



ADDIS ABABA UNIVERSITY
SCHOOL OF JOURNALISM AND COMMUNICATION

**SOCIAL MEDIA USES AND THEIR EFFECT ON ACADEMIC
PERFORMANCE OF STUDENTS: THE CASE OF ADDIS ABABA
UNIVERSITY AND UNITY UNIVERSITY**

BY
SOLOMON YOHANNES

ADVISER: SOLOMON GHEBRE-GHIOGHIS, PH.D.

ADDIS ABABA, ETHIOPIA
APRIL, 2022

**SOCIAL MEDIA USE AND ITS EFFECTS ON ACADEMIC
PERFORMANCE OF STUDENTS: THE CASE OF ADDIS ABABA AND
UNITY UNIVERSITIES**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENTS OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN
JOURNALISM AND COMMUNICATION**

By

SOLOMON YOHANNES

ADDIS ABABA, ETHIOPIA

APRIL, 2022

ADDIS ABABA UNIVERSITY

**SCHOOL OF GRADUATE STUDIES COLLEGE OF HUMANITIES,
LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION**

**SOCIAL MEDIA USE AND ITS EFFECTS ON ACADEMIC
PERFORMANCE OF STUDENTS: THE CASE OF ADDIS ABABA AND
UNITY UNIVERSITIES**

By

SOLOMON YOHANNES

Approved by the Board of Examiners

Dean, Graduate Studies

Signature

Advisor

Signature

Internal Examiner

Signature

External Examiner

Signature

DECLARATION

I, the undersigned, declare that this thesis entitled “Social Media Use and Its Effects on Academic Performance of Students: the Case of Addis Ababa and Unity Universities”, is my original work. I also declare that this thesis has not been presented for a degree in any other university and that all source of materials used for this thesis has been duly acknowledged.

Name: Solomon Yohannes

Signature: _____

Date: _____

This thesis entitled “Social Media Use and Its Effects on Academic Performance of Students: the Case of Addis Ababa University and Unity University”, has been submitted to examination with my approval as a university advisor.

Advisor Name: _____

Signature: _____

Date: _____

ACKNOWLEDGEMENTS

First of all, I would like to thank the Almighty God for his endless mercy and hope he gave to me to stay alive and conduct this thesis. He has blessed me in lots aspects of my life.

Furthermore, I would like to forward my deepest gratitude to my advisor Solomon Gebre-Ghiorghis (Ph.D.) who has devoted his valuable time ideas, advice, and guidance as well as the direction in the realization of this thesis work.

I would like further to thank the students of the Unity and Addis Ababa Universities who forwarded their valuable ideas that helped me complete this project.

I would like to also thank my classmates for peer-reviewing the various parts of the thesis. They have contributed a lot to the realization of this paper.

Last but not least, there are also proposed people in this paper who have directly or indirectly supported me in data collection, data analysis, discussion writing, and editing. I thank you all very much.

Above all, to express my unforgettable and deepest gratitude, I wish to dedicate my thesis to my beloved mom, Yengusnesh Tessema. Who has a huge and great place in my entire life of existence whom I miss her miss the time?

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES	v
LIST OF FIGURE.....	vi
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statements of the Problems	4
1.3. Objective of the Study.....	6
1.3.1. General Objective	6
1.3.2. Specific Objectives	7
1.4. Research Questions	7
1.5. Research Hypothesis	7
1.6. Significance of the Study	8
1.7. Dilimitation of the Study.....	9
1.8. Organization of the Study	9
CHAPTER TWO: LITERATURE REVIEW	10
2.1. Theoretical Review	10
2.1.1. Definition of Social Media	10
2.1.2. The kind of Internet services	10
2.1.3 Concept of Social Media	11
2.1.4 Positive Impacts of Social Media Uses	13
2.1.5. Negative Impacts of Social Media.....	14
2.1.5.1. Cyberbullying	14

2.1.5.2. Privacy Concern	14
2.2 Empirical Review	15
2.2.1 Knowledge Gap	18
2.2.2 Conceptual Framework.....	18
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	20
Introduction	20
3.1 Research Design.....	20
3.2 Research Method.....	20
3.3 Methods of Data Collection	21
3.3.1 Primary Sourc of Data	21
3.3.2 Secondary Source of Data	22
3.4. Population of the study.....	22
3.5. Sampling Techniques and Sampling Procedures	23
3.5.1. Sample Size	23
3.5.2. Sample Techniques.....	23
3.6. Validity of the Study	24
3.7 Reliability of the Study	24
3.8. Methods of Data Analysis.....	24
3.8.1. Model Specification.....	25
3.9. Ethical Consideration	26
CHAPTER FOUR: RESULT	27
Introduction	27
4.1. Socio Demographic Characteristics of The Respondents	27
4.2. Summary of Descriptive Statistics	30
4.3. Analysis Measures.....	43

4.3.1. Tests of Normality	43
4.3.2. Assumption of Multicollinearity	44
4.4. Correlation Analysis.....	45
4.5. Multiple liners Regression Analysis	47
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIOS	53
5.1. CONCLUSION	53
5.2. Recommendations	54
Reference	56
APPINDX A	61
APPIDEX B	66

LIST OF TABLES

Table 1: Socio demographic characteristics of respondents	28
Table 2 Use of Social Media.....	30
Table 3 Descriptive Statistics analyzing the Time Appropriateness of Use of Social Media	31
Table 4 Descriptive Statistics on Time duration of Use of Social Media.....	32
Table 5: Descriptive Statistics on Friend-People connections of Use of Social Media.....	33
Table 6 Descriptive Statistics on Nature of Usage of Social Media.....	35
Table 7 Descriptive Statistics on Internet Addiction of Use of Social Media	36
Table 8 Descriptive Statistics on Privacy/Security Problems of Use of Social Media.....	37
Table 9 Reason of Use Social Media.....	39
Table 10 the Best Advantage(S) of Using Social Media	40
Table 11 the of Using Social Media	41
Table 12 Evaluation of the Content Publish on Social Media	42
Table 13 Social Media Effect on Social Life.....	42
Table 14 One-Sample Kolmogorov-Smirnov Normality Test.....	43
Table 15 Assumption of multicollinearity under Coefficientsa.....	44
Table 16 Pearson's Correlation matrix between variable	46
Table 17 Model Summery	48
Table 18 Model Significance (ANOVA Analysis).....	49
Table 19 Coefficientsa	50

LIST OF FIGURE

Figure 1: Conceptual frame work developed based on Helou and Rahim, 2014) derived in 2021	19
--	----

ABSTRACT

The main objective of the study is to examine “Social Media Uses and their Effects on Academic Performance of Students in the Addis Ababa University and Unity University”. In regard to research design and methodology, the study used descriptive research design and employed both quantitative and qualitative methods which in combination help to clarify concepts, characteristics, descriptions, counts and measures to demonstrate implications of the issue under consideration. Before embarking on the data collection, the researcher made preliminary contacts with College students in the Addis Ababa University and Unity University. Mainly for quantitative data, descriptive and inferential statistics were used to summarize data by using Statistical Package for the Social Sciences, (SPSS) version 26 software. The findings of this study showed that, although time appropriateness and time duration had negative effects on youths such as lack of privacy, distracting students from their academic work, taking most of their productive time and such like, they also had benefits and could be used appropriately. For instance, students could form online communities in order to plan for a project, have group discussions about class material or use the social networking sites(SNS) as a way to keep in contact when a student who has been absent needs to be updated on current academic information. Finally, the findings of the study showed that internet exposure addiction and privacy/security problems had a significant influence on students’ academic performance. But, there are also some benefits. Therefore, the study recommends that the management of the study are universities and possibly others as well should develop policies that encourage innovative uses of social media for educational purposes such as group discussions, group research projects, etc. whilst minimizing its negative impact on students by controlling social media use among students during learning sessions.

Key words: Social media, Student, Academic performances

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

In our globe the rapid advancement of mass media era has had a remarkable influence at the way of human's life activity. The emerging of the social media most of the kids of nowadays cannot be magnifying over the years. The growing use of the social media among the youth of today cannot be overemphasized. Over the years, with the development of globalization and its enduring progresses, the degree of social interaction on social networking platforms among different kinds of social networks users have shown large progress. In addition to theses such developments, the youth, especially the students at different levels, have been engaged in the use of advanced technologies. Social networking has also become more popular and more familiar (Asure, 2010).

Creating connections of people to people the platform of social media has playing enormous role now days. This plat form crating networking and supports societies to fell free exchange ideas, feelings, personal information, pictures and videos at a strictly surprising rate.

Most of the American teenagers 73% of wired and used and they are connected with the current media of social extremely linked with websites in a daily base of their life. (Oberst, 2010).&(Lusk, 2010) Percentage the equal concept of social media just like the use of fb, Blogs, Twitter, My area and LinkedIn for the reason of communication, sharing photos as well as videos.

It is captured within the use of net via fb, WhatsApp, Twitter, Skype, Myspace as well as Yahoo Messenger for exchanging ideas,, images and videos by means of customers. The rapid growth of social media are platforms networking websites have become a global spectacle in recent years it's beyond the interest for some computer literate people, and now become a very popular in daily base activity as social culture and way of life (Boyd, d. m., & Ellison2007).

In life of teens ,young and adult has mostly engaging themselves have especially incorporated different optional sites as a way to connect with their similar interest of feeling and sharing information, personalities, and showcase of activity their social lives.

In current situation social media platform enormously popular and very common it gives to the beneficiaries a new way to interacting with each other and make communicate with the rest of the globe.

In the year of 2004 up to 2006, Social media networking became interestingly well-known in years after emerging of Facebook and *MySpace*. For instance in that particular years the single platform of Facebook, over 500 million members and it is still rapidly growing and approximately 85% of undergraduate students are Facebook users (Schneider, 2009).

Those numbers are predicted to develop considering Facebook users will keep growing. This isn't always best proper for fb; numbers for YouTube customers closely comply with as well.

Social networking web sites provide equipment via which humans can speak, share data, and create new associations. With the recognition of social media platform web sites at the upward thrust, the social interplay is affected in multiple methods as to conform to the more and more global technology. The manner web customers interact and speak to every other has modified and keeps to trade. These users now socialize thru the net, and it takes far from the character private socialization that has been around for a long time to connect it . Social networking websites have affected the social interplay codecs by means of converting the importance given to face-to-face interaction, the way to acquire facts and the dynamics of the social agencies and friendships (Asur and Huberman, 2010).

Now a days in the most commonly utilized methods of communication is social media networking. It is being used by individuals belonging to every walk of life. Almost a decade ago, social media was widely accepted by the public. There are numerous online networking platforms that include but are not limited to Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, Snapchat, Vine, Tumblr, etc.. The main purpose of social media is to give access to its clients and users. They can have conversation with individuals and construct social relations on the web. They can likewise share their contemplations and individual data on social media including everyday happenings, suppositions, pictures, recordings and web-links (Martin, 2008).

The capacity of online networking to spread valuable data quickly has made it the quickest developing method of association. Social media networking has changed numerous businesses;

however the most striking impact of it is on the classrooms and overall educational system. Whether it is using private social gatherings, Facebook Pages, classroom Twitter profiles or web journals, school after school has grasped long range of interpersonal communication using some forms of social media. With such a high rate of students using social media networking on daily basis, there is a strong need to analyze the extent to which social media is having its impact on students. With the ascent in the utilization of long range interpersonal communication locations, the edge of customary individual collaboration had been changed and will be more distinctive for the up and coming era. The long range interpersonal communication has its consequences for society inside and out for instance, specialized techniques, self-expression, disengagement, relations and the sense of humanity (Lusk, 2010).

As it may be will known fact that in order to utilize social networking websites, one needs to create an account and sign in every time they want to access the website. Every social networking site does not give its clients a choice to keep their online appearance private. In addition, there is an absence of mindfulness on approaches to hide the private data of the clients. Due to this reason, individuals face various privacy and accountability issues while utilizing online networking (Helou, and Rahim, 2014).

Besides, there have been questions on the quality and dependability of the data that is accessible to the online networking in view of the absence of following back the realities. Individuals want to get the news instead of checking it. This makes them deceived and once in a while prompts mistaken assumptions. Moreover, it gives them a misguided feeling of being progressive. Another problem is the effect of social media on generic health conditions of the society. The reason behind this that people prefer to play games online that do not involve any physical activities. The purpose for that individuals want to play games online which do not involve any physical action.

By tracing back the history of social media, it can be found that the face of social media today is quite different from what was considered to be social media in the past. Nowadays it is vital for everybody but it was not like that almost a decade ago. Six Degrees is the social media that was evolved for the very first time in 1997. Users could create a profile and invite people as friends. This way of communication lasted till 2001.

Around 100 million individuals began to use internet and thus social networking websites, by the start of 2000. It turned out to be common for individuals to be engaged on social media websites. Obviously, then it was thought to be odd. Still, more individuals started to visit and use these websites for socializing, dating and educational purposes (Oye, Mahamat and Rahim, 2012).

After that, communication methods like blogging and instant messaging evolved. In spite of the fact that blogging may not appear like a form of social media, the term fits since it made the public capable of communicating through blog website instantly and conveniently. After this, various social media websites were created that include but are not contained to ICQ (To send an instant message to (someone) using ICQ), America Online, AOL's instant messaging, etc. MySpace was the very first social networking website which people could set up a profile and make friends that became inspiration for the next generation social media, including Facebook. Now, MySpace has the least number of users when it is compared to Facebook and Twitter. LinkedIn is another website used for professional people who need to build moderate public image and develop professional public relations (Asure, 2018).

Today, the social media website containing largest number of subscribers is Facebook. It was launched by Mark Zuckerberg in the year 2004. It was initially released specifically for students belonging to Harvard University. Many close relative and parents are most worried that students are outlay too much time on social media plat form such as Facebook and other optional social media sites and have not enough time do to concentrate to their studies. Though the researcher is concerned about the current situation of students' constantantly use of the different kinds social media sites, many students have continue to utilize these sites on a daily basis. It is against this background that the study started with the intention of finding out the influence of social media among undergraduate students of Addis Ababa University and Unity University and suggesting the best ways to enhance their academic performance amidst the wide use of social media.

1.2. Statements of the Problems

There are studies conducted on the impact of social media and the current issues of the effect of social media on academic performance. Social media and academic achievements had double crossings which either positive or negative ways. The positive one contribution in academic performances while the negative impacts. Nalwa & Anand (2003) assert that social media have

constraints and puts challenging factors on the performance of students and indicate the impact of social media as a result of poor academic activity.

Moreover Karpinski (2009) also points out that social media platform users offer their lesser time to their studies have to be compared to nonusers which shows that too much social media users subsequently have lower GPAs. It has also been mentioned by that among the major interruption of current young generation and claims the social media platform likewise Facebook, WhatsApp and other platforms the cause of loss concentration of their studies distractions. According to Kubey, Lavin and Barrows (2001), there is an association between academic performance and the dependency ratio on social media platform activities. Most Researchers have shown and find out how the influence of social media platforms and the users. That stated that social media platforms have negative impact on students' performance among the uses.

Additionally, Wang notes that though in the degree usage of internet as takes a lot of time, it have had insignificant influence on students' academic activity performance. It was stated by Wang (2011) that the impact of social platforms rests on the degree of usage. Jeong (2005) observed that internet addiction is significantly and negatively related to student's academic growth, as well as emotional attributes. Seo (2004) assure for his case supported Jeong statement when he suggest that the bad impact of the internet is only have been shows on extreme users and not on all affected that users social media platforms.

Rather (2013) stated that: In this age of information people can create communication and highly want and excited to participate and make collaboration by using internet their optional social media platforms and defying as them as a modern people. Particular the young generation, especially teens and youth much more interesting and near to using technology through creative and innovative ways drastically changing their habit and the way of life

Because the emerge of optional social media platforms have become technology addicts and are quite withdrawn the young generation easily engage and Communicate through the internet and networked social media platforms websites is fairly different from communicating in person-to-person condition.

There are a very limited studies about the effect of social media and academic achievements in Ethiopia the marketing sector to the knowledge of the student researchers to examine the relationship between social media political movements. The finding of the study indicated that the participation features of various social media have clear relationship and impact on the students. Also have been effects of social media in student's participation in Ethiopia. Her finding recommended that students need to work betterment of their environment

Similarly, others have done their studies on very limited selected areas of social media. In the Academic context studies has been conducted, both from a student's and organizational perspective, Mathews Bogale (2019) has examined the influence of of Using Social Media on Preparatory Students 'in their academic Performance Bole Sub-City Ethio-Parents' Preparatory School and in the same manner Erdoillo, Masoro (2019) has observed the Affecting of using social media on the academic performance of preparatory students in the Ethiopian context. Although there are many findings of social media, they hardly provide detailed analysis and discussions on specific sites of study. On the other hand it can be stated, these researches did not focus on the social media effect and practice of undergraduate students.

Therefore, this study focused on the relationship between using Social Media and students' Academic Performance. Although there have been previous studies in this area, the conclusion they arrived were not similar with earlier once. Thus, it is significant to examine the effect of social media on academic performance in order to solve the gaps. And for this process of the study the student researcher would attempt to answer the following research questions accordingly.

1.3. Objective of the Study

1.3.1. General Objective

- (1) The general objective of the study is to examine the Social Media Use and Its Effect on the Academic Performance College Students in the Case of Addis Ababa University and Unity University.

1.3.2. Specific Objectives

This study has the following specific objectives

- (1) To examine the nature of usage/ special motives of social media use among young college students in Addis Ababa University and Unity University.
- (2) To assess the time duration/ average time spend o social media use among young college students in Addis Ababa University and Unity University.
- (3) To examine the Academic performance situation of social media use among young college students in Addis Ababa University and Unity University.

1.4. Research Questions

The present research tries to address the following questions.

- (4) What were the extent of usage of social media among college students in Addis Ababa University and Unity University?
- (5) What were the time appropriateness of social media use among young college students in Addis Ababa University and Unity University?
- (6) What were the degree of addiction to social media use among young college students in Addis Ababa University and Unity University?
- (7) What were the time duration/ average time spent on social media by young college students in Addis Ababa University and Unity University?
- (8) What were the nature of friends and people connection of social media use among young college students in Addis Ababa University and Unity University?
- (9) What were the security/privacy problems of social media use among young college students in Addis Ababa University and Unity University?

1.5. Research Hypothesis

- H1: There is no positive and statistical significant relationship between time appropriateness and social media use among young college students
- H2: There is no positive and statistical significant relationship between time duration and social media use among young college students
- H3: There is no positive and statistical significant relationship between friends and people connection and social media use among young college students
- H4: There is no positive and statistical significant relationship between nature of usage and social media use among young college students.
- H5: There is no positive and statistical significant relationship between health addiction and social media use among young college students.
- H6: There is no positive and statistical significant relationship between security/privacy problems and social media use among young college students.

1.6. Significance of the Study

The findings of this study may add to the information currently available on the usage of social media plat forms and different sites and their impact on the academic performance college students. The findings can help stakeholders to get reliable information on how students are exercising social media and it is affecting the academic performance of students. In addition, the findings can forward recommendations for policy designers, education experts, school managements; education leaders would get scientifically investigated information on the extent and degree of the impact of social media on academic performance of students. Therefore the researcher believes that the findings of the study and the recommendations may have the following contributions:

1. It can help policy makers and other stakeholders to use the possible opportunities to minimize the impact of social media on students' academic performances.
2. It might give information for college managements, students management to design college based mechanisms to close the gap on the student's academic performances.
3. It may enlighten the awareness of the two universities management about the impact of social media on academic performances of the students

4. It can increase the researchers' understanding on the effect of social media with regards to academic performance.

1.7. Scope of the Study

Delimitation of research study is one way of minimizing the scope and focusing on the core and theme of research problem in order to manageable size of realities (Jello, 2007). The Academic performance of students can be affected with different factors and limitations. Here in this paper the researcher attempted to examine the effect of social media on academic performance taking two universities as sources of information. Therefore the study is based on examination of two universities in two universities in Addis Ababa University and Unity University. It is of course good if all colleges or students are included and represented; however, the time and cost constraints the need to conduct research on issue. As result the student researcher has not tried to examine the entire population. Moreover, the sampling was grounded on the very experience of the student researcher. Addis Ababa University is selected for its number of students and technology friendly students and Unity University is selected as college owned by Private sector.

The research is then delimited within the following framework:

- ✓ **Thematically:** It is delimited to examine the social media effect on academic performance of students.
- ✓ **Geographically:** It is delimited to examine students who are learning in the two universities in Addis Ababa branch. It is also delimited to examine third year students from both universities.

1.8. Organization of the study

This study have been organized in to five chapters. Chapter one presents introduction, statement of the problem, research questions, objective of the study, hypotheses, scope and limitations and significance of the study. Chapter Two reviews the most significant theoretical and empirical studies. Chapter three presents methodology of the study. Then, Chapter Four provides the interpretation and analysis of econometric model outcomes and finally, Chapter Five gives conclusions and recommendations with policy implication and further research direction.

CHAPTER TWO: LITERATURE REVIEW

2.1. Theoretical Review

2.1.1. Definition of Social Media

The term social media define by many scholars in common understand using the term as web bas platform that engaging by virtual communication make and create, shared your feeling ideas vision by your option like image movies or videos in networked society. For this the most widespread social media plat forms are Facebook, Twitter, YouTube and Instagram (Kirschner, and Karpinski, 2010).

In 2016 was great spring board of social media in this year active users of Facebook could have reach 2.9 billion in monthly proven recorded. And also Twitter had reached 500 million active users in around the globe.

Most students is using continually connected with his social media plat forms and other site .at the age of 19 up to 29 most of teenagers and students recorded the highest users of social media. Their interaction is very high performing getting beyond further information and curiosity. The researcher to examine and should be considerable in order to social media activity nurturing learning activity process also. (Alhadabi, Amal & Karpinski, 2019).

Selwyn try to define the term its worked application based that to give the users to active converse and interacting with each other; enable to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn, 2012).

Social media, therefore, refers to the wide range gathering of internet based and mobile services to connect and give to chance for the people together to share their differenet kind sof idea opinion feeling desire through online community

2.1.2. The types of Internet services

The kind of Internet services commonly associated with social media (sometimes referred to as “Web 2.0”) include the following:

- **WEBLOG:** Weblogs or blogs, as they are branded, are easily created and updateable websites that allow authors to publish to the internet instantly, hence allowing instructors and students to communicate easily. Basically, a blog is an online journal in which pages are usually displayed in reverse chronological order. Blogs can be hosted for free on websites such as Word Press, Tumblr and Blogger.
- **WIKI:** A wiki is “a collective website where any participant is allowed to modify any page or create a new page using her Web browser” (Dewing 2010). Anyone can add and edit what has already been published. One well known example is Wikipedia, a free online encyclopedia that makes use of wiki technology.
- **Social Bookmarking:** Bookmarking sites allow users to organize and share links to websites. This enables users to produce a searchable personalized internet. Examples include reedit, Stumble Upon and Dig.
- **Social Network Sites :**Boyd and Ellison (2007) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users with whom they have a connection, read and react to postings made by other users on the site, and send and receive messages either privately or publicly. These web based services allow individuals to construct a public or semi-public profile within a bounded system. Among the most popular are Facebook and LinkedIn.
- **Status Update Services :** This kind is also known as micro blogging services, status update services such as Twitter allow people to share short updates about people or events and to see updates tweeted by others. These are limited lists this are certain to revolution quickly, probably could be by our own contributions to the field.

2.1.3 Concept of Social Media

In the term of social media there is no single definition Social media incessantly keeps varying and getting hard to assign a stable definition. Most scholars argued for this term and have defined it in different customs most of the time in the proviso years. Its web 2.0 and gives permission to create and share of user based content interested people to connect each other. .

Kaplan and Haenlein (2010), “Communication channel application used by means of website for the purpose of social communication. It’s very wide popular dynamics very fast trustworthy by many people to exchange their feeling ideas creating content entertaining and gives to abounded knowledge and skills. The Oxford dictionary (2011),

Also Dearborn sated the term One theme that all these definitions underlined is that social media it is encompasses some form of communication between persons over the internet. (Dearborn, 2014).

The first documented social media called “Six Degrees this technology allowed people to upload a make profile to connect with friends this was the late 1990’s. From 1997 to 2001 a number of communal tools; Asian Avenue, black planet and MiGente began helps various combination of profile and publicly expressed friend (Boyd, Danah, Ellison and Nicole, 2007).

There has been tremendous improvement since this era and today there exist uncountable social networking sites either developed for local use, specific purpose or International use. Kaplan and Haenlein (2010), classified social media into six (6) different categories as follows;

There has been tremendous improvement since this era and today there exist uncountable social networking sites either developed for local use, specific purpose or International use. Kaplan and Haenlein (2010), classified social media into six (6) different categories seen as ;

- a) Collaborative project (wikipedia)
- b) Blogs and micro blogs (twitter)
- c) Content communities (YouTube)
- d) Social networking sites (FB, 2go, BB chat)
- e) Virtual game World (world of war craft)
- f) Virtual second world (second life)

This classification of social media has been useful to scholars and individuals for easy identification and study of a particular social media type but today a difficulty may arise due the high proliferation of social media, and one may wonder which group a new developed social media type fits into. Social media is considered to be the fastest growing web application in the 21 century, and this rapid development is being backed by technological advancement (Heyam, 2014). Mankind has enormously benefited and continues to benefit from it and as such cannot underestimate its importance as far as communication is concerned.

Today, social media has taken a new dimension and has encouraged more participation through the introduction of mobile phones that support social networks applications. The use of mobile phones that are powered by Android applications to social network is termed as Mobile social networking. According to Humphreys (2007), in his study titled “Mobile Social Networks and Social Practices” social network applications have now been migrated from the computer to the mobile phone. Network information and communication can be integrated into the public space; and these new services that are developed for mobile phones allow users to create, develop and strengthen their social ties.

2.1.4 Positive Effects of Social Media Uses

After the emerging of social media pupils learning live has been changed in a different way and its undeniable the contribution of social media in academic area of students either nurturing nor declining their ability and plying vital role on students conducting study by Wheeler, Yeoman’s and Wheeler,(2008); Rifkin, Longnecker, Leach and Ortia,(2009). In their finding cited the major four merits of social media that include enhancing relationship, improving learning and motivation, offering personalized course material, and developing collaborative abilities. And allowing and contributing facilitate and make easy way of learning in in this day. The study shows much number of students each level of learning they are commonly and widely uses social media for their studies (Khan, 2010).

The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously. Even though there have been other schools of thought that state that social media is a nuisance to students’ academic life such as Kuppaswamy and Shankar (2010), who argued in their study that social networks distracts the attention and concentration of the students toward learning and Diverts it towards non- educational activities such as useless and unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim. For instance, the study conducted by Jain, Verma, and Tiwari (2012), entitled “the impact of social networking in promoting education” revealed that students benefit from chatting with other students, teachers, and external sources to acquire knowledge. Also, Yunus and Salehi (2012), argued in the same direction that students gained more vocabulary, improved their writing skills and reduced their spelling mistakes through social media usage.

In fact as an educational tool, social media enriches learning by giving both students and teachers has the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning. It is stated that flexible learning expands the choice on what, when and how people learn. It supports different styles of learning including E-learning which is highly patronized across the globe O’Keeffe and Clake-pearson (2011), in their study also revealed that social media benefits students by connecting them to one another on assignments and class projects. It is further buttressed in the study of Arquero and Esteban, (2013) and Selwyn, (2007) whose conclusions were that social media undoubtedly generate new opportunities to engage students in higher education as they are remarkably effective at connecting people and facilitating the exchange of information. It is clear and indisputable from these studies that social media usage in the educational sector cannot be underestimated since its introduction.

2.1.5. Negative Impacts of Social Media

Davies and Cranston (2008), enumerated some of the risks associated with social media which included criminal activities such as identity theft and fake contacts which is prevalent today, sexual abuse or harassment and unsuitable advertising. On the same subject O’Keeffe and Clakepearson (2011) also mentioned cyberbullying, online harassment, sexting, face book depression, and privacy concerns as some of the challenges associated with social networking.

2.1.5.1. Cyberbullying

Cyberbullying is a category of bullying that occurs in the digital realm or medium of electronic text. “It is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others” (Tokunaga, 2010). Cyberbullying is one the serious threaten the social media environment and has called for a number of studies to determine its causes. The causes of cyberbullying according to Calvete, Orue, Estevez, Villard on and Padilla (2010), was significantly related with the use of proactive aggression, justification of violence, exposure to violence and less perceived social support of friends.

2.1.5.2. Privacy Concern

It is another concern that everyone involved in social networking is faced with. The rate at which people post or share fake information calls for alarm and it is difficult to ascertain that, what people say and post are truly who they are. Individuals’ private information are publicly

displayed on some of these social networks and malicious people take advantage and perpetrate all kinds of harassment. It is also argued that the privacy options offered by most social networking sites (SNSs) do not provide users with the flexibility needed to handle conflicts with individuals who have different conceptions of privacy (Preibusch, Hoser, Gursesand Berendt, 2007).

Aside these effects, other studies conducted by scholars have also proved that social media can be detrimental to students' academic life if caution is not taken in its usage. For instance the study conducted by Obi, Bulus, Adamu and Sala'at (2012), titled "The need for safety consciousness among Youths on social Networking Sites" concluded that social media affects students use of English. They use short-handwriting when chatting with friends and unconsciously get used to it thereby replicating same errors during examinations. Even though one may argue that these are minor challenges, it is important to acknowledge the increasing rate at which these errors are replicated in the education sector and if care is not taken future generation may see it as a norm. Indeed a number of studies including but not limited to the study of Kuppuswamy and Shankar (2010), Osharive (2015), Maya (2015), among others have revealed unequivocally that social media can be problematic to students' academic life if cautions not taken in its usage

2.2 Empirical Review

Social media is assortment of internet websites, services, and activities that allowed partnership, to give capacity build community, contribution, and sharing". The dynamics rising measurement of the use of social media between the youth of today cannot be over stressed. Even the second cycle student more engaging themselves in activity social media networks more beneficiary has in his area .It is an optional connection of the other worlds that gives a chance and to know outside of school. Also counts themselves as belonging in community Due to the increased acceptance social media some scholars like ,economists and professors are questioning whether grades of students are not being affected by how much time is spend on these sites (Choney, 2010).

A study of Lenhart et al., (2010), shows the age of 18 up to 29 created personal profile in different social media site that is 57%. There is variation of two spent and use of social media has is much varied among them Pempek, Yermolayeva, and Calvert (2009), found out their studies,

However, the case students spent their precious time for thirty minutes during in evening mostly an analysis of the data indicated most participant's students spent an average of forty seven minutes a day on Facebook. More than 50% of college students go on a social networking sites several times a day (Sheldon, 2008). Quan-Haase and Young (2010), mentioned in his study that 82% of college students reported logging into Facebook several times a day.

Most of young student connecting in social media redundantly than adult to connect with their friends and other social media activity (Pempek et al., 2009)

Many researchers such as Choney (2010), San Miguel (2009) and Enriquez (2010) studies on students' who's engaging themselves and connected with social site exposed a negative effect of the use of social media sites on students' and their academic performance.

Nielsen Media Research study conducted in June 2010 stated that almost 25% of students' time on the internet is consumed on social networking spots (Jacobsen & Forste 2011). The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009), that social media users study fewer and make lower grade (Abaleta et al, 2014).

San Miguel (2009), focused on the relationship between time spent on Facebook and the academic performance of students. The study found out when they are gives more attention to spent time on face book equal to having lower grade

In his study, when he compare the Facebook user and non-user there is a GPA variation among them, the average of Facebook user had it been a GPA of 3.0 to 3.5, but the non-Facebook user had it be a GPA of 3.5 - 4.0.

Also, the average Facebook user study for 1 – 5 hours per week, while the non-Facebook user would study 11 – 15 hours per week Enriquez (2010),

enhancing to their performance academic for studding the average of the users have study 1 to 5 hour per week but the non-users spent their time to study 11 to 15 hours exposed that students who multi-task between social networking sites and home work are likely to have 20% lower grades than a student who does not have a social networking site.

He believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that most people have Facebook or other social networking sites, their e-mails and may be

instant messaging constantly running in the background while they are carrying out their tasks” it difficult to concentrate to their studying

Cony found out for his study in looking at the time devote on Facebook and it has been affect the performance of academic said a non-users have an average GPA of 3.82” in contrary users of Facebook has an average “GPA of 3.06, while. Choney (2010),

Furthermore, a study lead by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have meaningfully lower grade point averages (GPAs) than those who do not. They also stated that among many unique interruptions of every single generation, Facebook remains a major interference of current generation. According to Khan (2009), Facebook users often time experience poor performance academically. Similarly, Englander et al., (2010), posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages.

Internet addiction therefore gave increase to internet usage within the last couple years. Nalwa and Anand (2008), suggested that addicted users prefer using internet setting back their personal and responsibilities which ultimately leads to poor academic performance.

According to Kubey et al., (2010), impairment of educational performance and internet dependency are correlated by utilizing synchronous communication program including internet sites and forums.

In many media platforms have a negative connection between the users, that including mobile phones, and self-reported GPA among first year university students in the United States. Jacobsen and Forste (2011),

In Taiwan, Yen et al. (2009), trying to an identified relationship between mobile phone use and respondents and report that respondents have allowed phone use to interfere with their academic activities. Similarly, Hong et al. (2012),

Reported that there is a relationship have daily use of Mobile phones are reported their academicism performance measure in case of a sample of Taiwanese university students. In a survey of Spanish high school students Sanchez-Martinez and Otero (2009), found a correlation between “intensive” mobile phone use and school failure.

However, other studies like Ahmed and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009), conducted on the same topic revealed no correlation between social media and students’ academic performance.

Whitmore school of Business and Economic study shows on one thousand, one hundred and twenty seven students revealed that there is no correlation between how much time is spent on social media sites and grades (Martin, 2009). Again, University of New Hampshire (2010) study also revealed that students' use of social media sites do not affect their grades.

According to Kist showed that approximately 90% percent of teens who live in the United States have Internet access and engaging themselves and having connected with each other, for this significant number of users about 75% of these teens staying connected more than once per day Half of teens have it access social network and engaging and make plan entertaining with their peers (Kist, 2008).

In September 2005, out of the total adult internet users (18-29 years) 16% were using social networking site but this percentage increased to 86% in May, 2010 (Helou and Rahim, 2014).

2.2.1 Knowledge Gap

Neither of the previous empirical didn't state the darker side associated with the social media use amongst students' academic performance. Many students start losing concentration in studies due to their addiction to social media use and these results in a fall in their overall academic performance. In other hand, many university communities still reported in broadcast media how they are worried that students are spending too much time on social media like Facebook and other social media sites and have not enough time to study. Though researcher is worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that the study was optimally to find out the impact of social media among Undergraduate Students of Addis Ababa and unity Universities, and professionally suggest the ways to enhance their Academic Performance.

2.2.2 Conceptual Framework

The conceptual frame work of this study that show the relationship between dependent (social media use) and independent variables(time appropriateness, time duration, friends and people connection, nature of usage, health addiction, security/ privacy) and it is represented diagrammatically as follows.

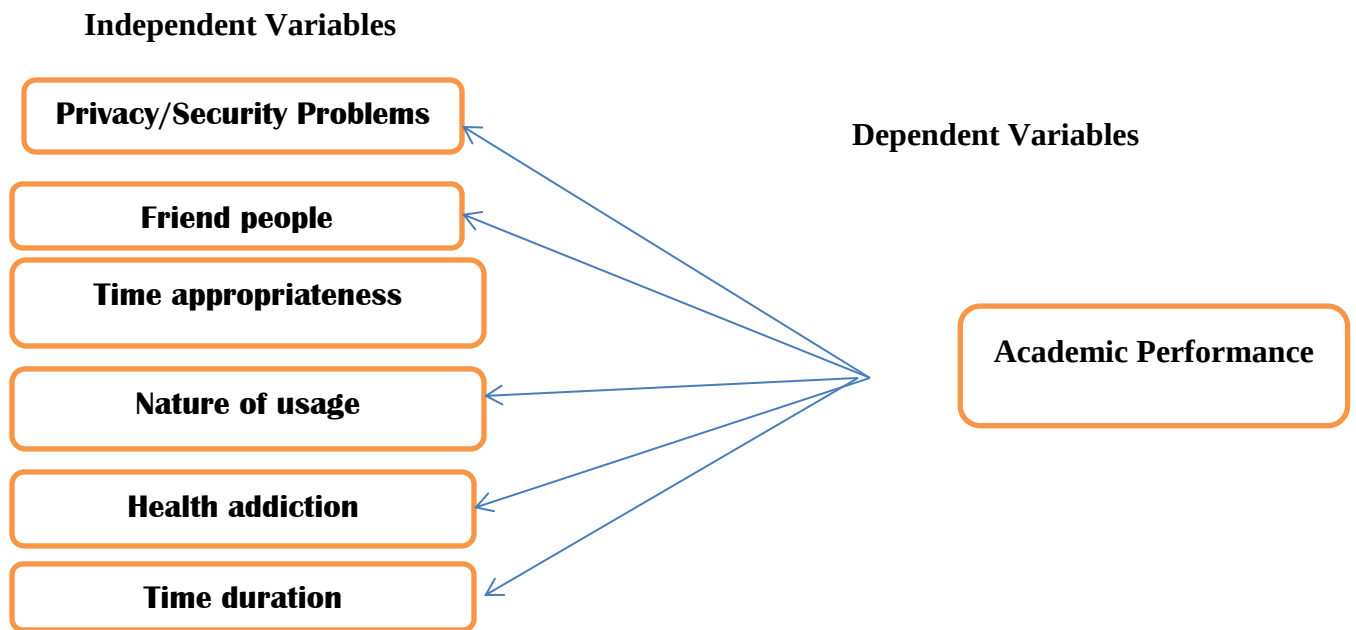


Figure 1: Conceptual frame work developed based on Helou and Rahim, 2014) derived in 2021

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Introduction

The purpose of this chapter is to give insights into the general ideas about the research design and research methodology on which the study is based. Chapter Three deals with research design, methods of data collection, sampling techniques, data analysis, ensuring the trustworthiness of collected data and triangulation of both primary (both qualitative and quantitative) data and secondary data.

A very important part of any research is to develop an effective research design which shows the logical link between the data collected and the analysis and conclusions to be drawn. Accordingly, the research design and methodology are chosen here because they are the most suitable instruments of investigating the subject.

3.1 Research Design

Exploratory research design is an appropriate way of examination that could answer the How and why of the research as well as it answers the questions of the study (Sing, 2006). Moreover, exploratory research design is defined as an overall approach with the ability to incorporate different methods and techniques in the collection and analysis of data that focuses on the various issues of the study for explanation in a scientific (Gabrielian et.al, 2008). In other words it is a very helpful tool to obtain information and answer the objectives of the problem stated in the first chapter. In addition it gives accurate interpretation of the findings .Therefore the research design is preferred on the basis that the effect of social media on Academic performance of the students are better experienced and perceived from the survey of the opinion of students and other stakeholders. Thus, for this rationale exploratory design is used is employed in this research.

3.2 Research Method

Research method is the choice of research approach. The approach can be quantitative, qualitative or mixed based on the nature of the examination (Creswell, 2003). In addition the method and design of a give research is determined with the purpose of the study. This study was designed with the general objective of dealing with effect of social media on Academic performances of students in Addis Ababa, Ethiopia. The study further considered different social

media approaches, benefits too. Moreover; to get relevant data for the research both the study applied both qualitative and quantitative approaches were applied. Thus, the study employed both quantitative and qualitative research approach to properly address the research problem.

3.3 Methods of Data Collection

The study used different methods to gather the primary and secondary data needed for the study and the kind of methodological triangulation that guided the data collection. Since the situation, correlating the social media effect or impact on Academic performance is more sensitive to deal with it; the circumstances were better understood through generating mixed data. Therefore as the objective of the study is to mainly examine effect of social media on Academic performances of students so the objective of the study mainly articulates about social media and academic performances then it involves various purposively chosen people the data was collected and analyzed qualitatively. Furthermore, the study has employed use of a cross-sectional data collection.

In addition this study mainly uses qualitative research approach based on both primary and secondary data. It includes use of interview questions, Focus Group Discussion (FGD) and Documentary analysis.

3.3.1 Primary Source of Data

For the purpose of this researcher, the primary data are collected with the use various methods of data collections. They are interviews, Questionnaires and FGD

- **Interviews**

Interview guide was used to deploy in order to gain information about effect of social media on students' academic performance and experiences by having direct contact with respondents. The key informants' were students, student's representatives, psychologist, communication expert as well as ICT professionals. The main purpose of carrying out interview with students is to find out and answer the question in what ways it impacts their performance and generally to collect data on the objectives through interview guide line or check list.

- **Questionnaires**

In order to implement the research, questionnaires were prepared to the universities. The questionnaires was prepared and distributed to the students. The questionnaires provisions to get information freely from individuals for it enables individuals, to express responses that they do not want to respond orally. In addition the open ended questions attached in the questionnaire allow the participants to give extra and different views.

3.3.2 Secondary Source of Data

The primary data collection method was strengthened by the researchers with data from secondary sources including published report, magazines, books and articles written about or emphasis on social media as well as academic achievements. The secondary data was collected from other related studies done by other institutions or organizations. In this research, both published and unpublished materials like books, reports, policy documents, website, and other relevant sources from the federation were used.

3.4. Population of the study

To find reliable data for this study numerous sampling techniques were used. According to Keller (2009), “A population is the group of all items of interest to a statistics practitioner”. Target population is a total group of people from whom the researcher may obtain information to meet the research objectives (McDaniel, 2001). The study area was purposely selected with rational factors. The two campuses have long established experience of students with the use of technology for that rationale of being centres for political, economic and social perspectives in the country. In addition the two campuses have long time experiences as well as capacity to represent both the private owned and movement owned universities in the country.

A report by Rebma &Sofia (2018) indicates Addis Ababa university students have decreased scores and studies reports indicated the two campuses have performing in overall educational activities for the stated in the reporting years. And the second rationale was the experience of the student researcher that has grasped information on the student’s performances as well as having been worked in social media .Therefore, the researcher believed that it is possible to get deep and wide data. In addition the campuses are selected for the rationale of enrollment of large diverse number of students that can represent the other universities in the municipality. In addition to the

above sampling the numbers of students were taken directly from different departments in random sampling. The number of regular students enrolled in Addis Ababa University is 2714; whereas the later university has 1845 graduating students over all.

3.5. Sampling Techniques and Sampling Procedures

3.5.1. Sampling Size

To determine the sample size from the number of people (AAU main campuses GC student) used simple formula to include in the survey. The employees are considered to be homogenous in their nature and also influenced by the operation of the system. For this study the researcher believed that the target population of the study was AAU main campuses GC student in the main (it is the core activity of the seven department calculated took the sample of 2714GC students in operation area.

To calculate the sample size Bakar (2011) formula provides a simplified formula. Based on this formula confidence level is 93% and level of precision is 7%, to minimize large populations to simple and the marginal error (e) was limited to 0.07. Where, e^2 is the marginal error.

$$n = \frac{N}{1+N(e)^2} \quad \text{Formula (Yamane, 1967)}$$

n - The sample size

N - The population size

e - The acceptable sampling error

** 93% confidence level and $p = 0.07$ are assumed*

$$\text{Using this formula} \quad n = \frac{2714}{1+2714(0.07)^2}$$

Therefore, based on the above analysis the sample size was 200 determined by respondents.

3.5.2. Sample Techniques

A sample design is a definite plan for obtaining the sampling frame to the technique or the procedure that the researcher would adopt in selecting some sampling units from which inferences about the population is drawn. Sampling is the process of choosing smaller and more manageable number of study units from a defined study of population. To achieve the objectives of the study, primary data was collected from the respondents (selected AAU main campuses GC

student data) select using purposive sampling technique due to the homogeneity of GC student data with the same year at the same campus.

3.6. Validity of the study

In the making of the validity of key experts from Addis Ababa university education departments were asked to comment on the items or tools (questionnaires). Moreover, the thesis advisor of the student researcher advised to make the items to manageable size and proper sentence. After comments were given and improvements conducted on the questions and some ambiguous items were re-written. Based on this, the questionnaires were distributed. Furthermore, the study employed interview, FDG and secondary document analysis. To the most, the researcher had informed the aim of the research and the respondents were all informed the aim and gave their respective answers with understanding of this study.

3.7 Reliability of the study

Reliability is degree to which an item consistently measures whatever it measures. The reliability coefficient of Likert scale is checked using Cronbach's alpha. George and Maney (2003). This method will be used to check the reliability of questions presented under different headings. The interpretation of data was conducted based on the five scale measurements. They are: Strongly agree, Agree, Undecided, Disagree and strongly disagree for the items to be filled by students. In addition the frequency percentage were used for the background used for the back ground of the respondents and mean score, standard deviation average mean were accordingly used for the main parts of the questionnaire.

3.8. Methods of Data analysis

According to Cooper & Schindler (2008), data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusion, and supporting decision making. After the collection of data, it was computed and provided the analysis, interpretation and presentation in order to address the problem. The quantitative data was presented using descriptive statistics including mean, frequency and standard deviation also was used to analyze the data among the different groups. Because, Descriptive statistics were used to describe the basic features of the data that provide simple

summaries about the sample and the measures and end together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data (Struwig & Stead, 2001).

On the other hand, with inferential statistics, the researcher can try to reach conclusions that extend beyond the immediate data alone in conducting the casual relationship between variables (Gall & Borg (2007). Therefore, the researcher used inferential statistics to describe the data obtained indicted the casual relationship of variables to indicate how (social media usage indicators) vary as independent variables towards the dependent variable of academic performance.

In this regard, inferential statistics which is particularly the Pearson's correlation was used to show the relationship between dependent and independent variables and the strength/degree as well as direction of associations between variables as detailed in (Cooper & Schindler, 2008).

In addition, multiple liner regression analysis was used to show up the case, effect and impact analysis. Multiple liner regression analysis used to predict the value of a variable based on the value of two or more other variables. The variables are used to predict how the value of the dependent variable relies on the independent variables (or sometimes, the predictor, explanatory or repressor variables). Sometimes it is also called multivariate linear regression for MLR.

The prediction equation is: $Y' = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_kX_k$

There is still one intercept constant, a, but, each independent variable (e.g., X1, X2, X3) has their own regression coefficient. Thus, both the strength of the relationship between variables and the outcome of independent on dependent variable predicted on statistical significance after result portrayed.

3.8.1. Model specification

$$Y = FIncrL_{\beta 0} + TAp_{\beta 1} + Tdur_{\beta 2} + Fpc_{\beta 3} + Nus_{\beta 4} + Iads_{\beta 5} + PsIp_{\beta 6} + \dots + \sum$$

I. Independent Variable

Time appropriateness=Tap
Time duration=Tdur
Friend people connection =Fpc
Nature of usage=Nus
Internet addiction=Iads
Privacy/Security Problems=PsIp

β_0 = the intercept (value of EY when $X = 0$);

β_{1-n} = the regression coefficient or change included in Y by each χ ;

ε_i = error term

II. Dependent Variable

AcPr: α : Academic performances

3.9. Ethical Consideration

With the perspective of examining the research aim efforts were made to be professional and ethical. As described earlier, the consent and permission of students were asked and they were informed the purpose of the study which is clearly academic only. Moreover the questionnaires and interviews had contained the purpose of the tools. The participants were confirmed confidentiality. On the other hand the student researcher tried not to personalize response in the presentation, data analysis and interpretation .And the researcher has duly acknowledged materials and works of scholars.

CHAPTER FOUR: RESULT

Introduction

This chapter deals with the analysis and presentation of the quantitative data collected through questionnaire. The questionnaires were composed of close-ended questions, which are summarized and presented quantitatively in tables using SPSS 26 software. The researcher used supplementary formations from some secondary data from published and unpublished documents of the AAU Main Campuses and Unity University Gerji Campus GC. Out of 200 questionnaires distributed, all 200 were collected which makes the response rate is 100%.The completed questionnaires were usable because they were properly completed. The researcher, as much as possible, made the questionnaires easy to read and answer without difficulty. Furthermore, the researcher conducted two major focus group discussions in order to get reliable data and make triangulation on the use of FGD.

4.1. Demographic Characteristics of Respondents

Socio demographic characteristics of respondents included in this study were sex, age academic status, experience social media use, time spent, and the number of websites used by the students. The data obtained from the field presented as follows.

Table 1: Socio Demographic characteristics of Respondents.			
Variables	Group	Frequency	Percent
Sex	Male	122	61.0
	Female	78	39.0
	Total	200	100.0
Age	14-20	26	13.0
	21-25	148	74.0
	above 25	26	13.0
	Total	200	100
Academic Status	year 1	4	2.0
	Year 2	50	25.0
	Year 3	84	42.0

	Year 4&5	36	18.0
	Graduate	26	13.0
	Total	200	100.0
How long have you been using social media sites?	less than 6 month	10	5.0
	6 month -1 year	6	3.0
	1 year - 5 years	70	35.0
	more than 5 years	114	57.0
	Total	200	100.0
How many hours do you spend on social media daily?	1-2 hours	78	39.0
	2-5 hours	74	37.0
	4-8 hours	22	11.0
	more than 8 hours	26	13.0
	Total	200	100.0
How many social media websites do you use?	1-2	28	14.0
	2-5	126	63.0
	5-10	34	17.0
	10-20	10	5.0
	More	2	1.0
	Total	200	100.0

Table 1: Socio demographic characteristics of respondents

Source: The research Own Survey, 2021

It could be stressed that of those 200 respondents 122 (61 %) were male while 78(39 %) were female. The male respondents formed majority of the target population with the percentage of 61% percent while the female respondents who took part in the study are 39 %. From this information, it is deduced the number of male student participants is more than the women.

With regards to age distribution of the respondents as shown in the above table, the age of the students range form 14-20, 21-25, and above 25 are 26 (13.0), 148 (74.0), 26 (13.0) respectively. As indicated majority of the students' participants of the study are from 21-25 while the other two age variants are 13 %. Therefore, the majority of the respondents were above 20 years,

which indicates the students' shows they understand advantage and disadvantage the benefit of using Social media and are ready to use social media at different context for different rationales.

With regards to students' academic status, year one, year two, year three, year 4 and 5 and Graduate are 4 (2.0), 50 (25.0), 84(42.0), 36(18.0), 26(13.0) respectively. Thus, the majority of the respondents were third year students at both universities. This indicates the use of social users, which indicates the students at both campuses have much exposure on the use of the Social media or it could be taken as major cumulative experience to be expressed in the study areas where up on students can indicate the degree and extent of the study topic here under examination and evaluation.

Moreover; with relations to the time the students spare using Social media sites or experience with regards to use of Social media as indicated in the above table less than month, 6 months to one year, from one year to five years and more than five years' experience, it is found out that the number of respondents who responded accordingly are 10 (5 %), 6 (3%) 70 (35%), 114 (57%) respectively. Thus, the majority of respondents with regards to the use of Social media have got one to five years as well as more than five years of experiences respectively. Hence, from this finding it could be concluded that respondents have got more experiences and can provide reliable and valid responses concerning the items presented in order to respond to the answer the objectives of the study.

Concerning the time the respondents, the amount of time they spend using social media websites they spent, from 1-2 hours, 2-5 hours, 4-8 hours and more than eight hours are 78 (39%), 74(367%), 22(11%) and 26 (13%) correspondingly. This indicates the students' use of social media per a day ranges critical around from one to two hours and 2-5 hours. In comparison the respondents told that the number of hours has differences. In FGD conducted, it was indicated that they have different time. It was discussed, the number of hours has different reasons, one among the FGD participants common response was, it is at time where they find Wi-Fi and exams are not available. In document analysis made by (Laura Bridge stock, 2021) the fastest development of Social media application and Smart phone technology have large impact on the students.

Besides the other FGD respondent, confirmed that social networks such as Facebook, Twitter, You tube and Telegram have become a side of one coin especially for the millennia's who have grown up with so much technology at their fingertips easily. Another Expert Key Informant 03,

participant told that social media usage happens due to much of its influence to see movies, tik tok videos, and funny videos, share stories, keep up with new videos, share funny videos, build professional contacts and make out relationship. On the other hand Key informant 06, asserts, the use of Social Media originates that to keep updates, use for connections, to express their idea and show interests. Thus it can deduce that the use of social media is because of its detail variation and, since the two universities provide social media internet connections, the use of Social media is unlimited.

The same question was asked with regards to the number of websites they use. The respondents shown that there are different sorts, it is 1-2 , 2-5, 5-10, 10-20 and more which is expressed in percentile 28, 126, 34 ,10 and two correspondingly. This indicates the numbers of Students who use 2-5 sets of websites are larger and where are 10-20 and more use of websites are very less.

4.2. Summary of Descriptive Statistics

In this part, various statistical data analysis tools such as mean, standard deviation, frequency and percentage were used to analyze the collected data. The summary of descriptive statistics of all variables that are evaluated based on a 5-point Likert scale (“1” being “strongly disagreed” to “5” being “strongly agreed”). According to Zaidaton & Bagheri (2009) the overall mean (M) score between 4.21-5.00 is measured as the respondents strongly agreed (SA), if the respondents score between 3.41-4.2 means they agreed (A), the score between 2.61-3.40 is considered as the respondents are neutral (N), the respondents score between 1.81-2.60 shows that they disagreed and if the respondents score between 1-1.80 shows that they strongly disagreed. Thus, detail of the analysis is presented as follows

Table 2: Use of Social Media		Frequency	Percent
Do you use any type of social media?	Yes	190	95.0
	No	10	5.0
	Total	200	100.0

Table 2Use of Social Media

Source: The research Own Survey, 2021

Table 4.3.1 describes the nature and the use of Social media in Addis Ababa and Unity Universities. Accordingly the item one with regards to the use of any type of social media said 95.0 % said yes while the other 5.0 % said no. Thus, the five percent are assumed as part of non-users of social media. According to Key Informant 04, it is a common sight to see students

chatting and using Social Medias. In FGD discussion made, it is found that many youth have practice of Social media networks.

According to a Key informant 02, most of the youth use different kind of social media because they have a growing tendency to the use of different social media. In addition according to the group discussion conducted at both universities students use Facebook, You tube and Ticktack for the purpose of pleasure as well as for gaining knowledge. According to a psychologist, the use of the Google, Gmail and other social media are showing progress in relation to schooling but he notes, the use of Google has also effects. To the other FDG conducted, the use of social media has become a daily practice to chat, discuss and get knowledge. Key Informant 09 tells that the use of social media is especially Telegram has become most practiced way to share massages, lesson, videos, pictures and even to work assignments. This informant asserts, the Telegram application has currently become the most time wasting application where university students at Addis Ababa University and Unity for the purpose of using chat. Except to some of the students, most discussed informants asserted increased use of social media. According to document reviews made, the new platforms and formats emerging on the regular like Instagram and TikTok have much encouraging to the use of Social media

Table 3: Descriptive Statistics Analysing Time Appropriateness of Use of Social Media					
Item	N	Minimu m	Maxim um	Mea n	Std. Deviation
I use social media after completing all my academic work	200	1.00	5.00	3.53	1.11
I use social media in my spare time	200	1.00	5.00	3.70	1.14
Valid N (list wise)	200				

Table 3Descriptive Statistics analyzing the Time Appropriateness of Use of Social Media

Range Description- Mean Difference by Dhawan (2010) & Davies (2017)

Source: The research Own Survey, 2021

Mean difference from 0.001-2.500 lower, 2.600-3.500 medium 3.500-5.00 Higher

Table three; have got three items in it. The analysis conducted shown that among the 200 interviewed respondents average of 3.53 indicates that overall respondents strongly agreed to the

item. The mean 3.53 % indicates that overall respondents strongly agreed that they use Social media after completing their task or academic work. The standard deviation which is 1.11 was higher which indicates there is dispersion between respondents' response.

In addition, Table 3 item two indicates the students use social media in their spare time goes to 3.70 the use of social media is used in their spare time. Here again the standard deviation is 1.14 was slightly was slightly higher which indicates there is dispersion between respondents' response. Therefore, the relationship on the use of using social media in free time or timing is clear that they agree. According to the document analysis, students in traditionally, focus on working their thesis.

On the other hand the educational system in Ethiopia is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. The findings show that the social media have strong potential and influences.

Table 4: Descriptive Statistics on Time Duration of Uses of Social Media					
Item	N	Minim	Maxim	Mean	Std. Deviation
Spending more time on social media platforms cause for poor academic performance	200	1.00	5.00	3.62	1.23
As time spent on social platforms increases, the academic performance of students seen to deteriorate.	200	1.00	5.00	3.77	1.01
Using social networks helps you in your studies	200	1.00	5.00	4.07	.85
Using social networks has negative effect on a student's academic performance	200	1.00	5.00	3.43	1.17
Valid N (list wise)	200				

Table 4Descriptive Statistics on Time duration of Use of Social Media

Range Description- Mean Difference by Dhawan (2010) & Davies (2017)

Mean difference from 0.001-2.500 lower

2.600-3.500 medium

3.500-5.00 Higher

Source: The research Own Survey, 2021

As can be seen in above table 4 indicated that time duration of use of social media. With regards that spending more time on Social media platforms cause for poor academic performance spending more time on Social media Platforms cause for poor academic performance. The mean for this item indicates that 3.62 with standard deviation 1.23. On the other hand at time spent on Social plat forms increase, the academic performance of students seen to decrease. While the second items refers that as the time spent on social platforms increases, the academic performance of students seen to decrease with mean of 3.77 and 1.01 of standard deviation. In addition, the use of social networks helps you in studies. It is found that 4.07 mean and 0.85 of standard deviations .The standard deviation which is 0.85 was slightly higher which indicates there is dispersion between respondents' response. Therefore, social networks help the students in their studies. According to different studies, its content supports teaching and learning in a lifelong learning scale; it contributes fairness and inclusion and increase standards on Higher Education institution improve the quality and availability of their course content. FGD participants discussed, said they have much benefited from the use of Social medias in engagement of cybercrimes and discussion of economic activities, provide information and communicate via social media. With regards to international studies conducted on college students with the use of social media by Rebuma (2018) indicates face book (95%), Twitter (80%), Instagram (73%), Pi interest (48%) and linkden (40%) are correspondingly the major once in Addis Ababa.

Table 5: Descriptive Statistics on Friend-People Connections of Use of Social Media					
Item	N	Minimum	Maximum	Mean	Std. Deviation
Social media help students to create study groups to improve their studies	200	1.00	5.00	4.19	.81
Social media help to instructors to connect with students to provide study material and facilitate teaching and learning process	200	3.00	5.00	4.35	.62
Friends made through social media are trustworthy	200	1.00	5.00	2.92	1.18
Valid N (list wise)	200				

Table 5: Descriptive Statistics on Friend-People connections of Use of Social Media

Range Description- Mean Difference by Dhawan (2010) & Davies (2017)

Mean difference from 0.001-2.500 lower

2.600-3.500 medium

3.500-5.00 Higher

Source: The research Own Survey, 2021

As shown in table 5 above, it presented questions related with friend- people connections of use of Social media. With regards to the first item, the Social media help students to create study groups to improve their studies; it is found that the 4.19 of mean with Standard deviation of 0.81. It is true that FGD conducted reported the use of these networks are very helpful in conducting studies in improving their studies at most. The FGD conducted at Unity University revealed that students use Social Media for the purpose of conducting study groups and share document easily. While the second item reveals that social media supports instructors to connect with students to provide study material and facilitate teaching and learning process with mean of 4.35 and standard deviation of 0.62. This indicates the students have much benefited because the standard deviation indicates there is very low degree of deviation. A Key Informant 07 affirmed that the students and lecturers use the social Media especially the Telegram at the current time where the Covid 19 has occurred and helps to much in minimizing the effect it could create. In both Universities the FGD participants reported the social media has benefited both the students and instructors in a high degree and extent.

The third item presented in Table five above, friends made on Social Media trustworthiness revealed that 2.92 of mean is found whereof standard deviation of 1.18 which is very high. FGD participants' told they have few friends who they make out on line and there is less likely to trust them because most on line information are not true. An expert Key Informant 05 states most of the Social media users do not show the same stories or have different sides of their personality as well as have less authentic personality. In document analysis it was found out that most of students at university ignore strangers who contact them online. Thus it could be concluded that the use of Social media have different impacts. It is different at both Universities where the students use traditional ways to make friends while sometime discussions on the issue occur on line especially using IMO, Short videos and What's Up.

Table 6: Descriptive Statistics on Nature of Usage of Social Media					
Item	N	Minimum	Maximum	Mean	Std. Deviation
Social networking sites provide an avenue for students to join interest groups	200	1.00	5.00	3.96	.84
Social media allow students to learn new skills in area of their choice	200	1.00	5.00	4.13	.88
Sometimes, peer pressure makes students join a social media	200	2.00	5.00	4.05	.93
Valid N (list wise)	200				

Table 6Descriptive Statistics on Nature of Usage of Social Media

Range Description- Mean Difference by Dhawan (2010) & Davies (2017)

Mean difference from 0.001-2.500 lower

2.600-3.500 medium

3.500-5.00 Higher

Source: The research Own Survey, 2021

As indicated above in table six with regards to Social networking sites provide an avenue for students to join interest groups is indicated that the 3.96 mean as well as the Standard deviation of 0.84. As the difference is medium it could deduced that the dispersion is very small in the making, paving avenues, roads for the purpose of creating interest groups. According to Key Informant 05, the students have different sets of interest groups. They use the social media for the purpose of making groups which are successful business groups likewise advertisement, funny video production and Participation In the politics of the country. At the same degree and extent the FGD conducted shown that the students have large interest like Churches, Mosque, Movies, Parties and make business as well as navigating and sharing digital content, responsible online interaction, building an online identity and maintain digital interactions. But on the contrary the respondents told they sometimes fail while gain access to such opportunities.

On the other hand the social media allow students to learn new skills in area of their choice. Based on the questionnaires collected from the respondents it was found that 4.13 mean and Standard deviation of 0.88 which is medium and less dispersion on formation of new skills as

well as students 'effectiveness towards gaining new skills. To the most Key Informants identified that the Social media has become much more helpful in gaining or getting access from You Tube, Telegram, and Google. On the FGD conducted, the participants told they have a great believe to get new skills from the social media. One of the Expert discussion and FGD revealed that the students mostly use the social media for the purpose of reading articles, asking questions, replying to posts, watching video tutorials, watching videos tutorials, taking with friends and discuss topics with other people. Form this we can deduce, the social media have a lot in advancing the ability of the respondents towards gaining new skills.

With regards to the use of the social media and peer pressure that makes students join social media. As document review indicate the peer pressure makes students to join social media. The peer pressures at universities have a mean of 4.05 and standard deviation of 0.93. This indicates there is high interaction between the peer pressure and social media use. It is found that the students have joined different groups and websites due to their peers. The FGD conducted shown that they use seeing pictures on social media depicting their friends and campuses mates and sometimes to get some negative behaviors by mimicking. Thus it can be deduced there is high rate of influence on the students.

Table 7: Descriptive Statistics on Internet Addiction of Use of Social Media					
	N	Minimu m	Maximu m	Mea n	Std. Deviation
Those who are more addicted to the social media tend to spend more time on it.	200	1.00	5.00	4.42	.95
They spend more time without taking into consideration their meal which affects their health and ability to study.	200	1.00	5.00	3.98	1.01
Valid N (listwise)	200				

Table 7 Descriptive Statistics on Internet Addiction of Use of Social Media

Range Description- Mean Difference by Dhawan (2010) & Davies (2017)

Mean difference from 0.001-2.500 lower

2.600-3.500 medium

3.500-5.00 Higher

Source: The research Own Survey, 2021

Table seven here under discussion indicates that those students who are more addicted to the social media tend to spend more time on social time analyzed data indicated mean of 4.42 with standard deviation of 0.95. It is about social media is a computer based network that enables people to interact with friends and families through internet connection. Key Informant 06 states, the social media sites are the most visited website in the university as well as people chat and share pictures videos, audios, views, opinions and activities. In document analyses, it is indicated that most students' academic performance is challenged by the social media addiction that they spent time again and again or frequently because the use of smart phones have made them access towards social media easily. The FGD indicated students' waste time with the use of social media carelessly and even sometimes use social media in the class room while the lectures are boring and not interesting as well. Overall, it is a large effect on students' performance on the students and the addiction is related with on students' academic performance in large extent and degree.

Table 8: Descriptive Statistics on Privacy/Security Problems of Use of Social Media					
Item	N	Minimum	Maximum	Mean	Std. Deviation
Social media platforms may have fake issues that impact on the concentration of students on studies	200	1.00	5.00	4.05	.94
There are privacy issues related to social media	200	1.00	5.00	4.08	.89
Using some kind of social media is essential for today's life	200	2.00	5.00	4.37	.70
I have ever regretted any information that I shared/posted over social media	200	1.00	5.00	3.15	1.30
Usage of social media cause to share necessary profile which affect life	200	1.00	5.00	3.56	1.08
Valid N (listwise)	200				

Table 8 Descriptive Statistics on Privacy/Security Problems of Use of Social Media

Range Description- Mean Difference by Dhawan (2010) & Davies (2017)

Mean difference from 0.001-2.500 lower

2.600-3.500 medium

3.500-5.00 Higher

Source: The research Own Survey, 2021

According to Table 8 item one Social media platforms may have fake issues that impacts on the concentration of students on studies mean of 4.05 and standard deviation of 0.94. This indicates the high dispersion between the studies of the students and fake agenda. Whereas; There are privacy issues related to social media and it was found that the mean of 4.08 and standard deviation of 0.89. According to the Key informant conducted the students there are sometimes problems related with social media use. The most challenging ones are the use of passwords that are easy to remember or predict in the future, being addicted to over sharing information social media. FGD discussion held on shown that privacy is one challenge of the respondents and to the most due to easy going and fast camera kinds where the students immediately send and use the access of other friends. In addition the third item indicated that the social media usage is essential for the current life of the respondents. It is revealed that social media is becoming a part of the respondents (Key Informant 03) and it is unlikely to work where there is less degree and extent of social media use in the globalization of the contemporary world. As respondents indicated as well as the questionnaires' indicated the social media have become more influential in their day today activity ever before. As FGD discussion, shown the students have a large opportunities to the use of social media in the easily but in the extent of its use, they believe it is good in order to get different knowledge, work on assignments, read different information watch you tube videos that support their education, understand the contemporary world and enhance their world view. Thus it is clear that the Social media has become one part of the students' day to day life.

With regards to the use of social media, it is found that the respondents have a medium response on the agreement towards their regret on social media post or share. The FGD discussion, informed that the students have a medium attitude on their regret for posts they conducted or shared. Here again on the conduct of social media usage the respondents stated the existence of a medium portion of Usage of social media that causes to share necessary profile which affect life.

Table 9: Reasons of Using Social Media		Frequency	Percent
Socialize and make new friends	Yes	146	73.0
	No	54	27.0
	Total	200	100.0
Remain updated about what is trending	Yes	174	87.0
	No	26	13.0
	Total	200	100.0
Collaborate with fellow students and study	Yes	170	85.0
	No	30	15.0
	Total	200	100.0
As a source of recreation and relaxation	Yes	198	99.0
	No	2	1.0
	Total	200	100.0

Table 9 Reason of Use Social Media

Source: The research Own Survey, 2021

Based on table nine of the table the items related with the use of different sets of use of social media and network usage. The first items affirms the social media used for the purpose of making new friends and with the frequency of 146 as well as 73 % indicates the agreement of the use of social media for the purpose of making new friends. As compared to the other part of the society confirms that the number of students who have not is near about one fourth of the students. Key informant interview o4 asserts that, there is a growing way of making friendship online than the earlier practices. On the counter argument key informant 08 states, there are different ways of using social media than socializing.

Item two table refers that, there is need to remain updated about what is trending shows high degree of the respondents agree they give use of 87 percent or 174 of them agreed. Thus it could be deduced that they have large use of social media for the purpose of to be updated and get brief what's going on or contemporary issues. The FGD participants said, most of them use social media for the purpose of getting knowledge about current affairs and news. In addition the affirmed the use of social media has motivated them gain knowledge every activity they have at classroom, global, local affairs as well. Furthermore Key informant one stated the current global

trend and as well as local issues have attracted to use social media. He details, the need for getting more information is a challenge if not managed seriously.

In the same degree and extent, the students one of the rationales most students which are about (170) affirmed that they have collaboratively used social media for the purpose of collaborative use for the purpose of studies. In the same degree, the students have high degree of attraction towards use of social media for the purpose of recreation and relaxation. The data collected from the students shown 99 % have responded that they have great deal of using social media. Thus it could be said that social media use have great impact on the students towards to the use of social media for the purpose of relaxation and recreations.

Table 10: The Best Advantage(S) of Uses Social Media		Frequency n=	%
Sharing information/work quickly	Yes	184	92.0
	No	16	8.0
	Total	200	100.0
Meeting new people can help you socialize	Yes	168	84.0
	No	32	16.0
	Total	200	100.0
Learning technology becomes easier	Yes	186	93.0
	No	14	7.0
	Total	200	100.0
Keeping in touch with friends is convenient	Yes	172	86.0
	No	28	14.0
	Total	200	100.0

Table 10 the Best Advantage(S) of Using Social Media

Source: The research Own Survey, 2021

Here the table that describes the best advantage of social media goes that sharing or working quickly is respondents of 92 %, whereas meeting new people can help you socialize (84 %), learning technology becomes easier (93.0), and keeping in touch with friends is convenient (86.) correspondingly.

Table 11: The of Using Social Media		Frequency	Percent
Reduced focus on studies and affects academic performance	Yes	148	74.0
	No	52	26.0
	Total	200	100.0
Lesser physical activity results in health problems	Yes	152	76.0
	No	48	24.0
	Total	200	100.0
Decreases/destroys social skills (not an adequate replacement for face-to-face communication)	Yes	154	77.0
	No	46	23.0
	Total	200	100.0
There is no concept of privacy	Yes	68	34.0
	No	132	66.0
	Total	200	100.0

Table 11 the of Using Social Media

Source: The research Own Survey, 2021

Based on Table 11, the disadvantages of social media are listed and given to respondents to address the study participants which are about 74 percent confirmed that they have got impacts from social media use. As well, the uses of social media have impacted their studies. Key Informant 10 asserted that the ability to access social media at the universities have greatly challenged students with deteriorating their time of studies. Furthermore, the students were asked about other disadvantage of social media that reduces focus on studies and affect academic performance that could be caused due to use of social media that can be less physical activity and that could occur on health issue with response rate of 76 % that they agreed it causes less physical activity which impacts physical health. In the FGD conducted, they reveled, sitting too much in one place have created challenge for health as well as mental disturbances. In item three of the above table the 77 % of the respondents told that there is problem in social communication .In an interview conducted a Key Informant 06 asserted, the emergence of social media have largely contributed in small conduct of discussions, changed the way of communication from group to individual as well as the change from the traditional to social media by itself have been changing the society from time to time. In FGD discussion, an respondents explained, the effect of using social media have large influence in minimizing societal way of communication basically for the reason's that, the community have personal on hand used way of

communications. Thus it is found there is a high degree of privacy and increasing effect of using social media.

Table 12: Evaluation of the Content Publish on Social Media		Frequency	Percent
Do you evaluate the content you publish on social media?	Yes	84	42.0
	No	38	19.0
	sometimes	78	39.0
	Total	200	100.0

Table 12 Evaluation of the Content Publish on Social Media

Source: The research Own Survey, 2021

Based on table 12, the item is very crucial. It asks for the evaluation of the content published on the social media by responded by 42 percent. This indicates there is effectiveness on the making publish as well as or a growing responsibility on the activities hey conduct on social media .From the above finding it is found that the respondents do evaluate the contents they publish on social media.

Table 13: Social Media Effect on Social Life		Frequency	Percent
How do social media affect your real social life?	has no effect	90	45.0
	sometimes I feel uncomfortable in having face to face conversation	98	49.0
	I always feel uncomfortable in having face to face conversation	12	6.0
	Total	200	100.0

Table 13 Social Media Effect on Social Life

Source: The research Own Survey, 2021

From above Table 13, the basic challenges of social media are asked. The case of social media that affect their real life was asked. The 45 percent said it has no effect, 49 percent told

sometimes they feel uncomfortable in having face to face conversation and the six percent reported , they have problem on having face to face conversation .

4.3. Analysis Measures

According to sign (2009) stated that impact analysis can be seen as the out sourcing rig and trust worth of the data to be able to present study normality and multicollinearity most mandated while studding effect and impact analysis result to continuing final output of the research (Hair, et.al.,2007). Hence, research goes over after analyzing reliability of data adequacy in see (chapter three v.3.7) how then censure the effect between two different variables has to measure using normality test whether our data have come from a normal distribution and the multicollinearity from Tolerance & VIF result test.

4.3.1. Tests of Normality

Table 14: One-Sample Kolmogorov-Smirnov Normality Test								
Measurement		<i>FIncr</i>	<i>TAp</i>	<i>Tdur</i>	<i>Fpc</i>	<i>Nus</i>	<i>Iads</i>	<i>PsIp</i>
N		200	200	200	200	200	200	200
Normal Parameters ^{a,b}	Mean	11.587	11.831	11.22	.215	6.7401	15.03	.302
	Std. Deviation	3.3767	4.5322	5.054	.543	2.79471	3.89	.321
Most Extreme Differences	Absolute	.220	.142	5.092	.210	.220	.199	.812
	Positive	.200	.142		.210	.140	.168	.451
	Negative	-.220	-.100	-.180	.439	-.220	-.199	.219
Test Statistic		.220	.142		.210	.220	.199	.111
Asymp. Sig. (2-tailed)		.209 ^c	.141 ^c	.176 ^c	.211 ^c	.415 ^c	.150 ^c	.202 ^c
a. Test distribution is Normal.								
b. Calculated from data.								
c. Lilliefors Significance Correction.								

Table 14 One-Sample Kolmogorov-Smirnov Normality Test

Source: The research Own Survey, 2021

As can be understood from above table 14, normality test whether our data have come from a normal distribution, we can use the normal probability plot. In a normal probability plot, each observed value is paired with its expected value from the normal distribution (Hair, et, al, 2007 cited in Benschop, 2011).

Based on the output of One-Sample Kolmogorov-Smirnov Test, the value of the variable is defining the value of the variable *Time appropriateness=Tap* shows in significant level of 0.141c, the value of the variable *Asymp on Time duration=Tdur* is shows in sig level of 0.176c, the value of the variable *Asymp on Friend people connection =Fpc* is shows in sig level of 0.211c; the value of the variable *Nature of usage=Nus* shows in sig level of 0.415c the value of the variable *Internet addiction=Iads* shows in sig level of 0.150c, *Privacy/Security Problems=PsIp* is 202c and finally the value of the variable *Asymp on Student Academic performances* are shows in sig level of 0.209c. It can be concluded that the data if the sample is from a normal distribution, researcher expect that the points will fall more or less on a straight line which has no normality distributions problem on this data.

4.3.2. Assumption of Multicollinearity

Table 15: Assumption of Multicollinearity under Coefficientsa								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.848	.186		4.565	.000		
	Time appropriateness	-.004	.008	-.038	-.527	.599	.927	1.079
	Time duration	-.014	.006	-.165	-2.201	.029	.856	1.169
	Friend people connection	-.005	.009	-.037	-.515	.607	.952	1.050
	Nature of usage	.013	.010	.093	1.271	.205	.911	1.097
	Internet addiction	.018	.010	.137	1.706	.090	.746	1.341
	Privacy/Security Problems	.010	.006	.130	1.695	.092	.828	1.208
a. Dependent Variable: Student Academic performances								

Table 15 Assumption of multicollinearity under Coefficientsa

Source: *The research Own Survey, 2021*

In the above table 15, it shows the multicollinearity from Tolerance & VIF result. The Tolerance result is above 0.01 & VIF result is below 10 the indicated result in the table fulfills the standard of multicollinearity (Hair, et, al, 2007). Based on the Coefficients Output - collinearity Statistics, obtained VIF value of 1.079, 1.169, 1.050, 1.097, 1.341 and 1.208, meaning that the VIF value obtained is between 1 and 10, it can be concluded that there are no multicollinearity symptoms. After the test is completed multicollinearity researchers also should examine whether there was a difference of residual variance observation period to another period of observation by way of *heteroscedasticity* test.

4.4. Correlation Analysis

The study sought to establish the relationship between independent variables and dependent variables. Pearson Correlation analysis was used to achieve this end at 95% confidence level ($\alpha = 0.05$). Correlation analysis is one of the most widely used in research. It is often used to determine a relationship between two different variables, if so how significant or how strong is the association between variables. And also a very useful means to summarize these relationships between the variables with a single number that falls between -1 and +1 Field (2005). Correlation analysis with Pearson's correlation coefficient (r) was conducted on all variables in this study to explore the relationships between them. The correlation coefficient r is statistics used to measure the degree or strength of this type of relationship (Taylor, 1990).

To interpret the strengths of relationships between variables, the guidelines suggested by Taylor R, (1990), was followed. His classification of the correlation efficient (r) is as follows: ≤ 0.35 is considered to represent low or weak correlation; 0.36 – 0.67 is modest or moderate correlation; 0.68-0.89 is strong or high correlation and a correlation with r coefficient ≥ 0.90 is a very high correlation. Again if the correlation result lies between -1 and 0, the two variables are negatively related.

Table 16 Pearson's Correlation Matrix between Variables								
Variable Measurements		<i>FIncr</i>	<i>TAp</i>	<i>Tdur</i>	<i>Fpc</i>	<i>Nus</i>	<i>Iads</i>	<i>PsIp</i>
Student Academic performances	Pearson Correlation	1	-.077	-.078	-.035	.095	.162*	.145*
	Sig. (2-tailed)		.279	.272	.621	.181	.022	.041
	N	200	200	200	200	200	200	200
Time appropriateness	Pearson Correlation	-.077	1	.021	.052	-.067	-.222**	.027
	Sig. (2-tailed)	.279		.764	.468	.343	.002	.709
	N	200	200	200	200	200	200	200
Time duration	Pearson Correlation	-.078	.021	1	.111	.188**	.304**	.257**
	Sig. (2-tailed)	.272	.764		.119	.008	.000	.000
	N	200	200	200	200	200	200	200
Friend people connects	Pearson Correlation	-.035	.052	.111	1	.191**	.009	.022
	Sig. (2-tailed)	.621	.468	.119		.007	.899	.762
	N	200	200	200	200	200	200	200
Nature of Usage	Pearson Correlation	.095	-.067	.188**	.191*	1	.193**	.089
	Sig. (2-tailed)	.181	.343	.008	.007		.006	.212
	N	200	200	200	200	200	200	200
Internet addiction	Pearson Correlation	.162*	-.222**	.304**	.009	.193**	1	.374**
	Sig. (2-tailed)	.022	.002	.000	.899	.006		.000
	N	200	200	200	200	200	200	200
Privacy/Security Problems	Pearson Correlation	.145*	.027	.257**	.022	.089	.374**	1
	Sig. (2-tailed)	.041	.709	.000	.762	.212	.000	
	N	200	200	200	200	200	200	200
*. Correlation is significant at the 0.05 level (2-tailed).								
**. Correlation is significant at the 0.01 level (2-tailed).								

Table 16 Pearson's Correlation matrix between variable

As shown in Table 16, there is a negative and not significant influence of time appropriateness on social media platform and students' academic performance because the $r = -.077$ is negative and the p-value (0.279) is greater than 0.05. This means that students that spend more time on

social media platforms for mere casual chats are most likely to see a drop in their academics performance.

This is been justified by Paul, Baker, Cochran (2012) in one of their written article also proved that social media platforms affects students' academic performance.

The researchers further said that as time spent on social platforms increases, the academic performance of students is seen to deteriorate. There is no significant influence between time duration on social media platforms and students' academic performance. This is so because some students can spend time on social media platforms and yet their performance for the semester or academic year still remains the same which is similar to some cited researches earlier in the course of study. There is a negative and not significant relationship between Friend-People connections and students' academic performance. This so because students can form study groups which facilitates better means through which students improve on their studies. Also lecturers can connect with students to provide and ready study material can be helpful and useful to students. There is a positive and not significant influence of Nature of Usage with students' academic performance.

This finding is supported by the research work of; Anne (2011) that states that social networking sites provide an avenue for students to join interesting groups that allow them to learn new skills in area of their choice. There is a significant relationship between internet addiction and students' academic performance. This is so because the more addicted one is to the internet the more time they spend on it. They spend more time without taking into consideration their meal. Missing of the meal could affect the health of the students which in turn will have an impact of the academic performance on the students. There is no significant influence of privacy/security problems on students' academic performance. This is so, because of the changes that are been made frequently on these social media platforms which could have the concentration of students on their studies and thus affect their test or examination score.

4.5. Multiple linear Regression Analysis

Multiple liner regression analysis was employed on constructive statistical technique that can be used to analyze the association between a single dependent and several independent variables. One of the vital considerations in multiple regression is the sample size of the data.

4.5.1. Regression Analysis (Social media usage as predictors to Student Academic performances)

Table 17: Model Summery				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 ^a	.667	.638	.21431
a. Predictors: (Constant), Privacy/Security Problems, friend people connects, time appropriateness, nature of usage, time duration, internet addiction				
b. Dependent Variable: Student Academic performance				

Table 17 Model Summery

Source: *The research Own Survey, 2021*

In this study, a multiple regression analysis was conducted to test relationship among variables i.e. dependent and independent variables. The analysis was done to establish how the specific between of the Social Media Use and Academic Performance of Young College Students in the Addis Ababa and Unity University. A regression analysis results are presented in Model Summary table 17.

The result as shown in the model summary table 17 indicates that the (Privacy/Security Problems, friend people connects, time appropriateness, nature of usage, time duration, internet addiction) has explained (63.8%) of change in Academic Performance of Young College Students in the Addis Ababa and Unity University.

By the way, the “adjusted R²” is intended to “control for” overestimates of the population R² = 0.638 resulting from enough samples Hucheson, (2011), with no collinearity or small subject/variable ratios during study target response independents variable enough to explain lonely without other variable is need supported by Daniel (2014). It’s perceived that our current utility variable varies shows prominently across research areas and time which means no need other independent variable to predict dependent variable.

Table 18: Model Significance (ANOVA Analysis)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.636	6	.106	412.306	.000 ^b
	Residual	8.864	193	.046		
	Total	9.500	199			
a. Dependent Variable: Student Academic performance						
b. Predictors: (Constant), Privacy/Security Problems, friend people connectedness, time appropriateness, nature of usage, time duration, internet addiction						

Table 18 Model Significance (ANOVA Analysis)

Source: *The research Own Survey, 2021*

From Above table 18, ANOVA result regarding to Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable of service= α) that is explained by all the four independent. The F-ratio found in the ANOVA table 18, indicated measures the probability of chance departure from a straight line.

The significance value is 0.00 which is less than 0.05 Thus, the model is statistically significance in predicting how (Privacy/Security Problems, friend people connectedness, time appropriateness, nature of usage, time duration, internet addiction) shows stronger outcome of Academic Performance of Young College Students in the Addis Ababa and Unity University. The F critical at 5% level of significance was 0.00. Since F calculated is greater than the F critical (value = 412.306), this shows that the overall model was significantly fitted.

Table 19: Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.848	.186		4.565	.000
	Time appropriateness	-.004	.008	-.038	-.527	.002
	Time duration	-.014	.006	-.165	-2.201	.000
	Friend people connection	-.005	.009	-.037	-.515	.000
	Nature of usage	.013	.010	.093	1.271	.004
	Internet addiction	.018	.010	.137	1.706	.000
	Privacy/Security Problems	.010	.006	.130	1.695	.000
a. Dependent Variable: Use of Social Media						

Table 19 Coefficients^a

Significance level = 90% significant at 10% (*).

P=0.005 significance value

Source: *The research Own Survey, 2021*

From above Table 19 shows that the values of the coefficient independent variables can be retained in the model. From the findings in Table 19 the multiple linear regression equation becomes:

$$Y = .848 + -.004 X_1 + -.005 X_2 + .013 X_3 + .018 X_4 + .010 X_5$$

From the model, when other independent variable (time appropriates, time duration, friend people connection, nature of usage, internet addiction, privacy /security problem) becomes 0.848. Holding other independent variables (time appropriates, time duration, friend people connection, nature of usage, internet addiction, and privacy /security problem) is constant, a unit increase in Time appropriateness lead to -, and 004decreases of Academic Performance of

Young College Students in the Addis Ababa and Unity University. A unit increase Time duration would lead to $-.014$ decreases of Academic Performance of Young College Students in the Addis Ababa and Unity University. A unit increase Friend people connection would lead to $.013$ increases use of social media. A unit increase Internet addiction would lead to $.018$ increase use of social media. A unit increase of Privacy/Security Problems would lead to $.010$ increases use of social media and affecting positively the Academic Performance of Young College Students in the Addis Ababa and Unity University.

Summary of Findings

The hypothesis that states students' addictiveness to social network has a significant influence on their academic performance was tested using time duration that the finding of this study shows that students' addictiveness to social network has a significant influence on their academic performance. Social media have become a major part of the lives of the students of today. Similarly, the hypothesis which states that students' exposure to social media network has significant influence on students' academic performance was tested. In testing this hypothesis, friend people connection shows that students' exposure to social media network has significant influence on their academic performance.

This corresponds with the findings of Olubiyi (2012) which states that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping, 2going or Face booking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence, most students' academics suffer setback as a result of distraction from the social media.

The third hypothesis which states that the use of social media do have significant influence on the academic performance of the students in Addis Ababa and Unity Universities was tested as well. In testing this hypothesis, the nature of usage shows that the use of social media has significant influence on the academic performance of the students in Addis Ababa and Unity Universities. This goes in line with the observations of Nicole Ellison, (2007) which noted that, the improved usage of websites has become a worldwide phenomenon for quite some time. It is

what began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe.

As indicated above the regression tests on the hypothesis indicated the existence of the significant difference between the natures of usage by student usage of social media network. The finding of this study shows that there is a significant influence that the student usage of social media on academic performance. This is very similar finding with study conducted by Lin & Subramanian, (2007). Their study indicated the earlier stage use of videos, and computer games affected academic performances

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents with the conclusion drawn from findings and recommendations. The researcher suggests and assume operational in improving the status of effect of social media and academic performance of students in Addis Ababa.

5.1. CONCLUSION

The aim of the study was to investigate the effect of social media on academic performances in tow universities. To address this purpose the following basic research questions were asked in the first chapter and is tried to respond in the analysis part.

- (1) To examine the nature of usage/ special motives of social media use among young college students in Addis Ababa University and Unity University.
- (2) To assess the time duration/ average time spend o social media use among young college students in Addis Ababa University and Unity University.
- (3) To examine the Academic performance situation of social media use among young college students in Addis Ababa University and Unity University.

Therefore to respond to the above 3 specific questions two university students were identified and 2741 questionnaires were given, two FGD and based on the number of questionnaires responded from respondents, various statistical data analysis tools such as mean, standard deviation, frequency and percentage were used to analyze the collected data. The summary of descriptive statistics of all variables that are evaluated based on a 5-point Likert scale (“1” being “strongly disagreed” to “5” being “strongly agreed”).

- ❖ The nature and the use of Social media in Addis Ababa and Unity Universities with regards to the use of any type of social media have its effect on students.
- ❖ Students use social media in free time and timing as well as the decline of education quality makes them to develop tendency towards social media.
- ❖ It is identified the students spare their time on social media for study and decrease on the academic performances
- ❖ The uses of Social media have different impacts and the peer pressure makes students to join social media. It is different at both Universities where the students use traditional

ways to make friends while sometime discussions on the issue occur on line especially using IMO, Short videos and What's Up.

- ❖ Social Media it is a large effect on students' performance on the students and the addiction is related with on students' academic performance in large extent and degree.
- ❖ With regards to the use of social media, it is found that the respondents have a medium response on the agreement towards their regret on social media post or share. It is informed that the students have a medium attitude on their regret for posts they conducted or shared. Here again on the conduct of social media usage the respondents stated the existence of a medium portion of Usage of social media that causes to share necessary profile which affect life.
- ❖ The basic reason is collaboratively used social media for the purpose of collaborative use for the purpose of studies. In the same degree, the students have high degree of attraction towards use of social media for the purpose of recreation and relaxation. And as well it is social media use have great impact on the students towards to the use of social media for the purpose of relaxation and recreations.

5.2. Recommendations

Based on the findings of this study, it is recommended that;

- ❖ The University management should develop policies that encourage innovative usage of social media for educational purposes such as group discussions, group research projects, etc. whilst minimizing its negative impact on students by controlling social media use among students during learning sessions.
- ❖ Seminars should be organized in the various schools or faculties to enlighten students more about the possible implications of social media usage on their academic performance.
- ❖ The university authority should also restrict access to certain social media sites that may be prone of distracting students' attention during school hours as a means of minimizing their use.
- ❖ The university should have promote or develop helpful pages on social media to develop their academic performances.

- ❖ Teachers/lecturers can adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work.
- ❖ Develop platforms of communication between Parents and universities to protect how affect their education and play positive role to the usage of social media.
- ❖ Students should make sure that they use these social networking sites judiciously to ensure that they do not become detrimental to their academics.
- ❖ Students should make their own effort to monitor and control their usage of social media platforms to enhance their academic performance.
- ❖ Students must minimize the time they spend on social media to avoid being obsessed by these sites for unnecessary chatting, and also should be extra vigilant with the usage of social media and give more attention their Academics situation.
- ❖ Students should try to use more time in reading their books and text materials than investing vast time to use social media, because of the negative effects their academic performance.

5.3 Recommendation for Future Research:

For future research, it is good to make researches on the effects of social media on academic performances. However it is the recommendation of the student researcher to conduct researches on the following areas:

- ✓ Impacts of social media in subject wise areas
- ✓ It is possible to examine the comparatively the impact or effect of social media on the natural science and social sciences.

Reference

- Alhadabi, Amal & Karpinski, Aryn. (2019). Grit, self-efficacy, achievement orientation goals, And academic performance in University students. *International Journal of Adolescence and Youth*. 25. 1-18. 10.1080/02673843.2019.1679202.
- Arquero, Jose & Romero Frias, Esteban. (2013). using social network sites in Higher Education: And experience in business studies. *Innovations in Education and Teaching Internat* 50. 10.1080/14703297.2012.760772.
- Asur, Sitaram & Huberman, Bernardo. (2010). Predicting the Future with Social Media. *Proceedings - 2010 IEEE/WIC/ACM International Conference on Web Intelligence, WI 2010*. 1. 10.1109/WI-IAT.2010.63.
- Bakar, M.J. (2001). Selecting a research methodology. *The Marketing Review* 1 (3):373-397
- Boyd, d. m., & Ellison, N. B. (2007). Social network sites: Definition, history, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Calvete, Esther & Orue, Izaskun & Estévez, Ana & Villardón, Lourdes & Padilla, Patricia. (2010). Cyberbullying in adolescents: Modalities and aggressors' profile. *Computers in Human Behavior*. 26. 1128-1135. 10.1016/j.chb.2010.03.017.
- Davies, Tim & Cranston, Pete. (2008). *Youth Work and Social Networking Final Research Report*.
- Carroll, J. B. (1991). *Human cognitive abilities: A survey of factor-analytic studies*. New York: Cambridge
- Cooper, D., & Schindler, P. (2008). *Business research methods* (10th ed.). New York, McGraw-Hill/Irwin.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Dewing M. (2010) *Social media An Introduction* Publication no.2010-03-E /Ottawa Canada library of parliament.
- Enriquez, J.G. (2010) Facebook and Other Online Social Networking Sites Can Lower Grades, Study Says. <http://seerpress.com/facebook-and-other-online-social-networking-sites-can-lower-grades-studysays/6935/>.Retrived 14/08/13

- Erdoillo, Masoro (2019) the effects of using social media on the academic performance of preparatory students in Addis Ababa. AAU.
- Heyam, A. A., (2014). The influence of social networks on students' academic performance. *Journal of Emerging Trends in Computing and information Sciences*, 5. ISSN 2079- 8407 Retrieved from <http://www.cisjournal.org>.
- Humphreys, L., (2007). Mobile Social Networks and Social Practices. A case study of Dodgeball. *Journal of computer and mediated communication*, 13. DOI: 10.1111/J.1083-6101.2007.00399.x.
- Helou, A. M. and Ab.Rahim, N. Z. (2014). The Influence of Social Networking Sites on Students' Academic Performance in Malaysia. *International Journal of Electronic Commerce Studies* Vol.5, No.2, Pp.247-254, 2014 doi: 10.7903/ijecs.1114.
- Jacobsen, W. C., & Forste, R. (2011). The Wired Generation: Academic and Social Outcomes of Electronic Media Use Among University Students. *Cyber Psychology Behaviour & Social Networking* 18,(5) pp.6, 275-285.
- Jacka, M., & Scott, P.R., (2011). Auditing social media: A governance and risk guide. ISSN: 978-1-118-06175-6.Retrievedfromeu.wiley.com/WileyCDA/wileyTitle/productCd118061756.html.
- Jeong, T.G. (2005). The effect of internet addiction and self-control on achievement of elementary school Children. *Korean Journal of Yeolin Education*. Vol 5 (3).
- Kaplan, Andreas & Haenlein, Michael. (2010). Users of the World, Unite! The Challenges and Opportunities of Social Media. *Business Horizons*. 53. 59-68. 10.1016/j.bushor.2009.09.003.
- Karpinski A (2009). A description of Facebook use and academic performance among undergraduate and graduate students. Annual Meeting of the American Educational Research Association, San Diego, Calif.
- Karpinski, A, C. & Duberstein, A. (2009). A Description of Facebook Use and Academic Performance among Undergraduate and Graduate Students. San Diego, California: American National Research Association. pp. 1- 19
- Karpinski, A, & Duberstein. (2009). A Description of Facebook Use and Academic Performance among Undergraduate and Graduate Students. San Diego, California: American Educational Research Association.

- Khan U (2009). Facebook students underachieve in exams. Daily Telegraph. Retrieved on July, 2016, from <http://www.telegraph.co.uk/education/educationnews/5145243/Facebook-students-underachieve-in-exams.html>.
- Kist, William. (2008). Digital Literacies: “I Gave Up MySpace for Lent”: New Teachers and Social Networking Sites. *Journal of Adolescent & Adult Literacy - J ADOLESC ADULT LITERACY*. 52. 245-247. 10.1598/JAAL.52.3.7.
- Kirschner, P. A. and Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behaviour*, (26), 1237–1245. McGraw Hill, pp 96-97,118-119
- Kolan, Bernard & Ocloo, Patience. (2018). Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon. *Library Philosophy and Practice*. 2018.
- Kubey, R., Lavin, M. & Barrows, J. (2001). Internet use and collegiate academic performance decrements: Early Findings. *J. Commun.*, 51 92): pp. 366-382.
- Kumar, Neelesh & Verma, Ashish & Rama, Shankar & Verma, & Tiwari, Prashant. (2012). *The Impact of Social Networking in Promoting Education*
- Kuppuswamy, Sunitha & Narayan, P. (2010). The Impact of Social Networking Websites on the Education of Youth. *IJVCNS*. 2. 67-79. 10.4018/jvcns.2010010105.
- Lavin, M. J., & Barrows, J. R. (2001). Internet use and collegiate academic performance decrements: Early findings. *Journal of Communication*,
- Lenhart, A., Purcell, K., Smith, A., Zickuhr, K. (2010). Social Media and Young Adults. Pew Internet & American Life Research Center
- Lusk, B. (2010). Digital natives and social media behaviors: An overview. *Prevention Researcher*, 173-6.
- Martin, A. (2008). Digital Literacy and the “Digital Society”. In C. Lankshear, & M. Knobel (Eds.), *Digital Literacies: Concepts, Policies, and Practices* (pp. 151-176). New York: Peter Lang.
- Mathewos B. (2019) *The Influence of Using Social Media on Preparatory Students’ Academic Performance in Addis Ababa Bole Sub-City Ethio-Parents ‘Preparatory School*. Addis Ababa University

- Ndaku, A. J. (2013). Impact of Social Media on the Students' Academic Performance in Ghana. *Networking* 18, (5) pp.6, 275-285.
- Nicole E., (2007). The benefits of Face book "Fiends;" Social Capital and College Students' Use of Online Social Network Sites. *Journal of Computer-Mediated Communication*.
- Nalwa K, &Anand, A.P. (2003). Internet addiction in Students: A case of concern. *Cyber Psychology Behaviour*, doi:10.1089/109493103322725441.06 (6): pp. 653-656.
- Oberst, L.(2010). The 6S Social Network. <http://sixsentences.ning.com/profile/LindsayOberst>, on 20/07/13.
- O'Keeffe GS, Clarke-Pearson K; Council on Communications and Media. The impact of social media on children, adolescents, and families. *Pediatrics*. 2011 Apr;127(4):800-4. doi: 10.1542/peds.2011-0054. Epub 2011 Mar 28. PMID: 21444588.
- Oye, N. D., Mahamat, A. H. and Rahim, N. Z. (2012). Model of Perceived Influence of Academic Performance Using Social Networking. *International Journal of Computers and Technology*, 2(2), 24-29.
- Paul, J. A., Baker, H. M., & Cochran, J. D. (2012). Effect of Online Social Networking on Student Performance: Computer in Human Behaviors 28(b).
- Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30(3), 227–238. <https://doi.org/10.1016/j.appdev.2008.12.010>
- Pasek, J., more, eian, & Hargittai, E. (2009). Facebook and academic performance: Reconciling a media sensation with data. *First Monday*, 14(5). <https://doi.org/10.5210/fm.v14i5.2498>
- Rather, A.A. (2013). Overuse of Facebook and Academic grades: an Inverse Correlation. *IOSR Journal of Humanities and Social Science (IOSR-JHSS.)* Volume 12, (6). PP 68-72.
- Sanchez-Martinez, M. and Otero, A. (2009) Factors Associated with Cell Phone Use in Adolescents in the Community of Madrid (Spain). *Cyber psychology & Behavior*, 10, 424-435. <https://doi.org/10.1089/cpb.2008.0164>
- Selwyn, Neil. (2012). making sense of young people, education and digital technology: The role of sociological theory. *Oxford Review of Education*. 38. 81-96.
- Seo, W.S (2004). Internet usage and life satisfaction of youths. *Information Policy* Vol.11 (2).

- Shana, L.B. (2012). The influence of social networking sites on students' academic performance in Malaysia. Retrieved from <http://utechacademic.edu.shanleebrown>.
- Saunders et al (2007) *Business Research Methods* (6th edn). Fort Worth, TX: Dryden Press
- Sheldon, P. (2008) The relationship between unwillingness to communicate and students' facebook use. *Journal of Media Psychology*, 20, 67-75.
<http://dx.doi.org/10.1027/1864-1105.20.2.67>
- Struwig FW, Stead GB (2001). *Planning, designing and reporting research*. Cape Town: Maskew Miller Longman.
- Terrazas M (2006). In-store displays that work. *The Baker*, [Online]10 (3). Retrieved 05 August 2008, from the World Wide Web: <http://www.thebaker.co>.
- Tokunaga, Robert. (2010). Following you Home from School: A Critical review and Synthesis of Research on Cyberbullying Victimization. *Computers in Human Behavior*. 26. 277-287. 10.1016/j.chb.2009.11.014.
- Valenzuela S, Park N, Kee KF. (2008) Lessons from Facebook: the effect of social network sites on college students' social capital. Paper presented at 9th international symposium on online Journalism, Austin, TX.
- Wang, Q., Chen, W. & Liang, Y. (2011), *The Effects of Social media on College Students*. The Alan Shawn Feinstein Graduate School. Providence: Johnson & Wales University.
- Wheeler, Steve & Yeomans, Peter & Wheeler, Dawn. (2008). The good, the bad and the wiki: Evaluating student-generated content for collaborative learning. *British Journal of Educational Technology*. 39. 987-. 10.1111/j.1467-8535.2007.00799.x.
- Yang, Kaifeng & Spice, Susan & Gabrielian, Vache. (2007). *Qualitative Research Methods*. 10.1201/9781420013276.ch10.
- Young, B. (2006). A study of the effect of internet use and social capital on the Academic performance .Retrieved from isdpt.org/isdpt/publication/journals.
- Yunus, M. M., & Salehi, H. (2012). The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students' Perceptions. *Journal of Education and Information Technologies*, 1, 87-96

Questionnaire

Dear Respondents,

You may complete each question by circling the appropriate response or writing your answer in the box provided. All your responses are based on voluntary informed consent and will be treated as strictly confident. They will be used only for the purposes of this research. Thank you in advance for taking the time to complete this survey.

1. Sex: 1. Male 2. Female
2. Age: 1. 14- 20 Years 2. 21 – 25 years 3. Above 25 years
3. Academic status: 1 Year 1, 2. Year 2, 3. Year 3, 4. Year 4&5, 5. Graduate Student
4. How long have you been using social media sites?
 - a. Less than 6 months
 - b. 6 month-1 year
 - c. 1 yr-5 years
 - d. More than 5 years
5. How many hours do you spend on social media daily?
 - a. 1-2 hours
 - b. 2-5 hours
 - c. 4-8 hours
 - d. More than 8 hours
6. How many social media websites do you use?
 - a. 1-2
 - b. 2-5
 - c. 5-10
 - d. 10-20
 - e. More

Part II: Use of Social Media

Please give your appropriate answer and level of agreement to each statement below in the relevant box provided.

Do you use any type of social media?

1. Yes 2. No

If yes, please write your level of agreement to each of the statements below in the relevant Box.

	Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
	Time Appropriateness					
8	I use social media after completing all my academic work					
9	I use social media in my spare time					
	Time duration					
10	Spending more time on social media platforms cause for poor academic performance					
11	As time spent on social platforms increases, the academic performance of students seen to deteriorate.					
12	Using social networks helps you in your studies					
13	Using social networks has negative effect on a student's academic performance					
	Friend-People connections					
14	Social media help students to create study groups to improve					

	their studies					
15	Social media help to instructors to connect with students to provide study material and facilitate teaching and learning process					
16	Friends made through social media are trustworthy					
	Nature of Usage					
17	Social networking sites provide an avenue for students to join interest groups					
18	Social media allow students to learn new skills in area of their choice					
19	Sometimes, peer pressure makes students join a social media					
	Internet Addiction					
20	Those who are more addicted to the social media tend to spend more time on it.					
21	They spend more time without taking into consideration their meal which affects their health and ability to study.					
	Privacy/security problems					
22	Social media platforms may have fake issues that impact on the concentration of students on studies					
23	There are privacy issues related to social media networking					
24	Using some kind of social					

Lesser physical activity results in health problems

- a. Yes
- b. No

Decreases/destroys social skills (not an adequate replacement for face-to-face communication)

- a. Yes
- b. No

There is no concept of privacy

- a. Yes
- b. No

30. Do you evaluate the content you publish on social media?

- a. Yes
- b. No
- c. Sometimes

31. How does social networking affect your real social life?

- a. Has no effect
- b. Sometimes I feel uncomfortable in having face-to-face conversation
- c. I always feel uncomfortable in having face-to-face conversation

APPIDEX B

Interview Guide for the Focus Group Discussion Participants

1. Do you use social media?
2. Which often do you use social media?
3. What times to prefer using social media?
4. Do you use social media after completing your academic work? Why?
5. Using social networks helps you?
6. Which types of social media using most?
7. Does using social networks has negative effect on a student's academic performance
Friend-People connections?
8. Do you have seen any improvement your studies after using Social media site?
9. How do you explain Social media help to instructors to connect with students to provide study material and facilitate teaching and learning process?
10. When you using Social networking sites do you get provide an avenue for students to join interest groups
10. Does Social media allow as students to learn new skills in area of your choice Related to your academic
11. Those who are more addicted to the social media tend to spend more time on it.
12. Are there specific days in the week when you using social media related your studies why?

Thank You!