012).

In addition, social media opens new vistas for students so they can learn more easily and closer together as they enrich engagement among students. Therefore, it is proposed by this study that multimedia aspects like video, articles, and infographics will act as bridges between the course content and the student's interests and the daily happenings in their lives while gaining motivation and engagement within learning (Greenhow & Lewin, 2016). Also, apparently, students are going to perceive learning more positively as they are going to declare that their social media interactions are supportive in putting up their efforts toward learning, which is progressively going to increase academic performance.

But, while the social networking environment can prove distracting, it does bring some evidence of increased engagement with school life as well as some off-track behaviours - like scrolling the Web or browsing unrelated material - that create interference with the educational goals. Thus, students are likely to need to gain skills in digital literacy to cope effectively with such distractions but still attempt to use that media only for academic enhancement (Ribble & Bailey, 2007).

2.7.6. Social identity theory

The Social Identity Theory (SIT) was developed in the 1970s by Henri Tajfel and John Turner, who stated that individuals gain a significant part of their identity through group memberships. The theory heavily emphasizes social identities are attained by categorizing oneself and others into groups leading to favoritism in in-groups and discrimination in out-groups (Tajfel & Turner, 1979). In terms of social media, this theory becomes even more relevant to students because they construct online identities across different platforms such as Facebook, Instagram, Twitter, and TikTok.

Students are indeed driven to have a sensational online identity that will match the expectations of the peer group in the modern digital arena. It will create an even stronger sense of competition and social comparison among students as everyone tries to earn acceptance and validation from online communities. An example is the pressure to share achievements; and experiences both trendy and mundane daily activities within the obligation of keeping social media alive and active. According to Weber (2020), this digital identity management, requires balancing academic and personal life and moreover, social complexities in online dealings.

Social Identity Theory has tremendous implications in terms of social media. Oftentimes, students find themselves locked up in a race to maintain an online presence active rather than academic being or overall well-being. On the contrary, wishing to be accepted socially may produce anxiety, for it means students have to pretend to conform to the norms and behaviors of their online groups (Vogel et al., 2014). On the contrary, this pressure may cool their ardor for studies instead. Online interaction may have more relative importance than studying.

The digital ecologies of social media have created unique communities whereby individuals define themselves vis-a-vis other individuals but very often at the cost of reinforcing social hierarchies and group dynamics (Ellison et al., 2007). Because of joining their memberships,

students often become more conscious of their particular social status among others, a fact that leads to further pressure to uphold an appealing identity on the net.

2.7.7. Social cognitive theory and academic performance

Bandura's theory of social cognitive development which dates back to 1986 posited that individuals acquire knowledge through observation and imitation of others they encounter in social contexts it implies that students attitudes towards homework can be affected by what they see and undergo in such platforms as Facebook because they are the models of their friends who are studying with them online. For example; a student who witnesses her online peer or friend post encouraging pictures of themselves while carrying out some assignment would most likely be influenced positively to embrace studying as part of her life however incase where students interacted only on unfavorable issues including how difficult an exam was likely going to be then this could hinder their performance (Bandura, 1986).

2.7.8. Self-regulation theory and academic performance

According to Zimmerman (2000), self-regulation theory stresses the capacity of people to be aware of, direct, and correct their feelings, thoughts, and actions towards achieving a desired aim. In maintaining their behavioral actions both on social media and carrying out academic duties by students self-regulatory skills are key. Changes in some or the other way produce an impression of each other; the change drags along transformation in all other things, thus it tells much, when it comes to academic performance (Zimmerman, 2000).

2.7.9. Social comparison theory and academic performance

According to Festinger (1954), the social comparison theory states that one's sense of personal social worth is always a result of determining how one ranks in connection to others. As far as social media is concerned, students might make such comparisons that touch on academic performance, study skills and any other school-related engagements with their friends. This tends to have an impact on their personal motivation, and academic performance among other issues like self-perception (Festinger, 1954).

2.7.10. Motivation theory and academic performance

According to the theory of motivation, greater attention is given to factors that drive one to engage in an activity (call it a pursuit of a certain interest). It has a significant influence on the level of performance and learning of students in an educational setup. One of the leading causes of students' motivation is social media. This is due to the fact that it incorporates various

mechanisms within its environment such as support, feedback on performance from colleagues and acknowledgement of successes in studies.

2.8. Media richness theory and academic performance

According to R. L., and Lengel,R(1986), media richness theory implies that how effective communication is depends on which communication medium is used as represented in terms of richness. When it comes to social media, students make use of different ways of communication like text, images, videos and interactive features. Different formats of media have different levels of richness in passing across information as well as aiding in social interaction.

2.8.1. Social support theory and academic performance

Social support theory emphasizes that connections with others in society improve how well we feel (well-being), and do well at school or work (academic success). For example, among students these days it is possible on Facebook for them to give each other help according to their levels such as being in the same class for instance (peer support) like teachers as well or simply an online community like this blog that offers motivational content only. Positive social interactions, encouragement, as well as feedback in social media platforms lend to a supportive learning atmosphere that motivates students to participate in studies and perform better at school (Cohen & Wills, 1985).

2.8.2. Effect of social media on academic performance

Numerous studies have revealed that Ethiopian professors or educators are worrying more and more about social media's effect on their students' educational growth. For example, last year Alemu and Tadesse (2018) conducted their research where they found that some students in Ethiopian universities performed poorly due to the performance of some undergraduates on Facebook and Instagram. Likewise, Teshome and Alemu (2019) also found out that students who engaged more in social media had average grades that were lower than those of students who engaged less.

Furthermore, accessing social media during study time led to distractions and a loss of focus, both of which had a detrimental effect on academic accomplishment, according to Demissie's (2017) research. These findings are consistent with international studies that have also shown social media harms academic achievement (Kirschner&Karpinski, 2010; Junco, 2012).

2.8.3. Negative effect of social media

The important thing is for them to study despite all the distractions which are part of social media such as messages from friends on Facebook while they are doing some assignments elsewhere or downloading music instead of reading notes from class (Junco, 2012). In addition, quality sleep is vital for learning because it consolidates memories and reduces learning lapses (Cicchetti, 2012). The quality of sleep students get is very important in their academic achievement because sleep is the only time when the human brain reabsorbs energy that has been used during the day. It is important to have an optimal amount of rest if one wants to maintain cognitive abilities and health otherwise everything will be compromised (Fatti, 2010). Consequently, lighting which is synchronized with students' biorhythms promotes better alertness, performance improvement on cognitive tasks and concentration over longer periods of time (Smith, 2011).

Additionally, excessive time spent on social media can cut into study time as students may prioritize social media over completing assignments or preparing for exams (Rideout & Foehr, 2010). This shift in priorities can result in procrastination and inadequate preparation for academic tasks, ultimately impacting students' school performance. In particular, cyber bullying which has become a common misconduct in social media can greatly affect the performance of students negatively in school work. When one suffers from cyber bullying, it creates stress and anxiety among students due to the fear of threats such as violence or rape threats therefore reducing their desire for attending further classes.

The occurrence of cyber bullying creates an unfriendly learning environment for the learners hence causing them to fail to concentrate on their studies leading to poor academic performances not to mention that such kids eventually drop out of school. Besides, the push to uphold a certain online image and FOMO (Fear of Missing Out) on social media platforms can indeed reduce academic motivation. Online comparison with others and getting stressed due to the necessity to act as if one is perfect in the online platforms in turn causes insufficiency and failure to show zeal for learning in school.

2.8.4. Digital distraction and academic performance

This is often referred to as digital distraction when social media and other digital technologies interfere with students' dedication to their schoolwork or studying. It has been reported that students can be distracted from their school obligations by getting messages every time, chatting

with others, or simply amusing themselves in the social networking apps they cherish most. Consequently, they reduce their productivity time and perform dismally in academics as well (Junco & Cotton, 2012).

2.8.5. Information overload and academic performance

When people are overly exposed to excessive information which goes beyond their processing capacity, they experience a situation where decision-making and operative tasks are not easy. Students may come across an array of data on social media platforms which consist of but are not limited to academic resources and leisure activities among others. In order for students to focus on their studies, sort out relevant information for various academic assignments and rank them correctly, it's important to handle this information that keeps coming in every day without causing any harm; thus, there should be a way devised which would help organize it better in terms of priority or otherwise according to what one is working on, hence this overload must be managed by students if they are to be effective scholars. (Eppler & Mengis, 2004).

2.8.6. Positive effects of social media

Platforms and services that network people together try to reach out to people who are computer savvy but have social barriers by providing a more relaxed platform for such online interactions. Most commuter students may embrace the few hours they are able to spend with fellow classmates outside class, while the personnel can deploy SMT to cater to those students who are far away from the college as they get to travel or study online. These findings imply that with the help of SNS; people keep in touch with and interact within their social circles but more privately and for self-development purposes.

Martinez Aleman and Wartman (2009) provide an ethnographic portrait of four residential college students in their book *online social networking on Campus*, which goes beyond the enactment of identity through relationships and, they contend, illustrates the sociology of social networking among college students. The study suggests that social media interactions can support relationships, expand connections, and enhance well-being and identity development, without limiting social relationships. On the other hand, an article argues that social networking sites provide students with easy access to information for their school work. According to Lewis et al. (2008), students' use of such platforms can result in positive character growth if applied properly. They note that social media platforms have been identified as having huge possibilities in terms of data collection and analysis by Lewis et al. (2008).

2.8.7. Peer Pressure

As recent studies suggest, social media websites like MySpace and Facebook are extremely popular such that most college students create accounts there irrespective of whether they wish to or not (Peter, Schouten, & Valkenburg, 2006). This is an indication that signing for an SNS does not only involve website use but also implies association with fellow schoolmates as is the case with other teenage groups (Peter, Schouten, & Valkenburg, 2006). In the year 2006, Peter, Schouten, and Valkenburg noted that students' lives cannot be complete without these social networks. As it was reported in a study conducted at Berkeley University one of the students remarked, "If you are not on MySpace then you are nobody."

2.8.8. Using and thinking about social media in the classroom

In classrooms these days' people use social media. These days many teachers and parents are concerned about the effect of using social media at school. This has led to the ban on cell phones and popular social websites which cannot be accessed at school. In spite of this, learners are still on social media. It has come to the attention of schools that there is a need for these resources to be incorporated within classrooms so much that the use of social media has been permitted by some school boards such as the Peel District School Board (PDSB) in Ontario. In 2013, the PDSB unblocked several social media platforms and implemented a "Bring Your Own Device" (BYOD) policy. A 2012 study by Fewkes and McCabe examined the benefits of using Facebook in the classroom.

Issues with Schools Many educators are concerned about social media networks and other new forms of communication technology because of the level of distraction they produce in the classroom (Greenfield & Subrahmanyam, 2008). Most students are able to connect at any time of their convenience without any restrictions imposed on them even if most learning institutions have put measures in place to curb the tendency of using mobile phones at school functions or have blacklisted certain social media platforms (Greenfield & Subrahmanyam, 2008).

2.8.9. The relationship between social media and academic performance

Numerous factors have been discovered that may assist in minimizing the adverse link between students using social media and success in education. One of those factors involves spending even more hours on social networking platforms. As per research conducted in 2016, individuals who spent more time using such channels spent little time on their homework hence lowering their grades.

Also in 2019, it was found that there are less engaged learners among pupils who use social networks frequently. This invariably affects their performance. Moreover, addiction is an underlying cause of the menace referred to herein. According to studies done before, those who get themselves involved with these web networks at dangerous levels suffer from various academic problems:

2.9. Does addiction to social media cause health problems?

It is certainly difficult to avoid the seduction of social media especially considering how sites try to lure people in using things such as notifications, likes or even comments. Social media research has shown that some of the reasons people especially teenagers get addicted to it are FOMO (fear of missing out), and validation through likes among others as pointed out by Kuss & Griffiths (2017)." Furthermore, the unpredictable rewards of likes and shares can lead to compulsive behaviors, similar to gambling addiction (Oulasvirta et al., 2012). This reinforcing cycle can result in excessive, addictive social media usage patterns.

People may face serious mental and physical health issues due to the addictive nature of social media. Different health complications are often attributed to social media obsession while direct relationship between the use of excessive amounts of social media and depressive and anxiety symptoms has been established (Primack et al., 2017). Limited sleep quits especially those around bedtime are common among those who gets addicted to various social media platforms according to Levinson et al. (2016) due to the inability to logoff. This makes many people use these devices till late in the night even when they are feeling tired or sleepy hence leading to fatigue and lack of sleep. Regular use of social media forces one to sit or lie down for long periods of time, encouraging a sedentary lifestyle.

2.9.1. Strategies to mitigate the negative effects of social media

In view of the negative impact of social networking sites on learning, various measures have been adopted by Ethiopian researchers and academics to promote the healthy use of social media among students. According to the research paper of Kassahun and Alemu (2018), educational institutions should hold workshops and awareness-widening lectures so that students understand the risks posed by misuse of these networks. A more current work by Tesfaye and Tadesse (2020) showed how important it is to have someone in authority overseeing the children's use of the Internet. Moreover, Abera and Tadesse (2016) also believed that schools should incorporate digital literacy skills on the syllabus so that learners use media properly for their studies.

Education and Awareness: It's all about assisting educators, guardians and pupils in understanding the challenges posed by social media. They however see the risks and seek to address them (Kirschner& Karpinski, 2010). For instance, an awareness campaign, a workshop and a training session can be organized in order to curb the excess use of social media by students where it is not beneficial to their studies. Several strategies can be employed to reduce the adverse effects of social networking.

Time Management: For instance, students can manage their social networking sites and academic work, when counselled on time management with respect to social media usage (Rosen et al., 2013). The application of time management among students, for example, through setting objectives, organizing a hierarchy of tasks, and using other organizational tools would ensure less time spent on social networks thus increasing focus on studies.

Parental Involvement: One of the ways through which parents can limit these negative effects is to monitor how often their children use such services in order to restrict them where need be; setting guidelines or limits on internet use coupled with advocating other activities for them would be helpful too (Berson et al., 2012)

Digital Citizenship: Encouraging digital citizenship can help students develop morally right and responsible behaviors on social media. This means that all learners must be equipped with the rudiments of digital citizenship encompassing precautions when it comes to social media, privacy, and internet security (Ribble, 2015). It is with this knowledge they are able to avoid primarily negative academic outcomes resulting from misuse of their social media accounts as regards their studies.

2.9.2 Conceptual Framework of the study.

In previous chapters, I have reviewed literature relevant to finding out the possible variables and concepts that can be used in developing a conceptual framework for this study. Media Richness Theory posits that different social media formats (text, images, and videos) facilitate varying levels of communication richness, which can enhance understanding and engagement, ultimately affecting academic performance (Daft & Lengel, 1986). Uses and Gratifications Theory suggests that students engage with social media based on specific needs, such as social interaction or academic support, influencing their perception of its utility in educational contexts (Katz, Blumler, & Gurevitch, 1973). Engagement Theory emphasizes the importance of collaboration and interaction facilitated by social media, highlighting its role in fostering a sense of community

and support among students (Kearsley & Shneiderman, 1999). Together, these theories elucidate how students' perceptions of social media relate to their academic experiences and performance.. Therefore, these theories were used as a basis for understanding social media usage.

Thus, the relationship between the academic performances of preparatory school students and their use of social media was addressed with reference to positive effect or negative effects (Khan et al., 2015). In addition, the researchers examined research papers done by other scholars in areas related to this study aimed at investigating if there is any consistency between what they found out and what we wanted to achieve by conducting this research.

According to these studies, it appears that there's quite a significant difference between students who spend more time on social media compared to those who barely use them since they could never perform better than expected in this particular case (Fitzpatrick & Fahy 2016). The review of the literature also indicated that the previous researchers had investigated both the positive and negative impacts of using social media. Allowing individuals to improve relationships among themselves including family members or friends (Brown & Bobkowski, 2011). However, misuse and excessive use can have adverse effects on student performance.

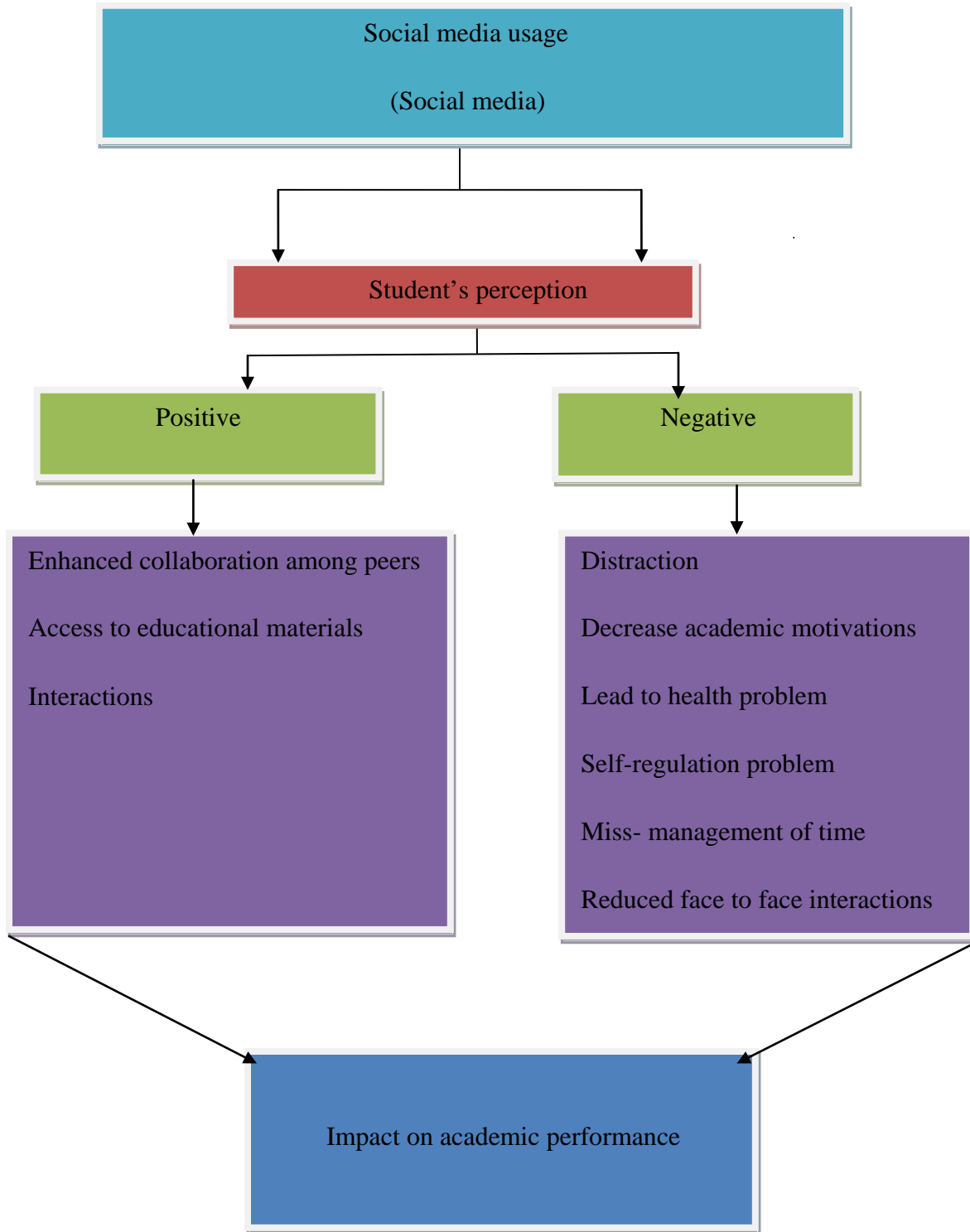
This framework aims to evaluate how contemporary students' lives have been invaded by mediating factors such as social media platforms like Facebook as well as YouTube and Twitter since it may either distract or promote educational outcomes (Karpinski & Duberstein, 2009). The independent variable "Social Media Usage" lies at the heart of the framework. A number of platforms exist such as Facebook, TikTok, Instagram and WhatsApp among others students may use; their level of involvement with them; and the reasons why they communicate via these media platforms including educational collaboration versus leisure activities (Baker & Moore, 2008). Thus knowing these aspects is very essential since it determines how the students utilize social media for academic purposes. On the contrary, outcomes such as taking part in-class assignments and effective study habits are contained in the Dependent Variable: Academic Performance (Ravizza et al., 2016).

At the center of this framework is the concept of Perception of Social Media, which is considered a mediation variable. Students' perceptions can be either positive or negative. The positive perceptions may include seeing the benefits of social media in education, for instance, collaborative work and resource sharing enhancements (Mahmoudi et al., 2011). Conversely, negative viewpoints might include worries about distractions or too much false information on

social media sites (Junco, 2012). These perceptions greatly influence how students use social media which ultimately affects their academic performance.

Some of the contextual factors are age, gender and family socioeconomic status while others are specific to the school environment. Based on Katz and Aspess (2010), cultural attitudes to technology and education in the local community can help determine how students perceive social media use. According to this framework, social media is a cause of learners' attitudes towards their studies while academic achievement depends on student's attitudes towards social media. This model also incorporates several moderating or mediating variables, such as frequency and duration of social media use, types of social media primarily utilized by students, types of content shared on these platforms, and learner characteristics. The purpose of this study is to investigate how students' learning via the online environment relates to their attitudes, perceptions, and behaviors specifically in an academic setting.

Figure 1: Diagram of the conceptual framework of the study



Source: Own Framework

CHAPTER THREE

3. Research Methodology

In order to shed light on the student's perception of the effect of social media on their academic performance at Sendafa Beke Preparatory School in Oromia, Ethiopia, this chapter will detail the methods of research that were implemented. By utilizing a combination of both quantitative and qualitative research techniques, a thorough grasp of the topic would be attained. The chapter talks about certain things which include participants' demographics and sample selection, the research design, how data is collected and ways of analyzing the information found.

In order to accomplish this, the researcher chose to use a mixed-methods approach combining quantitative data and in-depth insights. The qualitative part will examine the fundamental beliefs and reasons that stem from these consequences while the quantitative part will provide an objective measure of social media usage against academic performance.

3.1. Research Design

In this chapter, the researcher described the basics of this study that will enlighten on things like; who are the people involved in this research (population and sample), how data was collected and some methods used in analyzing data. This study employed a mixed-methods research design in which the researcher investigated the research questions and aims. Employing a mixed methods approach where qualitative data, particularly from interviews, predominates over quantitative data, such as surveys, is referred to as a qualitative dominant mixed methods design. This design enables a more nuanced understanding of students' perceptions by prioritizing the depth of qualitative insights gained through interviews, while still incorporating quantitative findings to provide contextual validation and broader generalizability.

Utilizing qualitative dominant mixed methods is particularly effective in educational research, where understanding the complexities of student experiences and perceptions is crucial. Creswell and Plano Clark (2017) emphasize that qualitative data can reveal rich details about the motivations, attitudes, and contextual factors influencing student behavior, which quantitative data might overlook. By integrating interviews as the primary data source, you can explore and analyze the subtleties of student perspectives more deeply, while the surveys can offer a quantitative overview of broader trends and patterns in social media usage and its perceived impact. This helps us comprehend the consequences that social media has on students' academic

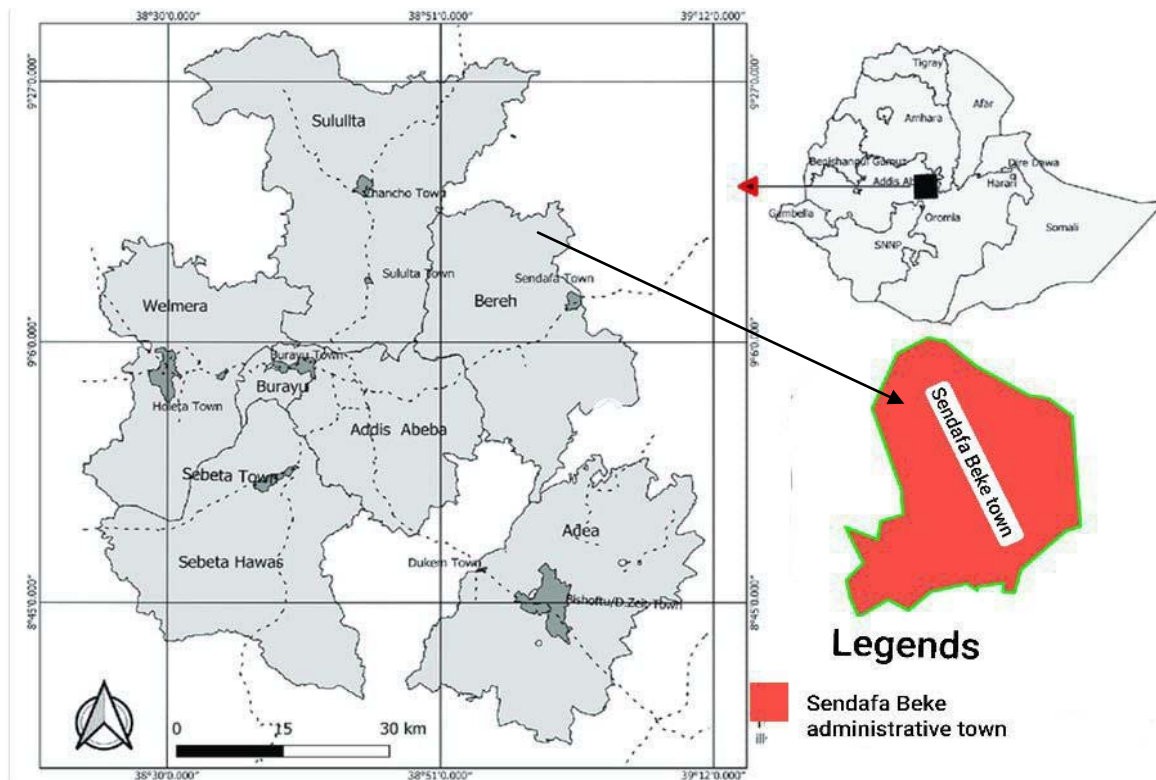
performance because it is a mixture of both quantitative and qualitative methods of data collection. The researcher gathered figures from surveys and ideas from interviews. The data would be combined and analyzed effectively through incorporating the above methods.

It was vital when investigating how social media affects student performance in academic performance at Sendafa Beke Preparatory School in Oromia, Ethiopia if one used a combination of statistics and statements from people for reasons outlined below. There are several reasons why researchers used mixed methods. Quantitative research mainly offers measurable and tangible information about the use of social networks and academic performance among students. The researcher used questionnaires to find out what exactly the average daily consumption of social media for instance, what kind of platforms are mainly visited by learners as well as exam scores alongside the overall averages.

The qualitative approach is needed in this case since various factors may have a bearing on the connection as well as individual positions that need to be explored. In this regard Chen, (2014) explains that if we wish to understand the perception of the students towards the use of social media, its impact on their academic performance or the reasons why social media is encouraged in class settings, it is vital to do semi-structured interviews and focus group discussions. This is because the nature of qualitative data derives from the understanding of the participants' experience and perception of a given scenario.

Social media's effects on students' academic performance can only be comprehensively and interconnected understood by combining quantitative and qualitative research approaches. Combining data from the two methods enables researchers to reinforce and confirm their findings, leading to a more comprehensive and subtle analysis (Creswell, 2014). The technique increases the believability of the study's results but also gives deeper insight into the issue under investigation.

3.2. Study Area



Source: <https://images.app.goo.gl/Vtb5JcPkt1A4n5sA8>

https://www.citypopulation.de/en/ethiopia/admin/oromia/ET042018_sendafa/

The town of Sendafa Beke is located in the North Shewa region of Oromia, Ethiopia. The town of Sendafa Beke is a town where people from different regions and different ethnic groups live together, and it is mostly the place where the Afaan Oromoo language is spoken. It has a latitude of 9°09'N, a longitude of 39°02'E, and an altitude of 2514 meters above sea level. Sendafa is located in the Oromia Special Zone near Addis Ababa, Oromia Region, 38 kilometres north of the city on a paved road. Sendafa experiences mild temperatures throughout the year, serving as the main rainy months, June, July, and August. The town's only high school opened for enrollment in 1987. 2

Compared to other nearby places, Sendafa falls short in terms of technical facilities. The military camp and the Ethiopian Police College are two important public places on the Sendafa border. The majority of the population practiced Ethiopian Orthodox Christianity, with a total of 84.15%, and 11.38% practiced Islam. As of 2022, the Central Statistics Agency estimated the population of Sendafa Beke, where the 2022 population was 25502, of whom 13086 are males and 12,416 are females.

This study was conducted in Sendafa Beke, Oromia Ethiopia. There are different kinds of preparatory schools within the town. The schools are both governmental and private. There are many schools at different levels and preparatory schools in Sendafa Beke town. Therefore, there are four preparatory schools in Sendafa beke town. These are Beke preparatory school, Idget preparatory school, Sky view preparatory school and Sendafa Beke preparatory school. Sendafa Beke preparatory school is one of the selected preparatory schools where this study is taking place there. The school does not have internet access, and also the school system or rules prohibit the student from bringing a smart-phone to school as well as using it. Although some educational materials and school class information are passed online, the school suggests students not use online for this reason, but not in a very organized manner.

3.3. Source of Data

The study uses both primary and secondary data that was garnered from primary and secondary sources, quantitative and qualitative respectively. Data for the research used were drawn from primary and secondary sources.

3.3.1. Primary Source of Data

Information collected directly from the study area or field was used by the researchers. Surveys and interviews allowed the researcher to collect firsthand data. The valuable insights obtained on the same topic were very useful in assessing the current status accurately. It was necessary to have this primary data so that recommendations could be made from where the results were obtained.

3.3.2. Secondary Source of Data

The additional data source used was secondary data which means it had been already gathered and accessible from numerous documents e.g. reports published by different governments or other organizations, materials found on the official websites or portals of local authorities/organizations and print media produced by either individuals or organizations. These sources of information were assessed in detail with respect to the outcomes or suggestions given in our research. This secondary information had great contributions and provided valuable information that validated the results of the study.

3.4. Data Collection Methods

The study at Sendafa Beke Preparatory School in Oromia, Ethiopia used the following methods to gather data necessary for analysis of students' attitudes towards social media's effect on their academic performance. Data collection techniques comprised surveys and interviews. Students were interviewed to respond more about their worries, and also their perceptions on the effects of social media on their academic performance, their perceptions and surveys were given to students to know more about how they use social media.

A total of 366 copies of the questionnaire were distributed to students and retrieved on the spot by a researcher for responses. Out of the missing 23 questionnaires, 7 were incorrectly filled and 336 were valid which results of the research are. In order to establish whether there is any link between the use of social networking sites on the internet and student performance. The survey aimed to understand the extent to which social media affected students' academic performance and their perceptions towards their social media usage.

3.4.1. In-depth interviews

The researcher collected data from the respondents through in-depth interviews. Out of several data eliciting approaches, this was the most impressive. This was necessary as the researcher needed to obtain worthwhile information from a group of students. The key area of concern was the effect of social media on experiences, attitudes and perceptions, as well as academic performance. These in-depth interviews provided a number of useful perspectives regarding the factors that affect the performance of students.

Throughout the in-depth interview, the interviewer assumes an expert, whereas the interviewee plays a student's role. The researcher aims to gain valuable information from the interviewee about the research subject. Thorough analysis techniques were employed to collect primary data from students with social media platforms. This involved carefully selecting seventeen (17) participants—nine males and eight females—from both grades 11th & 12th for this study.

In-depth interviews went on for 16–20 minutes with each student in the sample group; the researcher did each interview. The interviewees disclosed valuable information concerning their attitudes, perceptions, feelings and behaviors towards the questions asked by the interviewer. In contrast to a structured interview, participants were given responses other than “yes” or “no” during the unstructured approach thus enabling them to express themselves freely and divulge information. Furthermore, the research area included the use of a semi-structured interview

schedule for cases of the target group residing there and used standard questions for other interested parties located at the research site. It allowed for the use of more flexible and extensive methods of data collection. The readiness and willingness of respondents to be interviewed also called for the need to use a tape recorder to make the responses fast-paced.

3.4.2. Validity and reliability of the instruments

The instruments used were designed to address the issues addressed in the research questions and objectives identified at the beginning of this study. Tools are designed to work with other components that support solutions to the main problem of this study. To ensure the validity and reliability of the instruments used in this study, the researcher implemented a comprehensive pre-testing process. In the pilot test, a relatively small and representative sample was taken to determine whether or not the questions head toward the research purposes. First expert feedback was solicited to ascertain the content validity of the instrument so that a reconstruction was done with respect to their recommendation. The instrument was administered to the same participants through a period of two weeks making test-retest reliability so as to demonstrate the stability of the measuring over time.

In addition to this, there was an item analysis to assess the effectiveness of the questions done after piloting before results to expect things that would require further review and removal of poorly performing items. Such strict actions at a pre-test level further showed that the instruments were not only strong and valid but also rendered Acts, which would eventually result in a cumulatively increased quality of the quantitative data collected. So, by adopting these methods, good measures were put into place to evidence the credibility of our findings, following almost all rigorous conditions, and setting a solid foundation in responding to the research questions effectively; hence creating overall rigor of the study. Moreover, the data were sound as well as valid across this subject since the tools used adhered to the research principles.

3.4.3. Survey

The researcher created a survey with questions on how often students use different types of social media, why they do it and which ones they prefer for this purpose so that the researcher could obtain numeric information about it. Along with these, the poll will ask about the student's study habits and perceptions of the influence of social media on their academic performance. A group of students from Sendafa Beke Preparatory School participated in the survey of data collection methods. A survey consists of a number of questions printed in a definite order on a form or set of forms.

The survey used in this study had specific, structured questions with pre-determined options for responses. All participants received the same questions worded and ordered exactly the same way. The respondents were given the survey in person or through offline methods.

According to Kothari (2004), the use of questionnaires has a number of benefits. These include their inexpensive nature, even when the survey is carried out on a large population that is spread over different places on the globe. As a matter of fact, questionnaires also help remove any bias that could arise from an interviewer because respondents can opt to answer questions using their own words with enough time to think over them carefully. It also makes it possible to access participants who may not be easy to find. Moreover, it is possible to use a large sample size thereby increasing the reliability and validity of results; therefore, given this advantage, a questionnaire approach was employed in carrying out this study so as to collect data from the subjects.

3.4.4. Population and sample size

The researcher looked at a sample size that was right for us for statistical accuracy and generalization of the research. The things considered included: the accuracy levels required and potential subjects' availability. Using Stratified Random Sampling, A method that divides Sendafa Beke Preparatory School student population along socioeconomic status, grade level, and subject area enables us to get a complete picture of the students.

The Sendafa Beke Preparatory School had a total of 1,107 students. For the 2023/2024 academic years, the researcher chose 336 students (175 male, and 161 female) and 172 respondents from grade 11th and 164 from grade 12th using attendance lists provided by their homeroom teachers. For final selection, the school offers both social science and natural science departments, allowing the researcher to create two heterogeneous subgroups. The samples were then taken randomly from each stratum, ensuring that each subgroup had an equal chance of being represented in the study. Within these strata, the students were from grades 11 and 12.

Sendafa Beke Preparatory School consists of a total of 17 sections, with 8 sections designated for grade 11 and 9 sections for grade 12. Specifically, grade 11 includes 5 sections for natural sciences and 3 sections for social sciences, while grade 12 comprises 6 sections for natural sciences and 3 sections for social sciences. Given that the total student population at the school is 1,107, then the researcher estimates the average number of students per section by dividing the total population by the number of sections: approximately 65 students per section. This

distribution results in an allocation of approximately 587 students across grade 11 and around 520 students in grade 12.

Concerning the sample size, Neuman also provides guidelines for social scientists if they are selecting samples for quantitative research purposes. According to Neuman, the sample size needed depends on the size of the people involved. For any population up to 1,000 there should be approximately 30% sampled e.g., for a population of 1,000 people we need to sample around 300 individuals. Approximately 10% or 1,000 would do for a population of 10,000. A smaller sampling ratio of about 1% can be employed in cases where the population is over 150,000 (Neuman, 1997)

Increasing the target population leads to lower sampling ratios. Therefore, as Neuman (1997) proposes that bigger populations need smaller samples, a sampling ratio of 2% was adopted in this study's quantitative segment. The researcher chose this small sample size because it would help in cutting down on costs. Large samples are normally more costly with few benefits accrued to them. The researcher selected around 336 participants out of 1,107 total populations for the study. The researcher used stratified sampling to choose the participants. In this method, the population was divided into different groups or strata based on factors like grade level, age and gender. After which, every stratum had a random sample conducted on it.

Studies combining both quantitative and qualitative measures suggest that complexity is fraught with the data. As a consequence, whereas the purposive method was used in identifying the participants, the samples were more specific and fewer for qualitative research. Chapter Four tables contain information about sampling procedures among various preparatory school students according to age groups, and sex variables they belong.

3.4.5. Data Presentation and Analysis

After the data was collected, the next step was to analyze it and find important insights. A combination of different statistical methods was used to understand and make sense of the data. Descriptive statistics like frequencies, percentages, means, and standard deviations were used to summarize the participants' demographics, social media usage patterns, and time spent on social media. This detailed data analysis process aimed to develop a deeper comprehension of the impact that social media has on academic performance.

In the data analysis statistical package known as (IBM SPSS statistics 27.0.1 version) was employed so as to make interpret results more streamlined. Moreover, thematic analysis was done on qualitative interviews by transcription. This research aims to identify patterns, and trends, and provide insights into how social media use affects academic performance among students.

The investigation revealed conclusive relations through which it connected trend and related factors in contrast in coming up with a link focusing on academic performance in reference to social media behavior of students which was conducted by this particular group of people who are interested in this type of thing (somehow). Having mixed up both quantitative as well as qualitative ways; it gave us such profound comprehension regarding the issue hence preventing its misinterpretation altogether. Social media possesses certain benefits like connectivity, and sharing of information but overuse can cause distractions and lower productivity. Therefore educators and parents should work together to create some limits that will guide students while encouraging them to be responsible when using social media. By promoting an approach that is not biased, it is very essential to help students make social media work for them while it doesn't harm their academic performance.

3.4.6. Ethical Considerations

The entire study procedure was conducted with ethical issues in mind. Ethical approvals were obtained from Addis Ababa University, Sociology Department. Permission was asked from Sendafa Beke preparatory school director. All the study participants were informed about the purpose of the study and the right to refuse to fill out the questionnaire or interviews at any stage when they wanted to do so and was requested for their willingness prior to conducting and data collection. The effort was made to overcome the ethical concerns of the participants due to the sensitivity of the issue under study by careful designing and structuring in order to assure the confidentiality of the information.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. INTRODUCTION

The major aim of the study was to find out how students perceive their academic performance is affected by the use of social media (whether positively or negatively). Moreover, the researcher sought to get an understanding of students' perceptions of their social media usage. The research is focused on establishing the nexus between preparatory students' engagement with social media and their academic performance. This chapter examines the information obtained from users of social media using a multitude of data collection methods. Qualitative methods were employed to capture viewpoints not reflected in the survey results. Interview responses are written in italic fonts.

The impact of social media on student's academic performance is broadly discussed. The link between the usage of social media platforms, students' perceptions, and academic performance is discussed. The extent to which social media affected students' academic performance and their perceptions towards their social media usage are discussed. Finally, attitude and perception, the impact of social media usage on student's academic performance is discussed in detail in this chapter. The factors influencing the student's use of social media in regards to time, interpersonal interaction, scheduling, health issues and other distractions were reviewed comprehensively based on both quantitative and qualitative research methods used.

This chapter details the findings of research conducted to determine students' perceptions of the outcome of social media on their academic performance. The first and major finding, among others, is that students view social media as a positive tool for academic collaboration, if not for direct interaction and discussions. Most respondents indicated that platforms like WhatsApp, Telegram and Facebook are important enablers of communication and resource sharing among peers, which promote collective learning and enhanced understanding of various subjects. But a very real portion of students did realize that social media, if used unwisely, can lead to serious distractions alongside procrastination and bad time management. Social media is both an invaluable educational resource and an awful interruption.

Findings show anything else besides this, that social media is basically re-changing students' study habits as well as an engagement factor with academic content. Many students declared that they use sites like Telegram for educational materials, while TikTok and YouTube serve as entertainment. However, this study exposed the mental health issues of students as constant exposure to one's peer achievements is a trigger for feeling inferior and putting pressure when it comes to academic performance.

Thus, as far as the evidence goes, it turns out that social media affects students' academic performance in a rather subtle way. Students see social media as a kind of platform for sharing and learning from each other, yet it does come with more negatives, which include being a distraction and creating more stress. Therefore, the above insight points towards students having good strategies to negotiate the social media usage- academic responsibility framework and shows the need for education on wise social media involvement. The next chapter explores further implications regarding the negative utilization of social media in education and makes recommendations.

4.2. Demographic Information of Respondents

Table 1: Sex distribution of respondents

Sex	Frequency	Valid percentage
Male	175	52.1
Female	161	47.9
Total	336	100.0

Source: Own survey, 2024

As shown in the table 1 above, frequencies of males are 175 (52.1%) and the frequencies of females are 161 (47.1%). This distribution illustrates that most of the male respondents are a bit larger than the female respondents.

Table 2: Frequency and percentage distribution of respondents by age

Age	Frequency	Valid percentage
<20	237	70.5
21-25	57	17.0
26-30	25	7.4
>31	17	5.1
Total	336	100.0

Source: Own survey, 2024

Table 2 shows the frequency of age distribution of respondents who participated in the study. Demographically, in terms of age categories, 70.5% were in the <20, 17% were in the 21–25, 7.4% were in the 26–30, and 5.1% were in the >31 interval. In various nation, students get into formal learning systems at varying ages depending on education policies, culture and economy. One way or another, these factors make it possible for some children including girls and those from the countryside to attend classes later than others or even drop out completely because their families cannot afford to pay school fees for them or their parents do not see the importance of such thing (UNICEF, 2019).

Table 3: Frequency and percentage distribution of respondents by educational status

Grade level	Frequency	Valid percentage
Grade 11	172	51.2
Grade 12	164	48.8
Total	336	100.0

Source: Own survey, 2024

Table 3 shows the educational status of the respondents who participated in this study. Overall, 172 (51.2%) of the respondents are from grade 11th, and 164 (48.8%) are from grade 12th of preparatory school. The 11th and 12th-grade levels come after or after 10th grade and are the stages where students prepare and study for university (Federal Ministry of Education, Ethiopia, 2021). However, the level at which a student can attend grades 11 and 12 varies from country to country, but the average age of a student worldwide is 16 to 17 years or older to attend preparatory is expected to be.

4.3. Students' perception of the effect of social media on their academic performance

Table 4: Daily frequency of social media usage by respondents

Daily frequency of social media usage by respondents	Frequency	Valid percentage
Less than 1 hour per day	70	20.8
1-2 hours per day	175	52.1
2-3 hours per day	63	18.8
More than three hours per day	28	8.3
Total	336	100.0

Source: Own survey, 2024

4.3.1. Student's social media usage

4.3.2. Daily Breakdown

The frequency with which students' use social media varies from one another. As shown in table 4 there are differences from person to person in daily use habits. The above table 4 shows the daily usage of social media per day by respondents to the study. Based on the table, respondents using social media less than one hour (1 hour) per day are 70 (20.8%), participants using social

media for one-to-two hours (1-2 hours) per day are the largest sample of overall respondents in the study, with 175 (52.1%), the number of respondents using social media for two to three hours (2–3 hours) on average per day is 63 participants (18.8%), and the number of respondents using social media more than three hours per day is 8.3% with a frequency of 28 from the overall respondents within the study. The majority of participants (52.1%) in this study spend from one to two hours per day.

Similarly, my informant, a 12th-grade student (age 19), shared his conditions as follows:

I use social media daily. My social media usage varies daily and depends on my internet access most of the time based on when I have data in my mobile or internet access around. Approximately, I use it for one to three hours a day or more, and even that is mostly nightly. Especially at weekends and when there is no school and when I have free time I use it more than usual. Otherwise, I use at least an hour or more on average daily.

This shows that the draw of social media platforms frequently makes individuals spend long hours online, thereby displacing their concentration from academics and cutting longer time studying. Since they spend more time on social media they have less time for their school responsibilities and studies which may have a serious impact on their learning process and can also lead to them becoming poor performers in school because they are not given enough time for their learning. The findings aligned with Young's (2011) classifications of internet usage: low (30 minutes), moderate (30 minutes to 1 hour), and high (over 1 hour per day).

Table 5: Weekly frequency of social media usage by respondents

Weekly frequency of social media usage by respondents	Frequency	Valid percentage
Every day	196	58.3
5-6 days per week	91	27.1
3-4 days per week	35	10.4
1-2 days per week	14	4.2
Total	336	100.0

Source: Own survey, 2024

4.4. Weekly breakdown of students' social media usage

The table above illustrates the number of times the study participants use social media on a weekly basis. Most of the study participants cannot be separated from social media as they use it on a daily basis. Most of the identified participants represented in the study (58.3%) log into their social networks on a daily basis. Some other proportions of respondents use social media for 5–6 days a week (27.1%), almost daily. This shows that quite a number of the respondents had some degree of engagement with social media, and that they developed a routine which incorporated social media. On the contrary, the smaller percentages of participants who used social media for 3 - 4 days in a week (10.4%) or for 1– 2 days in a week (4.2%) show that even if minorities lack such media exposure and awareness, they still manage to use such media to some extent.

One of my key informants, a grade 11th (age 19) student said that;

I use social media every day throughout the week, but sometimes I use it at least six days a week when I'm busy with things or if it's not convenient for me. It's due to the fact that we have a Wi-Fi connection at our place, fortunately even if I do not avail of it, my phone's Wi-Fi button is always switched on. Also, I would get notifications from various platforms when it started ringing on my mobile. As a result, I started using it and checking my social media notifications.

The findings indicate that the participants' exhibit a propensity for active usage of social media, meaning a daily engagement which represents a broader social pattern gauging the extent to which social media has become, for most people, a way of life. Thus, most preparatory students are frequent users of social media and access it on a daily basis or at least six days a week, which can have a great influence on their academic performances.

Table 6: Social media platforms mostly used by respondents

Respondents favorite social media	Frequency	Valid percentage
Facebook	85	25.3
TikTok	111	33.0
You Tube	38	11.3
Instagram	21	6.3
Telegram	42	12.5
Imo	25	7.4
WhatsApp	7	2.1
Others	7	2.1
Total	336	100.0

Source: Own survey, 2024

4.5. Students' favorite social media

The above data illustrates that the social media platforms mostly used by students are different from one another. Based on the information in the table, TikTok is the most favorite platform of students, with a frequency of 111 (33.0%), Facebook 85 (25.3%), Telegram 42 (12.5%), YouTube 38 (11.3%), Imo 25 (7.4%), WhatsApp 7 (2.1%), Instagram (6.3%), and others (2.1%) among the overall respondents within the study. Accordingly, the number of respondents using Facebook and TikTok represents a large sample of respondents from the overall survey in this case. In regard to this, I asked different informants' grade 11th (age 19) and grade 11th (age 25) states that:

As a student, I use social media platforms like, TikTok, telegram, Facebook, Instagram, Imo, and others to stay connected with peers, friends, and family. I also share updates and share information about our daily routines and experiences (grade 11th, age 19).” “I mostly spend an average of one to three hours on social media most of the time, focusing on staying connected with friends, accessing educational resources and class information. My favorites social media platform is Facebook and TikTok (grade 11th, age 25).

Similar to this other informant grade 12th student (age 20) said that;

The most common types of social media I use are TikTok and Telegram. I use social media to have fun and relax most of the time. Sometimes I go on Telegram to share

some random ideas with my friends. Also, I use Telegram mainly in school because sometimes tutors post learning materials on Telegram.

The above data shows that most of the students often use Telegram, TikTok and Facebook especially most of them like to use TikTok and spend a lot of their time on it to entertain their minds. This suggests that studies such as Nguyen et al. (2020) correspond to TikTok's swift expansion and involvement of students making it one of the most widely used social networking sites in contemporary society. TikTok is a smartphone application that allows its users to upload and share their very own short videos with music overlays which quickly became very famous among the youth.

Table 7: Whether the students rely on social media to stay up-to-date on current events and news.

Response	Whether students use social media to stay updated on current events.	
	Frequency	Valid percentage
Yes	202	60.1
No	134	39.9
Total	336	100.0

Source: Own survey, 2024

4.6. The impact of social media on news consumption among students

4.6.1. The need for media literacy

Today's generation relies on social media on a daily basis for events, news, and global information (Vosoughi et al., 2018). The table above shows that most of the preparatory students stay up-to-date or rely on social media for events and news. Based on the survey, 60.1% of the 202 respondents responded that they rely on social media to stay up-to-date on current events and news. Among the 134 respondents, 39.9% indicated they do not rely on social media for daily news and events. It demonstrates that a majority of students are involved in media consumption. This dependence on social media can promote disinformation and partiality of content since frequently such channels have numerous unverified stories that spread and go viral on social media. Thus, without having media literacy and using random social media sources can lead to inaccurate and foolish media consumption that can have negative effects on students.

Table 8: The reasons to use social media by respondents

The reason why respondents use social media	Frequency	Valid percentage
For educational purposes (study)	36	10.7
For Entertainment	104	31.0
For chatting with friends	107	31.8
For content creation on social media	3	.9
For likes, comments and sharing different contents on social media	86	25.6
Total	336	100.0

Source: Own survey, 2024

4.7. Reasons to use social media by students

There are several reasons why students use social media. Due to multiple interconnected reasons, preparatory students often use social media for socialization, sharing information, collaboration, and entertainment, where students share resources and coordinate academic materials through social media to find out who they are. According to Table 8, majority of respondents use social media to chat with friends, 107 (31.8%), for educational purposes (10.7%) and others use social media for the purpose of entertainment, 104 (31.0%); respondents use social media for the purpose of liking, sharing, commenting, and sharing different contents on social media, 86 (25.6%); and respondents use social media for content creation, 3 (0.9%) from the overall respondents of the study, respectively. Media richness theory suggests that entertainment often requires high engagement levels, which social media provides through interactive features (likes, shares, comments). This reflects a key aspect of media richness where the capability to create and consume diverse content can enhance user experience and satisfaction.

In this regard, one 11th-grade student (age 19) states,

I use social media most of the time, daily. I use TikTok to have fun and relax most of the time, Facebook for chatting with friends, and YouTube to watch videos and download them to watch when I have free time. I use Telegram sometimes to get information from my friends because sometimes tutors post learning materials on the Telegram channel.

Other informants in grade 12th (age 20) similarly said that;

I use social media for different reasons. I personally use social media. I first created a social media account under my own name and met and chatted with different people and friends online. However, in the process, I started visiting Facebook and TikTok. When I first started using social media, I used to chat with people most of the time, but now I mostly like to watch funny videos from TikTok as well as Facebook, and sometimes I also use Telegram for school materials and school information.

This shows that social media has become a popular communication tool among students due to its ease of use and accessibility, particularly for chatting with friends and engaging with peers. This aligns with Media Richness Theory, which suggests that the effectiveness of communication depends on the medium used, characterized by its richness. Social media provides various communication formats such as text, images, videos, and interactive features that differ in their ability to convey information and facilitate social interaction, enabling students to connect in more meaningful ways. Surprisingly, it shows that more students use social media for socializing and collaboration and also chatting with their peers rather than using social media on things related to their studies. This plays a major role in creating a wide gap in their education. In line with the above survey, an earlier study (Al-Rahmi, Othman, & Musa, 2018) found preparatory students use social media for a variety of activities, however chatting with friends and entertainment take most of their time on social media.

Table 9: Impact of Social Media usage on student dependency, study habits, and academic engagement (N=336)

NB: SA: Strongly agree, A: Agree, N: Neutral, DA: Disagree, SDA: Strongly disagree

No	Items	SA	A	N	DA	SDA
1	I found myself overly dependent on social media	19 (5.6%)	44 (13.1%)	129 (38.4%)	68 (20.3%)	76 (22.6%)
2	I shifted personal interactions, from classmates to others and online as a result of using social media.	73 (21.7%)	108 (32.1%)	86 (25.6%)	60 (17.9%)	19 (5.6%)
3	I spend more time on social media, than on school work or studying	21 (6.3)	89 (26.5%)	122 (36.3%)	55 (16.4%)	49 (14.6%)
4	My study habits have worsened since I started using social media regularly	38 (11.3%)	100 (29.8%)	117 (34.8%)	46 (13.7%)	35 (10.4%)
5	I felt less motivated to study because of the pressure to maintain an online presence	22 (6.5%)	51 (15.2%)	133 (39.6%)	84 (25%)	46 (13.7%)
6	On social media, I'm able to showcase my own accomplishments and academic achievements	29 (8.6)	18 (5.4%)	148 (44%)	32 (9.5%)	109 (32.4%)

Source: Own survey, 2024

4.8. Students' dependency on social media

Students' daily use of social media often plays an important role in making them focused and dependent on social media. It appears that many grown-up learners are relying more and more on YouTube, Facebook, TikTok blogs and the like. Being constantly in touch with the world in a bid to know what is happening may lead to some form of dependence on these media platforms which significantly affect the mental state of individuals and their academic progress (Andreassen et al., 2017). As shown in Table 9, there were 63 (18.7%) respondents who agreed and strongly agreed that they are too dependent on social media while 144 (42.9%) disagreed and strongly disagreed.

In regard to this, one of my key informants, a grade 11th student (age 20), said that,

I use social media a lot. Every time I look at social media a little bit before I start reading, Otherwise, I don't like reading it at all. It's a kind of behavior I build at once. But I never thought it would impact me at first. I come to understand a lot of things in the process. For example, unlike before, we exchanged information and messages on social media and joked with each other more than when we met in person with my friends. That would be a waste of my time, or even my friends' time, I think. Personally, I watch amusing movies regularly and find them enjoyable. But as I began watching more and more fascinating videos, it seemed to me that I was wasting vast amounts of time on social media when I should have been studying.

Students fall into the trap of using social media without understanding its benefits and harms. On these platforms, learners' troubles are complicated as their dependence results in higher levels of stress in addition to lower levels of happiness in life. Therefore such a situation plays a major role in increasing regret and also having a negative impact on students in their studies.

Shifting peer interaction

The evolution of communication styles has radically undergone a paradigm shift on social media due to the increased use of audio-visual means, for example, motion and still pictures which have moved from mere visual expression of thoughts (Perrin & Duggal, 2015). Consequently, this may reduce real-life social interactions as a lot of content is not communicated when people talk to each other. Nevertheless, while this may be disadvantageous to some people, it is a social fact that leisure time has revolutionized even with the encumbrances posed by social media. The majority of the students have shifted their personal interactions since they started using social media. By posing the question in table 9, the majority of respondents indicated that their personal interactions had shifted from classmates to others since they started using social media. Over thirty percent of respondents (32.1%) agreed and 21.7% of respondents strongly agreed with the idea, while 17.9% and 5.6% of respondents disagreed and strongly disagreed, respectively (see Table 9 page 43).

An informant of a grade 12th student (age 21) said,

I think the way I used social media when I first opened it is very different from the way I use it now. For example, when I first opened social media, I usually only used it to chat with my friends, and classmates to like, share, and comment on social media and to have

fun. Recently, however, my usage of social media has changed dramatically. As I got to know other people besides my school friends, I often interacted more with people from other places, especially people from outside the country, than with my classmates. I started to get very attracted to social media by interrupting my conversations with my friends and classmates and being attached to non-classmates.

Similarly, another grade 12th student (age 22) informed me that;

Some of the most common behaviors and habits that I have noticed since I started using social media are: I prefer to talk to my friends online more than in person; I sit alone and use social media; and I spend more time talking to my friends about the jokes and games we see on social media than about education.

This shows that; it is common for students to enjoy talking to their friends who live in the countryside rather than their classmates online and they think that, talking online seems to be more interesting than talking face-to-face interactions. A number of them have also changed how they communicate because of social media whereby these areas become focal points in their games most times. This change is an indicator of a lack of concentration on studies meaning that there was little value attached to those social media jokes, which greatly interfered with studying thus leading to poor results. A study by a former researcher confirms that, as noted by the grade 12 students interviewed in the prior analysis, many students find themselves preferring online interactions over face-to-face communication with classmates, which can hinder the development of interpersonal skills and collaborative learning opportunities (Ellison, Steinfield, & Lampe, 2007).

Spending more time on social media than studying

The use of social media too much could cause poor academic performance, as students give more importance to web-based chats than their school-based responsibilities. More than thirty two percent (32.8%) of participants spend more hours on social media than education (see Table, 9 pages, 43).

My key informant, a grade 12th student (age 23), said that;

Based on my life situation, social media has influenced my study hours for real. However, at various times, it also had its own problems. Sometimes unconsciously, I spend much of my time on social media, which often leads to disruptions to my study hours, procrastination, and difficulty focusing on my education. This has resulted in a decrease in the time I have to give for my education and homework and a drop in the quality of my work. The constant distractions from social media have hindered my ability to concentrate on my studies and affected my academic progress. Especially sometimes, when we meet and start joking and chatting with my friends or partners, we get lost in prolonged or bullish speeches and immediately burn a lot of time. Because I chat and talk with friends online at least I approximately, spend more than one hour per day on social media.

This means that a lot of students tend to get immersed in chatting while they are on social networks and consequently, they tend to neglect their normal studies. Accordingly, the mess and the period they have to spend trying to study or do homework overlap most of the time exposing them to loss of productive time.

Study habit

The nature of social media can disrupt traditional study habits. In recent years, there has been an increase in the use of social media among students. Most of the students study habits have worsened since they started using social media regularly, with 100 (29.8%) agreeing, 38 (11.3%) strongly agreeing, 46 (13.7%) disagreeing, and 35 (10.4%) strongly disagreeing (See table 9, page 43).

One of my key informants, a 12th-grade student (age 24), said that;

My regular usage of social media has changed my previous behaviors in many aspects. For example, some of the things I have seen in myself are; that since I started using social media regularly, it has significantly impacted my daily routines and habits that I haven't, before I started using social media. As I started to use social media every day, I started wasting my time on social media and started wasting the time I used to do my school lessons and homework. Accordingly, I took the time to listen to my mobile even though I was reading a lot. Because of this reason, while studying or doing my

homework when I hear notifications on my phone, I feel compelled to engage in direct conversations online with my friends on social media platforms. This is continually becoming a habit for me in the process. Therefore, I built the behavior and habit that I never had before starting to use social media.

This implies that in the process social media can change one's study habits and also indirectly take away from a student's time for studying and change their conditions that they don't have before.

Pressure to maintain an online presence

Within the modern-day context characterized by digital media, students are being compelled to keep up a continuous online activity. This is commonly known as "digital identity management" and encompasses the management of personal and academic aspects of one's life on a variety of social media and internet platforms (Weber, 2020). In addition, the increasing usage of social networks like Facebook, Instagram, Twitter and TikTok results in students being lured into exposing their experiences, accomplishments and even basic living operations. According to Table 9, page 43 around, 21.7% of the response rate from students shows that; students face pressure to maintain an online presence on social media that can hinder their studying enthusiasm while 38.7% of respondents disagreed and strongly disagreed.

The pressure for students to keep an online presence can be referred to in terms of social identity theory. This psychological theory, developed by Henri Tajfel and John Turner, discusses how an individual derives his identity through group memberships and the esteem that it extends to be realized in today's online environment. Such is the case with today's students who log into social networks such as Facebook, Instagram, Twitter and TikTok; they all have different social online communities to which they belong and where they are required to project a particular digital persona to achieve social acceptance and belongingness. Therefore, being active online can cause students' responsibilities to be distracted away from learning and education issues. This implies that social media creates some elements of pressure to maintain an online presence which makes students incapable of managing their time properly or concentrating on their academic work.

The dual impact of social media on students

Social media has dual impacts on the educational journey of the students. Five point four percent of respondents agreed and eight point six percent of respondents strongly agreed on the questions where respondents were able to showcase their own accomplishments and academic achievements on social media and 32 (9.5%) disagreed and 109 (32.4%) strongly disagreed on the responses (See Table 9, page 43).

Grade 12th student age (20) shares his feelings as follows,

Although we don't consider our transition from class to class a great success, we often take photos at the end of the school closure and post them on social media as a memory. It's a great memory for me and my friends as we do this and we like it. We also post on social media as we move from class to class. However, it is often common for me and my friends to post their/our happy results when we get grades like matric and 12th grade and express our happiness on social media. For example, if I finish my 12th grade this year, I will post my results if it is good and express my happiness.

Another informant grade 11th student (age 19) said; "I use social media everyday frequently.

From my usage of social media, I got some benefits like entertainment, having fun with friends and relatives from different places, jokes and so on. But, unlike this, I also faced some problems from using social media. Most of the time when I chat and communicate with my social media friends I stay on social media by leaving my school duties (responsibilities) behind. Then I became more social media user than responsible as a student who has to study and think about the future of his education.

This shows that the use of social media has some advantages as well as many disadvantages. It is clear that students often express their success in space and their memories with their peers of their feelings of friendship. This is just a few of the benefits of social media. This is related to what the researchers have stated, social media provides students with a medium for self-expression, enabling them to articulate their beliefs about themselves and their emotions (Twenge & Campbell, 2018).

4.9. Distractions

Table 10: Respondents experienced distractions while using social media

Response	Respondents experienced distractions while using social media	
	Frequency	Valid percentage
Yes	224	66.7
No	112	33.3
Total	336	100.0

Source: Own survey, 2024

Students who consume social media the most are also considered to be students who have a high chance of being distracted by social media and leads them to disgrace in their education. Table 10 data confirms that a good number of respondents found it hard to concentrate between schoolwork and social media. Out of 336 participants, 224 (66.7%) claimed that social media sites have at one time or another distracted them while 112 (33.3%) did not claim having ever been distracted. This indicates that while the students engage in social media, it is important for them to try to minimize any potential distractions that may affect their performance.

Similarly, one of my informants grade 11th student (age 19) said that;

I became very busy on social media after I met and became friends with many people and relatives on social media. After I started using social media a lot and made a lot of friends on social media, I became very busy. We chat a lot; we talk to each other, and we respond to each other through the chat box. Thus, I usually respond to notifications on my phone even when I am doing my homework. For instance, this is what sometimes happens to me when I am on social media platforms. However, this has often prevented me from engaging in reading or anything with my utmost heart.

When students spend time online with social media platforms such as Facebook, Instagram and TikTok, they may find themselves caught up in a cycle of unlimited scrolling and interaction which takes away from their study time and assignment completion. These notifications and alerts can also interrupt attention making it hard for students to maintain focus on tasks over long periods (Ralph et al., 2018).

Table 11: Frequent social media use causes sleep disturbances.

Response	Frequent social media use causes sleep disturbances	
	Frequency	Valid percentage
Always	48	14.3
Sometimes	98	29.2
Often	89	26.5
Rarely	70	20.8
Never	31	9.2
Total	336	100.0

Source: Own survey, 2024

4.10. Frequent usage of social media and related health effects

When social media is frequently used, sleep problems arise. In the findings, it was observed that 14.3% of the respondents experienced health issues always related to sleep deprivation resulting from this factor, whereas 29.2% had such instances occasionally. Some 26.5% of participants encountered such issues often, although others rarely faced such issues (20.8%). A small 9.2% claimed to never have experienced any type of health issue related to social networking channels.

Similar to the above result, a grade 11th student (age 18) said,

I have been using social media for a long time, frequently without realizing its negative consequences. In the process, I realized that social media was impacting my sleep qualities and patterns, especially when I used social media at night. Sometimes, when I use social media, my study schedule becomes interrupted. Most of my time is spent on social media in the evenings, and I don't get enough sleep because of my stay on social media. Especially, there are times when I don't get enough sleep, and when I wake up in the morning, my eyes become so big and red.

This shows that, the high percentage of these health complications among the Participants is attributed to the prolonged use of these platforms. Disturbance of sleep is a common health problem, especially with the increased use of social media. It further explains that after a long time engaged in social media, the students are left with little effects as the time that would have been used for resting is spent in active engagement with social media.

Headaches and eye strain, when coupled with looking at blue screens, can further worsen the situation by interfering with one’s sleep schedule. Research in digital health has found that too much screen exposure and usage of the internet can interfere with sleep onset and quality (Levenson et al., 2017). This is attributed to frequent discomfort complaints among people who look at computer screens for long periods; which is attributed to the irregular movement or accommodating of the visual focus (Amsler, 2014).

Table 12: Perceived effects of social media on students’ academic performance (N=336)

NB: SA: Strongly agree, A: Agree, N: Neutral, DA: Disagree, SDA: Strongly disagree

No	Items	SA	A	N	DA	SDA
1	The time I spend on studying has been affected by social media	60 (17.9%)	122 (36.3%)	4 (1.2%)	77 (22.9%)	73 (21.7%)
2	My academic motivation has decreased, due to my social media usage.	27 (8%)	56 (16.6%)	100 (29.8%)	135 (40.2%)	18 (5.4%)
3	Using social media has often left me feeling down due to how much it always brings back negative memories.	56 (16.6%)	103 (30.6%)	75 (22.4%)	80 (23.8%)	22 (6.6%)
4	I feel anxious about the effect of social media use on my academic performance.	11 (3.3%)	116 (34.5%)	108 (32.1%)	93 (26.7%)	8 (2.4%)
5	The internet has so many sources of information that can support your study and keep entertained as well.	14 (4.2%)	61 (18.1%)	124 (36.8%)	105 (30.3%)	32 (9.4%)
6	I can balance my time for use of social media and my study time.	39 (11.6%)	73 (21.7%)	113 (34.3%)	81(23.4%)	30 (8.9%)
7	Social media usage is so important for my education.	13 (3.9%)	91 (27.1%)	87 (25.9%)	48 (14.3%)	97 (28.8%)

Source: Own survey, 2024

4.10.1. Perceived effects of social media

4.10.2. Impact of social media on students' attention and academic performance

The rise of social media has increased in popularity, which may also affect the study patterns as well as the academic performances of the students (Smith, 2023). Likely, the time students spend studying and their school attention has been stolen and affected by social media, which has had an impact on their academic performance. The majority of respondents (36.3%) agreed, 17.9% strongly agreed, 77 (22.9%) disagreed, and 73 (21.7%) strongly disagreed; reporting that the time respondents spend studying has been affected by social media (See table 12, page 51).

In line with this, one of my informants, a grade 11th student (age 19), said,

I use social media every day after school. Usually, after classes, I do some reading and engage in social media for entertainment for some time, and when it's time to go back to the use of social media, it drags me somewhere else. What this means is that social media takes more of my concentration than I put into my school work and assignments.

Similarly, another informant, a 12th grade 12th student (age 20), also said,

As a student, I have personally experienced the negative effects of social media on my academic journey. Many times I get lost scrolling through feeds and getting notifications, which makes it hard for me to concentrate on my schoolwork and hence makes me less productive in my education. This is not a habit or experience I already have before, but something I have been seeing in the process of using social media.

This implies that, when students' use social media, their ideas are stolen by social media, and they spend more time on social media than they have for learning and studying. It also means that by forgetting themselves while using social media, their attention is stolen by social media for a long time, and they spend most of their time using social media. This kind of experience weakens the potential concentration of students on their academic performance.

4.10.3. Reduce academic motivation

As per the findings of Oberst, Chamarro, and Renau in their study published in 2016, it was discovered that excessive social media usage had repercussions on the degree of motivation and performance of students in school. Likely, a large group of 68% of participants noted that their academic motivation had reduced due to social media usage (See Table 12, page 51). Such a

trend of findings can also be explained by employing the Social Comparison Theory to perceive it as the better end viewing the reduction of academic stimulation among students against an excessive tide of social media. The theory-drawing parallel to this discovery was originally formulated by Leon Festinger in 1954, which states that individuals use others to assess their abilities and accomplishments. In the realm of social media, there is now regular exposure to the stylized portrayals of their peers' accomplishments and lifestyles, even their academic success. Such exposure might eventually lead a person to make unfavorable comparisons detrimental to his self-esteem and motivation.

With regard to this my informants reflected their feelings as the following; an informant grade 11th student (age 22) states that:

I have experienced many things while using social media in my life experience. For example, I faced many challenges while using social media. From many things, let me tell you the worst things that ever touched my motivation towards social media. One day, social media influencers shared their ideas, thoughts, and stories about their early lives and how they became social media influencers on a podcast. And it's as follows: Continually...turn by turn... Podcast-related interview on TikTok... (Interviewer) tell me about your education. (Interviewee)...I went to university, studied for a year, and stopped and dropped out of school. (Questioner)... Why did you drop out? After studying for a year, I realized that I could not give satisfactory answers to the things that were important in my life when I wanted to and when I was old enough. The other is that, to be honest, I don't believe in the education system of this country (Ethiopia). I was academically accomplished and strong. But I have no belief that education will change my future. So I decided to drop out because I couldn't continue my studies. For a while, there were many conflicts or reactions with my family because I dropped out of school, but later, my family believed in my ideas. For example, I am now living a very beautiful and pleasant life. I did this all on TikTok. In less than nine months, I have made many changes in my life (as I am now), but if I had continued my education, I would now be in the care of my family as a student. After watching this video, I started thinking about my life. Accordingly, my previous attitudes towards education all began to change, and I began to think about my age, how old I would be when I graduated from university, and when I would get a job. I started thinking about my family and about living on my own. The questions of my future came and went before my eyes. Although it didn't feel very good

at the time, my attitude towards education has changed and has gradually decreased. My desires and vision I had often thought inside that I would get to such a place through education all came into question. Overall, however, my motivation for learning has decreased. My main reason is that the student or guy who was talking about himself on social media (TikTok podcast) is someone who is academically strong and has even scored five hundred (500's) in 12th grade. That's the main reason why I started to evaluate myself after him because of how strong I am in my studies. In general, however, such things have a negative effect on people, especially on students like me. But here, I think it is also useful. They are very useful for various tips, work motivation, etc. I think it will be especially useful for students in various universities and colleges with assignments and a lot of other things for learning. However the negative effect we get from social media is much more dangerous than the good things we consume on social media in our everyday lives.

Similarly, another informant grade 12th student (age 23) said that:

I use social media every day. Accordingly, one day something happened to me that decreased my motivation very much. That day, when I opened TikTok and logged in, there were many students on live video (online). Everyone on Tiktok says tap tap (tap the screen). The man who hosted and organized (put together) the Live of the Day has a lot of followers on the TikTok platform. After watching the live program online that day, many of the videos the man (that young) had been making and recording on social media started coming up on my screen, which meant that he had said and joked before. Much of the records he released on social media contain interesting things. So I went to his page and started looking. Accordingly, in one of their previous videos, he says, "I do not like education starting from my early age,". They talk with a smile. Accordingly, what does it mean for someone to stay with them in an interview-like setting? Why does it make you hate learning? He in turn replies, I have been going to school for fear of my family since I was a kid, but I don't like studying. I finished 12th grade and entered Unity University, but I hated it. Accordingly, I studied for only three months and left. At the time, my dropout was temporarily very difficult for my family. However, in the process of growing up and becoming an adult, my family started to stop being angry with me as before. He is now living a good life, and if he had continued his education, he wouldn't have lived a good life, as he said. Now he was talking about how it could take him many years to live.

Accordingly, they brought many things to the end of his speech. I think things like that have at least reduced my previous motivation for learning. I think it would be great if things like this weren't released on social media.

It means that social media enhances personal motivational levels and changes people's feelings towards education. To illustrate this point, the student provides an example of how one's drive and desire to attain his or her academic goals are altered when exposed to content that goes against the conventional notions of success or failure in learning. Moreover, the student argues that there are trends and materials on social networks that have reached them that serve to deter some forms of learning which illustrates and draws attention to the increasing power of such content over individuals' views of learning and achievement.

The experience of the informant in question also indicates that there was a change in their attitude towards education after they came across a narrative of a social media figure who decided to quit university. This story caused an internal conflict in the informant by making them re-evaluate the purpose of academic journey which inevitably made them disinterested in learning. The point of reference of the informant's educational level to that of the influencer also caused some feelings of inadequacy and made them wonder whether it was worth pursuing education at the college level. This experience of the informant corresponds with the studies that have demonstrated that social media affects the self-evaluation and the motivation of individuals. This has similarly been undertaken by Fardouly et al and Vogel et al. (2014) who conducted research and established that ideals depicted on the internet lead to unfavourable self-comparisons and therefore poor psychological well-being.

4.10.4. Social media leads to negative memories

Social media has the ability to bring back negative memories that can lead to bad feelings. Among the most crucial concerns is bullying in cyberspace, which has been shown to have a substantial impact on young people's psychological well-being. Approximately 34% of students have encountered cyber-bullying at least once in their lives, according to Hinduja and Patchin (2016). Emotional trauma and distress, which victims frequently suffer from, can cause sad experiences that remain long after the attacks are over while causing problems like anxiety or depression.

A considerable 47.2 percent of students mentioned that they felt sad or nervous because of bad memories from social media networks (See Table12, page 51). This shows that the influence of

emotions corresponds with the usage of social media platforms, resulting in negative moods affecting mental health. In addition, there is another aspect which brings about this issue, that is the social comparison initiated through the use of social networking sites. The constant engagement in various social networking sights where people post aesthetically pleasing pictures only can win over students and create an impression that makes them feel inadequate in comparison to their peers. This harmful cycle of deprivation may create feelings of inadequacy among individuals who feel guilty about not being like their peers thereby creating an emotional memory bank full of negative recollections resulting from comparing oneself unfavorably with others

4.10.5. Negative emotional impact of social media on students' mental health

Social media usage influences students' psychological aspects and emotional attributes in recalling their adolescent and childhood years. As per the results regarding the feelings of participants about social media, most of the respondents reported some negative feelings, the highest prevalence being anxiety, which is believed to be because of engaging through social media. Such instances of psychological discomfort, which are social in nature, hinder a student's ability to focus and psychophysical state thereby compromising academic achievement. Respondents who experienced sad emotions like anxiety as a result of using social media (34.5%) and (3.3%) agreed and strongly agreed, respectively, and also (26.7%) and (2.4%) disagreed and strongly disagreed, respectively, based on the results above (see Table 12), which shows us that it may impede their educational progress this way. This shows that, the use of social media platforms leads to shifts in mood in a negative manner that affects one's mental health and relates to spending time on social networking sites in the past. It also means that for students, being active on any social media platform causes them distress especially due to the concerns on social media and on their studies as well. Also, as negative posts read on social media do not promote pleasant feelings, they are likely to trouble users and determine their behaviors.

4.10.6. Miss-management of time

Time management and misuse play an important role in achieving or not achieving what they plan or think. Many students struggle between managing their study time and their social media usage most of the time. Thirty-three point three percent of participants agreed and strongly agreed while 23.4% and 8.9% disagreed and strongly disagreed, on balancing the time for the use

of social media and study time (See table12, page 51). This indicates that time management which is effective can minimize adverse effects on academic success due to social media use.

A grade 11th student (age 19) said that;

I often struggle to balance my time between studying and using social media. Before starting my schoolwork, I briefly check social media, and then switch back and forth between studying and using social media. I enjoy watching videos that interest me on my phone while on social media. When chatting with someone, I tend to continue the conversation until it's finished to maintain focus. Nevertheless, I have observed that while I have been spending more time on social platforms, it has reduced my duration of study. So that is why I have to move between my classes and social media accounts.

This indicates that, many students are unable to properly manage their time between studies and social media. This shows that if time was properly managed, the effects of excessive social media on one's studies would be greatly minimised. In addition, advocating the use of time management strategies does not come as a surprise given the existence of literature that focuses on various research with respect to the use of the Internet. For instance, it has been established by Demir (2017) that effective practices of time management correlate with student achievement, and self-regulation can help alleviate the negative effects of social networking sites on students.

4.10.7. Impact of social media on student's education

Social media benefits some students academically while disadvantaging others. Among respondents, 31% of students feel that the use of social media is beneficial, and another 43.13 didn't agree with the response (See table12, page 51).

One of the 12th grade students (age 20) said that;

Most of the things we are learning are from the textbooks given to us from school, so I never searched for educational things on social media or Google. However, I have never searched for anything related to my education on social media except for my personal purposes to use social media. For me, using social media has a few advantages and many disadvantages. For example, one day I sat down and read that the final examination was tomorrow. Accordingly, fortunately, I filled out the data and went online. While I was sitting and looking at Facebook, after a while, YouTube videos of people I had previously

subscribed to came up on my phone. I started scrolling accordingly, and when I wiped (scroll the screen), it took me directly to the video, and accordingly, I started to look at the highlights at the end of them. Then I thought about watching the whole video, and then I started watching it all. I spent about 1-2 hours and more on my video chain this way. After watching the video, when I found out that I had a final exam tomorrow, I was so depressed, and physically tired, and had no choice but to go to sleep because I had been using social media for a long time. Accordingly, I went to school; and took my exams. I took the test that day and answered halfway down. I've regretted it very much since the test got tougher (and I couldn't answer it). That's why I'm saying social media is not important for my education.

This suggests that only a few students benefit from social media, while the majority of the students are disadvantaged by social media. Over-use of social media has a tendency to forget about study habits, and responsibility for one's own education. This shows how much of an effect social media has on students' focus when it comes to their academic performance.

4.10.8. The dual role of social media in education

4.10.8.1. Benefits and challenges for students

Social media has both benefits and challenges for students' education. However, most of the time, social media has more negative effects than benefits, especially for teenagers. More than thirty percent of respondents indicated that social media usage is important for their education, while 145 (43.1%) of respondents disagreed or strongly disagreed with the response (See table12, page 51).

One of my key informants, a 12th-grade student (age 21), said;

I'm a 12th grade student now. At school, there is a channel opened as a section of our class on which we share different ideas with my classmates. We are also using it via Telegram, and occasionally some information and messages related to the school, as well as material that cannot be found in the book, will be attached to the channel. This is a common benefit of social media for students like me. However, when I move on to my personal social media use, a lot can be different. Even though there are many of my friends who spend too much time on social media rather than on their educational programs. I also use social media, and many times after school, we go to a place where there is internet access (Wi-Fi) or we go to a place with Wi-Fi in my friend's family's house. Sometimes, even if

the family asks us where we have been and go, there are times when we pretend to say we are going to read and leave the house with a notebook as if we are going to study. So far, it has been at least three years since my colleagues and I started using such methods on social media to hide from our families. However, in the process my friends and I hate the habit of using social media over ourselves, thinking that we are about to miss our studies and focus on our education, and we are trying to quit, and I hope we will.

This implies that; students are enthusiastic about using social networks for learning situations where they believe that social media is important, especially for students', collaboration and sharing educational materials in school. On the other side, it confirms how important such platforms can be since they enhance the acquisition of information besides other things such as learning experiences it. When these students use social media together, it means that the time they have to read has been diverted to social media and their focus on their studies has been robbed. This has a huge impact on their education and facing negative and positive impacts of social media at the same time.

Table 13: Impact of social media usage on study habits and the need for educational interventions (N=336)

No	Items	Yes	No
1	Do you procrastinate your study time (home work) to use social media?	223 (66.4%)	113 (33.6%)
2	Do you browse social media instead of focusing on important studies?	127 (37.8%)	209 (62.2%)
3	Do you prioritize and use social media without a schedule?	260 (77.4%)	76 (22.6%)
4	Has your excessive use of social media affected your ability to concentrate on school work?	171 (50.9%)	165 (49.1%)
5	Do you believe educational interventions are necessary to help students manage their social media use?	154 (45.8%)	182 (54.2%)

Source: Own survey, 2024

4.10.9. Procrastination

Social media platforms can indeed lead students to procrastinate on their study time. From Table 12 above most of the respondents indicated affirmative responses, accounting for almost 66.4%

of participants who put off their studies because they use social media more instead of focusing on educational works and studies. It therefore means that social media platforms are quite disruptive and troublesome for students, especially in organizing their time properly for school work and make them not focus on their studies.

Likely, one of my informants a grade 12th-student (age 20) stated that;

I've noticed that using social media has negatively impacted my academic performance in many aspects. Spending time on social media has often led to disrupting my study hours, procrastination, and difficulty focusing on my education. This has resulted in decreased productivity and, at times, a drop in the quality of my work. The constant distractions from social media have hindered my ability to concentrate on my studies and affected my academic progress I was good at my education before when I wasn't active on social media.

Similarly, a grade 11th student (age 19) said; *“Some days I spend a lot of time on social media, and then after I get tired, I immediately lose interest in studying and reading. Accordingly, I postpone my study time to another day and go to sleep. This happened to me over and over again at different times.”* This implies that the use of social media is associated with increased procrastination leads to tiredness and makes students act and make them to sleep without doing their home work (school work) and impacts their academic performances negatively.

4.10.10. The influences of social media on students focus.

4.10.10.1. Prioritizations

The use of social media affects a student's concentration on his or her schoolwork as well as in school. It was found that an overwhelming 61% of the respondents stated that they rather rely on socializing instead of reading for the purpose of sitting for an exam or study. One of my informant grade eleven students (age 19) said that; *“Social media has highly impacted my day to day living. It is quite clear that social media distracts me and takes away all the hours I would have spent on my studies. The social media culture has consumed me to the point where I have cared more about social media than school.”* This is the situation whereby, social media at times makes students discouraged to the extent of them feeling like education especially attending lessons is boring and therefore it is a waste of time.

4.10.11. Using social media without a schedule

Most of the students use social media without planning. This causes the time they spend on their studies and social media to and prevents them from giving priority and attention to their studies. Most of the respondents (77%) use social media without a set schedule or prioritizing their studies (see Table 13, page 59).

For the confirmation, my informant, a grade 12th student (age 22), said to me,

In terms of my social media usage, I have never used social media by plan. This has caused many problems in my studies. For example, my habit is to use social media when I get internet access or have a data balance on my mobile. Most of the time, I think that, after reading a little bit, I free my mind by using social media and later on getting back to my reading. Accordingly, I started using social media. I stay on social media a lot. This means that I spend more time on social media than I do for my studies, even if I calculate how much I don't know or don't know how much. It destroyed my study plan.

Hence it can be deduced that a larger percentage of students were, unable to concentrate on their studies because a lot of their time was consumed by social media as there was no control over social media use. This can result in students being academically low performers and a great hindrance to a positive education outcome, because of the little time given to lessons and excessive use of social media. From this it is seen that the already respondents do not have ordered time or even ideas of learning, which points to poor management of time concerning workload and social media. Thus to be able to do class work, it is important to prioritize the relevant tasks and convert down the other digital distractions. Time disorganization and inappropriate control levels will adversely affect study outcomes (Rosen et al., 2013).

4.10.12. The distraction dilemma

Excessive social media use affects students' concentration and academic performance. About 50.9% of the participants said that they lost concentration due to excessive use of social media and the remaining half did not experience the same (see table 13, page 59). One of my informants a grade 12th age (23) told me his condition as follows;

I use social media, but I didn't spend much time at the beginning. Recently, however, my social media usage has increased dramatically from before. I started being very active on

social media on TikTok platforms like some other people. I started to watch and like the videos from there so much that I started using them all the time. Therefore I started using social media for at least an hour or more a day. There are even days when I use three hours a day, especially when there is no school and I have free time. This has affected my education in many ways. For example, due to the slowdown in social media, my focus has shifted (focused) towards using social media rather than my studies. This has directly and indirectly affected my focus on my studies including my study programs at various times.

It means therefore that most of the students have lost their attention because of social media which they use without noticing its effects on their time. In this way, students are not able to concentrate on their academic work and in the process their strategies are rendered ineffective. This drawback is of great importance in explaining why certain students tend to do poorly in their education and in their studies in general. This agrees with the findings of Junco and Cotten (2012) which demonstrated that social media sites are distracting and detrimental to one's academic achievement hence the need for control and restraint strategies to the use to such sites. Also demonstrates the disruptive nature of social networking sites in the learning environment, where students tend to hyper-focus on such platforms and forget about their study materials.

4.10.13. The need for educational interventions

4.10.13.1. Bridging gaps in social media use and student learning

Alongside educational intervention, the importance of providing students with awareness of new and emerging technologies should be recognized. If this does not happen, many students may be affected by the negative side without knowing the pros and cons. Indicating that whether current (existing) educational interventions are necessary to help students manage their social media use more than half 182 (54.2) of respondents didn't agree with the current educational intervention in relation to social media.

Likely, one of my key informants grade 12th-student (age 20) said that;

There is nothing coordinated about the delivery of education and the use of social media for students as of now. So far, no one has ever given us advice yet. Sometimes we are told not to take a Smartphone to school. However, since we returned from school, no one

has given us advice on how to use social media. Even though sometimes when we use mobile a lot in large numbers there are times when our family gets angry with us in the form of anger asking us why we don't do work or read. But they don't advise us in a stable way (well mood) how using social media is impacting us. Apart from this, no one has taught in an organized manner from family or school how much we are being affected by the use of social media and how social media has a huge impact on our learning. This is a fact on the ground as a whole.

This implies that students have struggled to manage their social media use as necessary partly through social media and partly due to a lack of people to give them understanding. Therefore, related to social media usage of students and educational interventions bodies of the educational sphere should responsible for giving awareness on new and emerging technologies.

4.10.14. Health impacts of social media addiction

Table 14: The degree of social media addiction among respondents.

Response	The degree of social media addiction among respondents.	
	Frequency	Valid percentage
Strongly agree	49	14.6
Agree	48	14.3
Neutral	104	31.0
Disagree	88	26.2
Strongly disagree	47	14.0
Total	336	100.0

Source: Own survey, 2024

The level of dependence that an individual has on social media varies according to the frequency of that individual's social media use on a daily basis. Table 14 illustrates the addiction levels as reported by the study participants. It is quite fascinating, that 28.9% of the respondents found it normal or even entirely acceptable that they are addicted to social media, but on the other side, it denotes that quite a proportion of the general populace is comfortable utilizing such resources. The majority that is 31% of the respondents remained neutral on the social media issue which means a considerable number of students were on the fence regarding its merits and demerits. Finally, close to 135 people which is equivalent to 40.2% of the sampled population managed to refute the notion stating their disagreement or strong disagreement with being addicted to it.

Interviews designed to assess the potential addictive influence of social media abuse on school performance as well as the health of the subjects; I asked them if they considered themselves dependent and how it affects their performance as follows:

My informant grade 11th student (age19) states that:

To tell you the truth about social media usage as a student, I think it would be based on the current situation and the use of social media. By that, I mean I have both long-term and short-term uses. I have seen many changes in my use of social media as a student and the impact it has had on my life as well as that of my fellow students since we started using social media. Sometimes it's because I've been on social media for too long and also because I don't feel good if I don't use social media. Accordingly, as I considered whether or not I was addicted to social media, I felt a stronger compulsion to check my social media accounts regularly than ever before. This passion has interfered with my daily routines and responsibilities, especially my academic status, which has been heavily degraded, which I personally think shows that I am addicted to social media.

One of my Grade 12th informants, age 22, said,

I spend so much time on social media that I can't sleep at night and often have headaches at school. My eyes are red, and I'm not getting enough rest. Sometimes, I feel anxious and depressed after spending too much time online, often without realizing it; my body reacts accordingly." I've tried many times to avoid social media as well, but I still can't process it as well as I thought I would. In the future, however, I think I will change my current use of social media.

This shows that being addicted to social media not only has a negative impact on academics but also affects health-related sleep time and physical fatigue. These combine to make the student less productive in terms of learning and constantly worry about the student and degrade their learning stuff. This is in line with a report, around 20-30% of teenagers confess to having issues or spending too much time on social networks that are often seen as addictive (American Academy of Pediatrics, 2016).

Table 15: Respondents reported difficulties in managing their social media usage.

Response	The respondents expressed difficulties in managing their social media usage.	
	Frequency	Valid percentage
Strongly agree	78	23.2
Agree	59	17.6
Neutral	117	34.8
Disagree	44	13.1
Strongly disagree	38	11.3
Total	336	100.0

Source: Own survey, 2024

4.10.15. Self-control issues on social media

Self control and time management are issues that have become a problem in recent times in relation to the use of social media among students. Students' insights reveal that social media significantly affects their time management. According to Table 15 above participants experience difficulty controlling the amount of time they spend on social media. Based on the above survey, 23.3% and 17.6% strongly agree and agree, respectively, while 13.1% and 11.3% disagree and strongly disagree with the question.

One of my key informants grade 12th-student (age 23) said that;

It's very hard for someone like me to control myself on social media. In the beginning, I never thought that I would spend too much time using social media. For example, when I start using social media, I get a line of videos that I want to watch or that I like. Then I watch one and move on to the other and I find myself running out of time while watching the videos. Accordingly, in the process, I became unable to control my time on social media and started burning my time on social media without a schedule. I also feel that I cannot use my time well.

This indicates that high scores suggest strong agreement on issues concerning time planning via social media. This shows that time management poses significant challenges to many students during interaction with social networks. This implies that the survey and interview examined a universal issue of time control and regulation on social media in general. This also troubles and

affects an individual's ability to control and manage their time, and it impacts their educational performance.

Table 16: Using social media when academic tasks should be completed.

Response	Using social media when academic tasks should be completed.	
	Frequency	Valid percentage
Strongly agree	85	25.3
Agree	99	29.5
Neutral	69	20.5
Disagree	45	13.4
Strongly disagree	38	11.3
Total	336	100.0

Source: Own survey, 2024

4.10.16. Using social media instead of doing academic tasks

A lot of students use social media when they have to complete their homework and study. Based on the survey, 29.5% and 25.3% of respondents strongly agreed, with 54.8% showing positive views overall. This contrasts with the 24.7% who disagreed in this way. Overall, 20.5% of respondents were neutral, 13.4% did not believe, and 11.3% disagreed completely. This result shows that most of the students approximately 54.8% go online instead of completing their academic tasks (See Table 16, page 65).

One of my key informants grade 12th (age 23) said that;

It's always happened to me for a lot. Many times, especially when I open mobile data (internet) and immediately start my homework or study, I am disturbed by notifications from my social media via facebook or TikTok. Spending just a couple of minutes on this app will, as a few may reckon, take up to an hour or more which bites into my study time. Moreover, even if I plan to just sit back for a short while, I will often be drawn into some viral stuff which makes it difficult for me to concentrate on my work. Accordingly, there were many days when I should have finished reading and using my time, but social media took me away.

This implies that social media usage steals students' time and attention they have towards their education and behaviors, which leads to poor academic performance and decreases the amount of time students' use for their education.

Table 17: Respondents believe addiction to social media has affected their sleep patterns and time

Response	Respondents believe addiction to social media has affected their sleep patterns and time	
	Frequency	Valid percentage
Strongly agree	92	27.4
Agree	75	22.3
Neutral	73	21.7
Disagree	61	18.2
Strongly disagree	35	10.4
Total	336	100.0

Source: Own survey, 2024

4.10.17. Addiction to social media versus sleep patterns and time

Table 17 shows what respondents thought about whether social media addiction affected their sleep habits and quality of sleep. The analysis indicates the effects of addiction that social media has on sleep as perceived by this study’s participants. With percentages of 49.7 on one end, there are those who ‘agree’ and strongly agree that social media affects their sleep. In this study, 21.7% of other respondents felt that they had a neutral opinion about the relationship between social media addiction and sleep. About 28.6% don’t think social media addiction leads to sleeplessness based on the amount of time they spend on social media and their level of addiction to social media.

Particular informants of mine grade eleven and twenty-one years old student said that;

Every single time I use social media I am tempted to check out other people’s pages on it. I have noticed that there is an addiction that I have developed towards the use of social media on a daily basis; it seems to be habitual. Moreover, when I am not active on these platforms, sometimes I feel uneasy and restless. I have seen how my study life has been negatively affected by things like using studying hours for chatting online, delaying assignments or reports as well as losing focus because of it. However, from my experience in life more than anything else it causes an interruption in sleeping routines hence insomnia.

In similar ways, another informant in grade 12th (age 23) said that;

Most of the time, I usually find myself glued to various social media platforms on my phone very late into the night such that I hardly go to sleep when planned. As a result, I sometimes take longer before falling asleep while in other instances I wake up feeling tired. Besides, most of the time when I scroll through my phone before going to bed, it is difficult for me to sleep because of the mental stimulation that comes with social media. Evidently, my sleep routine has been affected negatively and it is a challenge for me to balance accessing social media with adequate rest.

This indicates that most people tend to use their mobile phones just before they sleep, although it makes them feel awful afterwards, however, sleep schedules of certain people tend to get disrupted as they remain in touch using electronic equipment, which in turn affects their overall health and also the time available for their studies. These results are in line with those of other authors who have pointed to the fact that there may be a correlation between technologies, in particular social networking and the disturbances of sleep patterns. For example, Orzech et al. (2016) stated that modern-day communication devices used at night before sleeping would affect the quality of sleep due to factors such as blue light exposure, increased tension and any other factors that contradict the sleep system.

Table 18: The impact of social media addiction on health and education (N=336)

No	Items	Yes	No
1	Have you ever had serious eye pain when using social media for a long time	172 (51.2%)	164 (48.8%)
2	Addiction to social media caused physical related health effects?	171 (50.9%)	165 (49.1%)
3	Do you believe social media has a negative effect on your overall wellbeing?	199 (59.2%)	137 (40.8%)
4	Have you attempted any strategies for lowering or controlling addiction to social media?	139 (41.4%)	197 (58.6%)
5	Have social media addictions ever impacted your educational performance?	153 (45.5%)	183 (54.5%)
6	Have you got any advice from your family or teacher about the proper use of social media in relation to your academic schedule?	42 (12.5%)	294 (87.5%)

Source: Own survey, 2024

4.10.18. Addiction to social media and its health effects among students

4.10.18.1. Eye pain

The condition of students and young people using social media has become a problem in recent years. Evidence suggests that socializing through media for extended period's causes negative health outcomes such as eye health problems caused by fatigue; sleep deprivation; persons experiencing stressed muscles in the body. For instance, prolonged screen duration is commonly linked to eyes' fatigue when looking at screens for long periods. Symptoms of the eye condition may include, but are not limited to, redness of the eyes, discomfort in the eye, and vision that is not clear. In a study by Sheppard and Wolffsohn (2018), it emerged that people who stare at screens for long periods are more prone to suffer from these symptoms indicating that the alleviation of eye problems associated with social media use is proportional to the time spent on such activities.

According to the results in the Table 18 above, the majority of respondents are experiencing eye pain. Indicating the question of whether respondents ever had serious eye pain when using social media for a long time, 51.2% of the respondents agreed; on the contrary, 48.8% disagreed with this notion.

In regard to this an informant grade 12th (age 20) said that;

I use social media and I spend many hours on social media most of the time at night. I struggle to use it in a balanced way that doesn't harm my health. But the things I experience or see in myself are not what I think they are. I've attempted many times to disconnect from social media and live in a way that doesn't affect my safety, but I'm not as successful as I think. For example, sometimes I had severe eye pain while using social media several times and went hospital for treatment. Accordingly, after I went to the hospital to recover from my eye pain, I stayed at home for a few days to rest (to recover from my illness) without going to school. And lost many classes for many days and these are the consequences I got from over use of social media; especially at night.

Considering the impacts of social media in this situation, we can say that it negatively influences health and indirectly education and studies. The results suggest that there is discomfort associated with having one's eyes open for long periods of time focused on social media and that in this situation of learning, pain is experienced and at times pain prevents one from attending normal classes. Thus, there is no doubt that excessive use of social networking sites is detrimental to health and causes psychological disorders.

4.18.19. Physical and mental health effects

Excessive use of social media can interfere with sleep leading to a lack of sleep, which can in turn have negative impacts on the general well-being of an individual. Disruption of sleeping patterns such as weariness and impaired coordination can have adverse effects on someone's studies. Most of the participants in above Table 18 indicated that they experienced some challenges physically and psychologically as a result of social media addiction. For instance, 50.9% of the participants noted that their bodies were affected by social media. This can directly lead to physical pain (Table 18, page 68).

One of my informant grade 11th students (age 21) indicated that:

Every day when I use social media, I get tempted to check other people on social media. Moreover, I frequently experience feelings of dissatisfaction and agitation when I am not actively using these platforms. I have observed a negative effect on my studies from

spending time on social media, including disturbed study hours, physical tiredness, and being hooked on social media sometimes. Based on my life experience, even more so than this fact, however, it can disturb sleep patterns due to its disturbing nature, thereby leading to sleeplessness, anxiety, and the like.

This indicates that social networks are also harmful to individual users, apart from their offensive content, by impairing one's sleep cycle and even physical health. Accordingly, with the findings obtained, musculoskeletal disorders, especially cervical and lumbar spine discomfort, have also been experienced by heavy social media users. Studies done by the American Chiropractic Association noted that improper use of mobile phones, especially in relation to posture, caused chronic pains in young adults in the year 2020.

4.18.20. Well-being impact

Overconsumption of social media doesn't only influence academic performance but also affects human health. A study done by Primack et al (2017) showed that overdependence on social media, especially its contents leads to isolation, anxiety, and even depression which is a threat to one's overall health. From table 18, around 59.2% of participants agreed that excessive use of social media is bad for their wellbeing while about 41% of people disagree with the response (See Table 18, page 68). Concerning this one of my informant grade 12th student (age 24) said that; *"I spend so much time on social media that I can't sleep at night and I always have headaches when I go to school. Occasionally I feel anxious and also depressed when I spend a lot of my time on social media."*

My informants grade 12th-student (age 21) states;

Without social media, I feel anxious and insecure for quite long. It's as if I'm disconnected from the world and missing out on crucial social interactions and updates that everyone else seems to be a part of. The anxiety of exclusion or being oblivious to a situation can be very intense; it compels me to re-evaluate my standing and relations with people. Friendship is difficult to maintain, especially when it is not complemented by the social media features of instant connection and constant interaction. I have learned to crave the affirmation and encouragement that likes and comments bring and in the absence of that, I feel lonely and lost when it comes to fitting into any social group.

This shows that excessive use of social media can have health impacts in all aspects, especially in students' lives. For example, excessive use of social media has led to late sleep and headaches that can lead to more depression and anxiety. Even if they did not use social media, they felt cut off from their friends and became addicted to social media, which affected their health. Especially the validation and feedback they receive on social media shows that they feel influenced by the conditions on social media. This can affect a student's health in all aspects and make them focus on the opinions people give them on social media rather than their studies.

4.18.21. Strategies for managing social media addiction

4.18.21.1. Challenges

Another major problem with social media use is not trying to manage or control excessive social media usage. By posing the question, major participants haven't attempted strategies for lowering or controlling addiction to social media, with 139 (41.4%) giving a yes response and 197 (58.6%) not trying any attempts at strategies to control addiction to social media (See Table 18, page 68).

Contrary to this, one of my informants grade 11th-student (age 19) said that,

In fact, it is good to try to minimize and take action to try to control the use of social media and use it in a planned way. However, it is very difficult to take action after being once drowned in or caught up in social media addiction. For example, I've tried many times to control the amount of time to use social media as well but I still can't process it as well as I thought I would. In the future, however, I think I will change my current use of social media and try." This implies that once a person is caught up in social media addiction, it is very difficult to exercise self-control and manage social media usage. Because managing social media usage after addiction is a bit difficult, as the informants said. Therefore, we can know from this how lowering social media usage after being addicted to social media for a long period of time is so difficult.

4.18.22. Educational performance

The research conducted by Woods & Scott (2016) And Darcin et al. (2016) argues social media addiction has an adverse impact on academic performance via distraction and reduction of time allocated for doing homework. One hundred fifty-three frequency (45.5%) of students were affected by their educational performance because they are addicted to social media, and 183 (54.5%) were not (See Table 18, page 68). Based on this, I questioned the informants about their

addiction towards social media according to the theme of addiction to social media and health effects that might cause a change in academic achievement. The responses when transformed into words were regarding whether they were addicted or not and the factors influencing health and education look as read below:

My informant grade 11th student (age19) states that:

Since I started using social media, I have witnessed my social media journey as a student change tremendously. Many times, I have been on social media for long periods and it feels as though if I do not use it I feel bad. While pondering about this addiction of mine towards social media platforms, I realized that there is nothing that can make me visit these platforms more often than before. Therefore, it has disrupted my daily responsibilities including my education which is backsliding in terms of my performance in general.

This implies that, the addictive nature of social media usage among young individuals and its detrimental impacts on their health and academic performance. These also imply that, just as these enhance the learning process social media has its own negative effect on the users' mental health and academic performance when used excessively.

4.18.23. Advice and support

Family and school follow-ups are needed in all directions for counseling and follow-up regarding students' social media usage. This is because many of the problems that can arise in the use of social media by students can stem from a lack of monitoring and understanding. For example, only a small minority (12.5%) had been instructed by parents or teachers about the correct way to balance social media use with their academic timetable (See Table 18, page 68).

In the same way, one of my informant grade 12th-students (age 22) stated the condition by saying;

To date, no one has planned and scheduled it and advised me how to keep social media from harming my education and how to keep social media and education together without harming me. But I remember one day, while I was sitting and using my mobile and social media for a long time, my father said to me in a serious way, “Why don't you read your notebook rather than wasting your time over your phone?” However, earlier that day, he didn't seem too over (serious) to me because he was angry with me about some things, just like any family is angry with their children over some issues as a family. Apart from that, however, almost no one has told me the harms and benefits of using social media or

advised me as well as I understand. However, I think it would be very important if advice and understanding were given on the negative effects and benefits that can have on a student's educational process.

This shows that most of the students are not getting any advice or awareness about the impact of social media usage, and they are interested in learning more about the effect of their social media usage on their academic performance. In this regard, Kuss and Lopez-Fernandez (2016) on problematic social media use highlight the need for well-informed supportive structures to help people deal with the tendency towards hyper-social network sites.

4.18.24. Students' Social Media Usage by Gender

Table 19: Independent sample T-test for preparatory students and which gender is more social media user

4.1. Which gender is more social media user than others?

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Whether	Male	.005	.942	.437	334	.663	.024	.055	-.084	.132
Male of	Female			.437	324.81	.663	.024	.055	-.084	.132
female is					5					
more social										
media user										

Source: Own survey, 2024

The above table is the table arranged to reveal whether females or males are more social media users than one another. The t-test showed that the difference was not significant. The differences between the groups were quite similar. Levene's t-test, which examined differences between

groups, found that the details of social media used by male and females were not that different. The t-test was therefore valid. The survey results actually showed no significant findings regarding the use of social media by males and females.

Assuming equal variances, the t-test showed that the results were not borderline significant. For male: $t=0.437$, $df=334$ and $p=0.663$. The average difference in social media use between males and females is small: 0.024, with a standard error of 0.055. The differences between the 95% confidence intervals of the means ranged from -0.084 to 0.132, almost confirming that there was no real difference. Furthermore, the t-test gave identical results unless equal changes were assumed. In both cases, the t-test was not significant, meaning there was no real difference in social media use between respondents. T-test results for males: value = 0.437; ref=324,815; and probably = 0.663; The mean difference, standard error of the difference, and confidence interval were the same as those we plotted for the difference between equal deviations.

In a report of the Global Web Index, the level of conservatism of both genders confined in these social media is reported to be quite the same. It further revealed that some social networks on the other hand tend to be dominated by males users, for instance, Reddit. This shows that social networks are used by both males and females although the extent to which certain social network services are preferred varies. Pew Research Center (2019) conducted a study and found that there are no significant differences between men and women in their use of social media. These results evidence that the probability for both women and men to use social media platforms is about the same.

Table 20: Independent sample T-test for preparatory students and which grade is more social media user

4.18. Which grade is more social media user than other grades?

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Which grade is more social media user	Grade 11	7.870	.005	3.100	334	.002	.167	.054	.061	.272
	Grade 12			3.100	333.724	.002	.167	.054	.061	.272

Source: Own survey, 2024

4.18.25. Students' social media usage by grade

The foregoing analysis helps ascertain whether it is grade 11 those on social media or grade 12 students based on survey answers. The independent sample t- test shows that there is a statistically significant difference between 11th and 12th-grade students in terms of the time spent on social networks. The correspondence in these hours was therefore examined by employing Levene's test. This test however showed that there is no equality between them; $F=7.870$, $p=0.005$.

There was a statistical significance seen in the average time Grade 11 and 12 students spend on social media. The Grade 11 students had a mean of 3.100 with 334 df and a p-value of 0.002. The average number of hours spent on social media by Grade 11 students was higher by 0.167 hours in comparison with Grade 12 students per week. This last statement is also an expression of variance so it has a small standard deviation which is 0.054 hours. There is a 95% chance the actual difference between the two grades' social media usage is between 0.061 and 0.272 hours per week. Clearly, there is a significant gap in social media use between these two grade levels.

The results showed that even when equal differences were assumed, the t-test outcomes remained significant. Grade 12 students had more elevated social media utilization than those in Grade 11. A p-value of 0.002 was found on a t-test carried out on Grade 12 students, which was

3.100 at 333.724 degrees of freedom. The mean difference, standard error difference and confidence interval values also corroborated the significant difference in social media use between grades eleven and twelve by not assuming equal differences. The data analysis indicates that students in Grade 12 use social media more frequently compared to students in Grade 11.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY AND CONCLUSION

This study was conducted in Sendafa Beke Preparatory School Oromia, Ethiopia, to explore the association between students' academic performance and their usage of social media. This section of the study provides a summary and conclusions based on the study questions and offers suggestions. The study seeks to give a lucid summation of its chief findings, linking data with the research questions. In this section, the result was showcased followed by some suggestions for additional studies and actions in this area.

The study summarizes its major findings and draws the following conclusions:

The study's aim was to investigate students' perceptions of the impact of social media on their academic performance at Sendafa Beke Preparatory School in Ethiopia. Social media has both negative and positive effects on students' academic performance, directly and indirectly. Most of the students use social media for the purpose of entertainment, chatting, and comments, rather than for academic purposes, which can affect their academic journey negatively. As stated in chapter two, the Uses and Gratification Theory explains that media is consumed by a number of individuals globally as a means to reach out to particular communities. Most, if not all, students also access the internet via social networks for one or several reasons; hence, getting entertained, after-school anxiety management, following news, seeking different viewpoints, learning new things, and boredom relief.

Based on the study, most students'-stay on social media rather than focus on their studies, prioritize using social media, and procrastinate their study time and home for social media and using social media when they have finished their academic tasks. Social media affects students' academic performance by disrupting attention during lessons, resulting in fewer study hours, and causing academic demotivation during the learning process. It also leads them to health issues, including addiction and dependence problems, which ultimately lead to poor academic performance.

Social media addiction among students is often seen as one of the significant problems with their academic performance in many aspects. Students' addiction to social media not only has a

negative impact on academics but also affects health-related sleep time and physical fatigue. These combine to make the student less productive in terms of learning and constantly worry about the student and degrade their learning. In order to comprehend the connection between media consumption and academic performance, it uses theories like the self-regulation model as students face self-regulation (self-control) problems when using social media.

It is also possible to observe from the data presented that students are enthusiastic about using social networks for learning situations where they believe that social media is important, especially for students collaboration and sharing of educational materials in school. Engagement Theory emphasizes the importance of collaboration and interaction facilitated by social media, highlighting its role in fostering a sense of interaction and support among students (Kearsley & Shneiderman, 1999). Therefore, the general result (data) revealed that social media has more negative impacts and less positive impacts on students' academic performance. Finally, based on the independent sample T-test results on how much time male students and female students spend on social media, there was no significant difference between both male and female students in preparatory school. It was also found from the results that there was a big difference in social media usage between Grade 11 and Grade 12 students. By using the T-test, Grade 12 students had higher utilization of social media when compared to Grade 11 students, and there is no big difference between social media usage by gender.

5.2. RECOMMENDATIONS

Based on findings quantitatively and qualitatively, it was discovered that most students went through negative effects of social media in different angles. This means that all such students had to be away from their other activities in order to focus on school work. This means damaging the social life of many students. Most of the students experienced differently regarding social media on both the quantitative and qualitative bases. Thus, these negative effects challenged them totally in various ways.

The following are recommendations based on the research results, and the negative effects caused to students through social media in relation to its use are listed below for everyone to play their role to help students as much as possible: Therefore, the following points are recommended based on the findings and discussions in the previous chapters. The recommendations focus on strategies that may be considered by the students, government, schools and parents:

Recommendations for students

- When students stay on social media, they should spend their time on social media platforms for their educational purposes and focus on their education rather than using social media for any other purpose mostly as entertainment, joking, chatting and others.
- Students should also listen to the advice given by the family and teachers as well as the school and use it in a way that can benefit them.
- Students must learn to better organize their study time and stay away from social media distractions. The amount of time they spend online should be decreased and in order to improve academic activities and avoid performance setbacks for students, social media platforms ought to be extended.
- Students must try to maintain a reasonable balance between interaction on different social media platforms and carrying out academic work. More of their time should be devoted to their studies. Rather than spending the whole time on social networking sites for humor and other unprogrammed activities, students should better invest their time in books and homework and concentrate on school.
- By encouraging students to use social media for educational purposes in a more responsible manner, these social networking sites can also be of more effective use to students. Interactions and positive sharing of information among learners should be fostered.

Recommendations for parents

- Starting from when children age teenager level, families should have guides and help, giving advice for their children, including the negative effects of social media, and letting them balance their time between their academic schedule and social media use before they grow up and before they become addicted to social media and are harmed by it.

Recommendations for teachers and school leaders

- Teachers and school leaders should help their students by providing them with various trainings and advice related to the use of social media from time to time.
- Overall family, school and school community-centered communication and monitoring as well as student-centered agenda that can guide students and strong monitoring should be conducted (exist) in the school environment from time to time continuously.

Recommendations for government

- Most importantly, this study would like to point out that policymakers, educators and those involved in conducting educational interventions at various levels should work on things that can balance the relationship between social media and education.

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Appendix I

Consent form

Dear student, my name is Dafisa Basha. I'm a post graduate student from Addis Ababa University in department of sociology. This interview and questionnaire are needed to conduct a research for fulfillment of Master's Degree. Any data collected will be used for academic purpose only and any information gathered will be kept confidential. Hence, I kindly request you to give genuine information on the bases of questions and interviews asked and your participation is voluntary, you can stop at any time if you feel so.

Are you willing to continue? Yes-----No -----

If yes, your signature-----Date -----

Appendix II

Survey Questionnaire

Part-1. Socio-demographic status of the study subjects

1) Age 1. <20 2. 21-25 3. 25-30 4. 31-35 5. 36-and above

2) Sex of respondents

1. Male 2. Female

3) Educational Status:

1. Grade 11 2. Grade 12

4) Whether family students have smart phone

1. Yes 2. No

5) Whether students have access to Wi-Fi

1. Yes 2. No

Appendix III

1. What is the frequency of use of social media by the students in the study area?

1. On average per day how many hours do you use social media?

1. Less than 1 hour per day 2. 1-2 hours per day

3. 2-3 hours per day 4. More than three hours per day

2. On average per week how many days do you use social media?

1. Every day 2. 5-6 days per week 3. 3-4 days per week 4. 1-2 days per week

3. What is your favorite social media platform?

1. Face book 2. TikTok 3. YouTube 4. Instagram 5. Telegram 6. Imo 7. WhatsApp

4. Do you students rely on social media to stay up-to-date on current events and news?

1. Yes 2. No

5. What is the reason you use social media?

1. For educational purposes (study) 2. For entertainment 3. For chatting with friends

4. For content creation on social media 5. For likes, comments and sharing different contents on social media

Table 8: Effect of frequent social media use by survey participants

NB: A: Agree, SA: Strongly agree, N: Neutral, DA: Disagree, SDA: Strongly disagree

No	Items	A	SA	N	DA	SDA
1	I found myself overly dependent to social media					
2	I shifted personal interactions from classmate to others as a result of using social media					
3	I spend more time on social media than on school work or studying					
4	I think of about using social media sometimes while learning in the classroom					
5	My study habits have worsened since I started using social media regularly					
6	I felt less motivated to study because of the pressure to maintain an online presence					
7	Social media has influenced me to not focus on my studies					
8	Social media used me in networking and collaboration with classmates					
9	Help me to express my own achievements and creativity					

2. What are the potential positive and negative effects of social media, such as distractions, decreased time to study and decreased academic motivation, on students' academic performance in the study area?

1. Have you experienced distractions while using social media?

1. Yes 2. No

2, Do you feel hooked on social media?

1. Yes 2. No

3, When you frequently use social media do experienced health problems such as headaches, eye strain and sleep disturbances by respondents?

1. Always 2. Sometimes 3. Often 4. Rarely 5. Never

Table 13: The table to analyze whether social media have positive or negative effects on students' academic performance

A: Agree, SA: Strongly agree, N: Neutral, DA: Disagree, SDA: Strongly disagree

No	Items	A	SA	N	DA	SDA
1	I performed poorly on an assignment due to social media distractions					
2	Social media usage has affected the amount of time I dedicate to studying					
3	My academic motivation is decreased due to my social media usage					
4	My average (CGPA) is decreased since I started using social media					
5	I Experienced negative emotions like depressions while using social media so many times					
6	I feel anxious about the effect of your social media use on my academic performance					
7	The entertainment (refreshment) you get from social media helps on my study					
8	I can manage my time (schedule) between social media use and my study time					
9	Social media usage is so important for my education					

Table 12: The table to analyze whether social media have positive or negative effects on students' academic performance (2)

Yes or No response from respondents

No	Items	Yes	No
1	Have you experienced negative emotions like depressions while using social media?		
2	Do you procrastinate your study time (home work) to use social media		
3	Do you brows social media instead of focusing on important studies		
4	Do you prioritize and use social media without your schedule		
5	Has your excessive use of social media affected your ability to concentrate on school work?		
6	Do you feel anxious about the effect of your social media use on your academic performance?		
7	Have you ever found yourself overwhelmed with negative emotions, stress or frustration on social media?		
8	Do you believe educational interventions are necessary to help students manage their social media use?		

3. How does health addiction and addictiveness to social media impact students' academic performance in the study area?

1. Do you feel addicted to social media?

1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

2. Have you ever experienced difficulties in controlling the amount of time you spend on social media?

1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

3. You find yourself using social media when you should be studying or completing academic tasks.

1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

4. Have you ever prioritized social media over your academic responsibilities
 1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree
5. When you can't use social media, you frequently experience restlessness or anxiety.
 1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

5. Your addiction to social media impacts your overall mental health and well-being.
 1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

6. Do feel that your addiction to social media has affected my physical health.
 1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

7. *You manage your time between social media and academic responsibilities.*
 1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

8. Do you believe that your addiction to social media has affected your sleep patterns or quality of sleep?

1. Agree 2. Strongly agree 3. Neutral 4. Disagree 5, strongly disagree

Table 18: The table to analyze whether respondents' addiction to social media has highly impacted their overall wellbeing and their education positively or negatively

NB: The overall numbers of respondents are 336.

Yes and No, responses by respondents

No	Items	Yes	No
1	Do you feel as though you are hook-shaped on social media		
2	Have you ever had a serious eye pain when using social media for a long time		
3	Do you feel your excessive use of social media affected your mental health		
4	Have you noticed any physical effects on your health as a result of your addiction to social media		
5	Do you that your addiction to social media affected your psychological health		

6	Do you feel that excessive use of social media has affected your overall wellbeing		
7	Have you had trouble balancing the time you need to study for your education with the use of social media?		
8	Have you tried any strategies to reduce or control your addiction (excessive use) to social media		
9	Do you believe that your addiction to social media has affected your educational performance		
10	Has your health related problem from using social media affected your studies		
11	Have you gotten any advice from anyone about the proper use of social media in relation to your educational schedule?		

4. Is there a difference in social media network usage between gender and grades of students in the study area?

Table 21 & 22: Independent sample T-test for preparatory students and which gender is more social media user

5.3. Which gender is more social media user than others?

Independent sample T-test

5.4. Which grade is more social media user than other grades?

Independent sample T-test

INTERVIEW QUESTIONS

1. Do you use social media? If yes, for what purpose you use social media?
2. How frequently do you use social media platforms for personal reasons, such as connecting with friends, entertainment, or accessing news and information?
3. Which social media platforms do you use most often and tell me your own experience on social media? And on average, how many hours do you spend on social media per day and weekly?

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“THANK YOU!”