

Addis Ababa University
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The Relationship between Social Media Usage and Psychological Wellbeing among Preparatory School Students in Addis Ababa: The case of Government and Private Schools in Nifas Silik Lafto Sub city

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A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Masters in Counseling Psychology

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Endorsement

I confirm that this thesis titled “**The Relationship between Social Media Usage and Wellbeing among preparatory School Students in Addis Ababa: The Case of Government and Private Schools in Nifas SilkLafto Sub City**” has been advised by me and submitted for examination.

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04/2021

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Abstract

This investigate inspected the relationship between social media and mental well-being. Respondents were chosen from five arbitrarily chosen schools in 'Nifas Silk' Sub-city of Addis Ababa. A add up to of 200 government and private preliminary school understudies in 'Nifas Silk' were chosen utilizing the proportionate stratified testing procedure. The members were preliminary school understudies (17 to 19 a long time ancient). A statistic survey, a mental prosperity scale and social media scale was utilized to gather information. Quantitative strategies of information investigation such as rates, cruel, relapse, and multivariate Investigation of Fluctuation (MANOVA) were utilized to analyze the information. The result of Pearson relationship on the relationship between social media utilization and mental well-being (the autonomy and natural dominance) incorporates a frail relationship. Other than in evaluating individual development, self-concept, positive connection with others to social media utilization was adversely related. The mean value of every variable didn't show any tremendous variations. There were no giant differences among father and mother schooling while taken into consideration collectively at the variables Autonomy, environment mastery, functions of life, personal boom, self-reputation and high quality relationships with others. In analyzing the differences across the dependent variable's purpose in existence have 77.690 mean, of that have the most powerful and positive relation with others has second stronger at the same time as the least impact changed into determined on self-concept of the respondents. From the examine, the following guidelines were forwarded. The findings from this evaluate suggest that social media usage allows teens to boom the dimensions and composition of their social networks drastically. This may be both useful (e.g. accelerated social capital and social assist, etc.) or dangerous through expanded publicity to triggering or abusive content or the advertising of negative coping techniques.

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Abbreviations and acronym

ANOVA: Analysis Of Variance

BAS: Behavioral approach System

BIS: Behavioral Inhibition System

GAD: Generalized Anxiety Disorder

MANOVA: Multivariate Analysis Of Variance

OCD: Obsessive Compulsive Disorder

PWBS: Psychological Well Being Scale

SM: Social Media

SNS: Social Network Site

SWB: Subjective Well-Being

Chapter One

Introduction

1.1 Background of the Study

Well-being, seemed in the Nineteen Thirties collectively with the idea of Gross country wide Product (GNP) and (international fee on surroundings and improvement, 1987), is used very regularly in studies and literature, however, is a lot of misunderstanding about what it without a doubt means.

In earlier studies, the observer of mental wellbeing has been guided with the aid of primary conceptions of positive functioning. These are the seminal work, prominent among fantastic and poor have an effect on and defined happiness as the balance between the two Bradburn's (1969). Conceptual and methodological refinements built on this early operationalization of well-being. For instance, the postulated independence of effective and negative affect become challenged and related with the failure to distinguish between the depth and the frequency of have an effect on (Diener, Larsen, Levine, & Emmons, 1985). Frequency of positive and terrible affect has a tendency to correlate negatively, while depth correlations are generally positive. Those conflicting members of the family had been stated to suppress the affiliation between tremendous and bad have an effect on, thereby creating an phantasm that the additives are unbiased. Of the 2, frequency has been promoted because the higher indicator of wellbeing due to the fact it could be better measured and is greater strongly associated with long-term emotional wellbeing than intensity is (Diener& Larsen, 1993; Diener, Sandvik, &Pavot, 1991). Frequency of high quality and horrible have an effect on has an inclination to correlate negatively, at the same time as intensity correlations are typically nice. The ones conflicting individuals of the circle of relatives have been stated to suppress the association among high-quality and awful have an effect on, thereby creating an illusion that the components are independent. Of the two, frequency has been promoted due to the fact the better indicator of wellbeing because of the truth it may be higher measured and is more strongly associated with long-term emotional well-being than intensity is (Diener& Larsen, 1993; Diener, Sandvik, &Pavot, 1991).

Some researchers suggest wellbeing is a high repute word traditionally and linguistically aligned with fitness and happiness (Bergdolt, 2008; McMahon, 2006). This makes it a useful concept for the maintenance of neo-liberalism (Hughes, 1988; Rose, 1999). It has been posited that the high linguistic reputation accorded to wellbeing has facilitated its appropriation within professional and educational discourse while concurrently undermining its transfer to put usage (Hughes, 1988; Mathews and Izquierdo, 2009; Seedhouse, 1995). Within the remaining decade they have got started to witness an upward trajectory of well-being inside the media and political discourse (Bache and Reardon, 2013; Scott, 2012c). Some studies believe that prosperity may be the verification of high status words and etymological adjustment and well-being (Bergdolt, 2008; McMahon, 2006). This makes it a valuable concept in support of neoliberalism (Hughes, 1988; Ross, 1999). The high etymological status of consent prosperity has been found to encourage its distribution in professional and academic conversations, while at the same time undermining its communication of non-professional applications (Hughes, 1988; Mathews and Izquierdo, 2009; Seedhouse, 1995).

Social media is the latest form of human communication, with many features and functions, such as communication, texting, sharing images, sharing audio and video, quick posting, and connecting people from all over the world. It contains various applications, including Facebook, Twitter, WhatsApp, LinkedIn, YouTube, and a website that brings people together to share information. Boyd and Ellison (2007) defined social networks as web-based services, which help their users create a personal profile that can be public or private in a restricted system, and communicate with other users with whom they establish contact.

Social networks are also becoming a popular medium and part of the daily life of more and more young people. (According to the global net statistics in 2015, see Gorkeml, 2017), the net use is 46. Global 4%, the remaining 5 years of growth price becomes 832.5%. Today, this number has increased, with a global net utilization rate of 55.1% and a boom price of 1,066% between 2000 and 2008 (net global statistics, 2018). This shows that the amount of internet usage across the industry has increased dramatically. The statistics of African Internet users in 2018 show that 15.3% of their population is Internet users it also shows that 15.3% of Ethiopia's populations are Internet users.

The investigation began to consider the use of social networks of different dimensions. For example, Kim, Sohn and Choi (2011) are strongly motivated so that Korean students use social support, and students from the United States emphasize to find entertainment as a basis for frequent social networks. It turned out he was doing. Therefore, examining the motivation of social networks and the use beyond social networks is the important field of research, since social networks are currently a global phenomenon.

Social networks have become an integral part of daily life in the last 10 years. It turned out how we communicate with each other. The emergence of Facebook in 2004 was used in a handful of social networking platforms, which was used at the beginning of the century, but the appearance of Facebook in 2004 is a new era of how people interact online.

Nowadays, users have several social media platforms with their fingers. According to the Pew Research Center, as of January 2018, almost 70% of all adults in the United States have at least one social networking account. This is a great increase in 2005 if 5% of adults are only social networking sites (Pew Research Center, 2018). This dramatic increase promoted social networks to the current position as a ubiquitous and addictive aspect of modern society.

In 2014, there were at least 1.3 billion Facebook users, 982 million Twitter users, and 300 million LinkedIn users worldwide (Smith 2014). Mackey (2016) pointed out that despite the digital divide; the reality in South Africa is that most young people can use social media. These sites have not only become important common channels between friends and family, but also a new way to share knowledge (Ng 2016). Since social networks provide direct communication between young people and are very flexible, young people can share knowledge at an amazing speed (Lilley, Grodzinsky and Gumbus 2012).

Facebook remains the most popular social networking site in South Africa, followed by YouTube and Twitter (World Wide Worx 2015). Interestingly, some people believe that South African men and women use Facebook equally (World Wide Worx 2015). Approximately 5.6 million men and women use Facebook, and an estimated 11.2 million Facebook users nationwide

Currently, Facebook has approximately 1.4 billion daily active users, making it the most popular social media platform in the world (Facebook, 2018). Not only are more people using social media every day, but they also spend more and more time on social media. On average, users spend nearly an hour a day on Facebook and Instagram combined, more than any other leisure activity surveyed by the U.S. Bureau of Labor Statistics, except for watching TV

(Stewart, 2016). According to data compiled by the Pew Research Center, 45% of teens claim to have been using the Internet almost all of the time. Additionally, the data also illustrates the potential impact of social media use on young users. About a quarter of those surveyed said that social media has had a negative impact on their lives.

Today, Facebook is becoming the preferred communication and information exchange website for young people. Also, the most popular social network page in Ethiopia is Facebook (Mulisa, 2018). In addition to the ease of use of Facebook and the possibilities it offers to users, it is also possible to provide Internet connections in schools, universities and other public institutions and non-public groups such as accommodation, internet cafes and leisure areas, and enter the promotion of mobile phones on Facebook through the following methods Improved use by young people. Prep students in Addis Ababa belong to this age (adolescent) organization and live in a place where there is an internet provider. These university students also appeared in the age range (16-20 years) of active Facebook client agencies in Ethiopia (Kassahun 2014).

1.2. Statement of the Problem

Now, from shopping to email, education, and business tools, social media has become an important part of all aspects of users' lives (Statista, 2018, cited from Endirias). All aspects of the younger generation that connect and obtain information through social networks are becoming the daily life of the generation; even face-to-face communication and social traditions are deteriorating. In different parts of the world, social media addiction is believed to affect about 5% of young people, and 3% of them believe that social media is more addictive than cigarettes and alcohol (Hofmann, W. Vohs , D. Baumeister and R. 2012). Platforms that are supposed to help young people connect with each other may actually exacerbate the mental health crisis (Collishaw, S. Maughan, B. Goodman, R. Pickles, A, 2017).

The way young people communicate and share with each other has changed. Since social media is a new phenomenon, its exact impact on young people's mental health, emotional health, and physiology is currently unclear, and many existing evidence are conflicting. However, recent research has raised serious concerns about the adverse effects that increased use of social networks may have on 4,444 young people, especially their psychological deterioration.

One in six young people will experience anxiety at some point in their lives. In the past 25 years, the determination rate of anxiety and depression among young people has increased by

70% (Mental Health Foundation, 2004)). The same people say that four of the five most commonly used social media platforms actually make their anxiety worse. Anxiety can have a huge adverse effect on the lives of young people. Overwhelming worry and panic will take over and make it difficult for them to leave the house, go to class or class, or perform at work. Anxiety can be diagnosed as a specific mental health disorder, such as generalized anxiety disorder (GAD), panic disorder, social anxiety disorder, or obsessive-compulsive disorder (OCD, National Institute of Mental Health, 2016).

Different surveys show that the use of social networks affects the overall status of users and is becoming a problem for dozens of students. Mahamuda (2016) showed that social networking sites encourage discrimination, and people classify each other based on religion, race, and geographic location. Of course, such practices are widespread on social media platforms, which also stifles the credibility of the information these people share about others, as well as hate speech and insults directed at specific people's names, tribes, and regions. It affects them by disrupting the use of time, lack of attention to their education, physical problems, and crises in the overall lifestyle. Researchers observed the problems she faced while teaching the well-being of elementary school students at Repi's elementary school (Betelehem, 2016). But in this study, the mental health of high school students using social media in the sub-city "Nifas silik" was investigated.

1.3. Research Questions

The study will identify the following research questions:

1. What social media platforms do students use most often?
2. What is the level of use of social networks and the happiness of students?
3. Is there a statistically significant relationship between social network use and wellbeing?
4. What percentage of the change in wellbeing explains the use of social networks?
5. In terms of demographic variables, are there statistically significant differences in the use and well-being of social networks (i. e Gender, type of school, parental education level, occupation and income)?

1.4. Objectives of the Study

1.4.1 The general objective of the study

This research aims to study the relationship between the use of social media and the wellbeing of high school students in the "Nefas Silk" sub-city of Addis Ababa.

1.4.2 Specific objective of the study

Specifically the study intended to:

- ❖ Explore associations of social media use with different indicators of preparatory school student's well-being.
- ❖ To identify the level (statues) of students social media usage and psychological wellbeing of preparatory school students.
- ❖ To study statistically significant relationship between social media usage and wellbeing of preparatory school students.
- ❖ To explain the proportions of the variances in well-being and social media usage of preparatory school students.
- ❖ To explore differences in Social media usage and wellbeing with respect to demographic variables (i.e... sex, school type, parents educational level, and income) of preparatory school students.

1.5. Significance of the Study

The research will be used to gain more insight into current issues of student use of social media. This research is important for those involved in treatment and counseling as it can identify students with lower levels of mental health and develop and improve prevention and intervention methods related to social media use by Students.

The study will also let students know that social media can help them improve their self-image and mental health, which is suitable for student health education, and control access to Social issues that affect the health of students. The findings of this study will also provide important directions for future research in the field of social media and student mental health.

1.6. Limitations of the Study

Any research project, like any other project, cannot be without flaws. Therefore, researchers face some limitations in the process of research projects. Another stumbling block is the Covid 19 pandemic, due to the health agreement and its rapid spread on the world stage and Ethiopia. Therefore, it not only protects the connection with others, but also strengthens the analysis and time constraints, thus affecting the acquisition of second-hand information, and it is another obstacle to the acquisition of second-hand information when the time given by the research project is too short. The data collected in this study is based on the self-development scale (social media use) provided by the target students. Therefore, due to the interviewee's interpretation of the problem, some potential deviations may occur in the reports.

1.7. Scope of the Study

In the last decade, a large number of studies have investigated the general role of Internet activities, especially the use of social networking sites, in affecting a wide range of social and emotional outcome variables. Therefore, before continuing, we clarify the scope of our review by identifying variables of interest. Social media studies examining the impact of general Internet use on subjective well-being are not included here, because grouping all Internet activities into one general category is considered suboptimal (Bessi re, Kiesler, Kraut, & Boneva, 2008; Burke, Kraut, and Marlow, 2011). Therefore, rather than adopting macro (Internet use) or micro (very specific behavior of social sites) methods, it is better to focus on research that assesses the impact of general use of the social media site and broad categories of patterns of use. use of social networks.

The demarcation includes the age range of the young people, and young people between 17 and 19 years of age are selected for research. Investigating young people over the age of 17 allows them to experience social networking. The research also focused on the 12th grade students in the 2019/2020 school year of private and government high schools selected from Nifas Silk lafto due to its accessibility, usability and closeness.

1.8. Operational and Conceptual Definition of Terms and Constructs

Well-being: refers to the state of mental health of children aged 17 to 19 in the suburban school of Nifas Silik.

Mental health: refers to the state of mental functioning of high school students in the sub-city "Nifas Silik".

Social Media - Refers to websites and applications designed to allow students to share content with friends quickly, efficiently, and in real time. The use of social networks is for communication and social networks through the use of electronic systems.

Facebook - Defined as an online social networking site where people can create personal profiles, share information about themselves, photos, and quotes, and reply to or link to information posted by other people. Facebook's social networking services can be used on devices such as personal computers, tablets, and smartphones.

Instagram: Show/share photos and videos with friends around the world on social media

Chapter Two

Review Related Literature

This chapter focuses on the empirical literature and discovers the association between the use of social media and students' mental health (autonomy, mastery of the environment, life goals, positive relationships with others, and personal growth).

2.1 Psychological Wellbeing: Basic Concepts, Assessment and Theories

2.1.1. Basic Concepts of Psychological Wellbeing

Psychological wellbeing means not only that there is no stress, but other psychological problems. It includes positive self-awareness, positive relationships with others, mastery of the environment, autonomy, purpose of existence and emotions closer to improving health (Ryff, 1995). To explain happiness, there are two special points of view in literature. The first is the concept of hedonism and the other is eudaimonic (Keyes, Shmotkin and Ryff, 2002; Ryan and Deci, 2000). The hedonistic view defines happiness as satisfaction and happiness. The main criterion for the conceptualization of the hedonistic gaze is that a person evaluates his lifestyle according to a set of values and standards that he himself determines. The vision of mental performance mainly defines happiness based on self-realization and complete functioning (Waterman, 1993). Schmutte and Ryff (1997) believe that although typical measures that emphasize effective emotions, negative effects, and the pleasure of life as the three components of psychological well-being are huge for measuring happiness, they are not conceptually adequate for the development of happiness mental health. Ryff (1989a), the structure that is the basis of happiness is basically more difficult than the structure that is generally believed in the literature. Ryff (1989a) also pointed out that mental health is a multidimensional structure, not just a combination of positive and negative effects and life satisfaction. There are six different dimensions of positive mental function. These dimensions include a good assessment of personal lifestyle and personal history (self-acceptance), feeling of continued growth and development as an individual (personal growth), personal belief in a meaningful and purposeful life (life purpose), and other men Establish a good relationship with a woman (positive relationship with others), personally guide their life and the world around them (control of the environment), make personal decisions (autonomy) (Ryff and Keyes, 1995) and Positive Relationships with Others:

Ryff (1989a) defines a positive family member as a strong feeling of compassion and love established with others in a clear and reliable way.

2.1.2 Assessing Psychological Wellbeing

Each scale of the original RPWB questionnaire consisted of 20 items, including a total of 120 items. The abbreviated version of RPWB is also used. It contains 84 items (14 items per scale), 54 items (9 items per scale), 42 items (7 items per scale) and 18 items (3 items per scale (Abbott et al., 2006). To measure psychological well-being, Carol Ryff developed a six-factor psychological well-being scale (PWBS). The original scale consisted of 84 items (long form); however, the current study used a short form of 42 items. The six subscales are self-acceptance, personal growth and life goals, mastery of the environment, autonomy, and positive relationships with others. Items are scored from 1 (strongly disagree) to 6 (strongly agree). For example, an object on the Autonomy subscale says "I tend to worry about what other people think of me" (Springer & Hauser, 2006). The alpha coefficient (Kafka & Kozma, 2002), for the six stages of the scale ranging from 0.82 to 0.90 established structural validity in a sample of 321 respondent using Ryff (1989b). The correlations with the high function measures (ie, life satisfaction, emotional balance, and self-esteem, internal and moral control) are all positive and significant, with coefficients ranging from 0.25 to 0.73. Similarly, correlations with previous indicators of malfunction (ie, powerful others, opportunity control, depression) are negative and significant, with coefficients ranging from -.30 to -.60.

2.1.3 Theories/Models of Psychological Wellbeing

There are two broad psychological traditions (eudamonic and hedonic) used to explore health in history.

Hedonism (Diener 2000) introduced subjective well-being (BS), which refers to the emotional and cognitive assessment of an individual's life. They believe that happiness and satisfaction with life are universal, although the factors that produce happiness and satisfaction may vary from society to culture (Diener E, Diener M, Diener C. 2008, 2009).

On the other hand, euphoric theorists believe that the meaning and satisfaction of the individual's life are crucial (Deci EL, Ryan, Hedonism, Eudemonia and 2008). Taking this position, (Ryff, 1989) proposed a theoretical model of psychological well-being, which contains six different aspects of positive functions, especially autonomy, environmental mastery, personal growth, life and career, positive relationships with others and self-acceptance. This model was developed based on a deep understanding of human functions in the past (Ryff, 1989). It has been used in a large number of empirical studies conducted in various contexts, such as three samples of adolescents (Lavasani, Borhanzadeh, Afzali, Hejazi, 2011 and Chan, Chan, and Sun 2017). The available evidence does not appear to be sufficient to demonstrate its applicability to young people. Therefore, it is reasonable to continue to explore whether Ryff's six-factor model can be used as a robust theoretical framework for studying the mental health of adolescents.

2.1.4 Psychological Well-being Components

The Ryff psychological well-being scale has six different scales: autonomy, mastery of the environment, personal growth, favorable relationships with others, life motivation, and self-acceptance. Since these measures may change the solutions given, these measures will not be separated or approved. Each measure is answered based on a six-point Likert scale that ranges from strongly disagrees to strongly agree. The Cronach α coefficients of the six scales range from 0.82 to 0.90 (Schmutte and Ryff, 1997). Examples of each measure are as follows:

2.1.4.1 Autonomy

Autonomy includes a person's desire and ability to make independent decisions. The PWB's measurement standard is that my decisions are usually not affected by other people's decisions, and it is difficult for me to express my opinion on controversial issues. (Springer, 2006) When it comes to autonomy, children need to be trained. They can make small decisions on their own, but are more willing to ask their parents for guidance on important decisions. Because the latter is a self-regulating decision, children's autonomy can be measured by asking how often they participate in individual and voluntary shared decision-making (for example, making decisions for themselves or actively seeking help when needed).

2.1.4.2 Personal Growth

Personal growth refers to the feeling of continuous personal development. It is closely related to self-actualization, which is defined as the process of discovering the true self. The original PWB used items such as I don't want to try new ways of doing things to measure personal growth; my life is just as good, and it makes sense to say that you can't teach old dogs new tricks (both upside down). Although deep self-reflection develops in late childhood (Brown A.L, 1986) young children show great potential for psychological growth due to curiosity. The core of personal growth is to be open to new experiences. Therefore, you can assess your child's personal growth by asking how often he likes to participate in new experiences (eg visiting new places, meeting new friends).

2.1.4.3 Environmental Mastery

The environmental domain is related to the ability to manage the environment and the ability to choose and create an environment that adapts to the needs of each one. In the original PWB, this dimension was measured by items such as that I have been able to create a lifestyle that I like for myself, in general I feel responsible for the situation in which I live. For children, managing their environment requires making small decisions in daily affairs (Thunder Lake, Crut, and McHale). Therefore, asking children how often they make decisions in their daily life (eg use of time, play dates, dinner) to understand the surrounding situation.

2.1.4.4 Purpose in Life

Ryff (1989) believes that a clear understanding of life's purpose, sense of direction, and intentionality is an important part of life's sense of purpose and meaning. Active people have goals, intentions, and a sense of direction, all of which help to feel that life has meaning (Ryff & Singer, 1996).

2.1.4.5 Positive Relations with Others

RPWB uses some elements to measure it. For example, I know that I can trust my friends and they also know that they can trust me. Maintaining an intimate relationship is difficult and frustrating for me. In relationships with others, children find it important to spend time together and be able to trust each other. Between the ages of 17 and 19, the relationship with parents is still strong, but the friendship with peers gradually deepens (Nickerson, Nagle, 2005). Therefore, to correctly measure the positive relationship between children and others, one must ask about the nature of the bonds between them and their parents and peers (such as jealousy and trust).

2.1.4.6 Self-acceptance

Self-acceptance includes taking a positive attitude towards oneself. It is closely related to self-esteem, which is the degree to which people are proud of themselves (Davis P.E, Sandler, 2001). PWB measures self-acceptance through items such as "In general, I feel confident and positive about myself" and "I like most parts of my personality". Therefore, children's self-acceptance can be assessed by asking how often they feel good about themselves in general (for example, proud or happy).

2.2 Social Media Usage: Basic Concepts, Assessment and Theories

This subtopic discusses the basics of social media use, social media evaluation, and social media usage theory.

2.2.1 Basic Concepts of Social Media Usage

The most popular social media channels today include Facebook, Instagram, Twitter, LinkedIn, etc. There are many others, and then there are some new ones, even in production. Who knows, some of these projects under development may become very large. You will find that there are some similarities between these channels. One channel is more similar to one channel and less similar to other channels. Although Facebook and Instagram are mainly regarded as visual media based on the content consumption patterns on these platforms, Twitter is used more for information content, such as news and updates. LinkedIn continues to grow, and the content consumption patterns jury is still there to decide whether it is visual, textual, or video, or a combination of all of them. Snapchat is mainly used to share hidden moments that have been deleted in daily life.

The previous year, Facebook had approximately 1.4 billion daily active users, making it the most popular social media platform in the world (Facebook, 2018). Not only are more people using social media every day, but they are also spending more and more time on social media.

Instagram is a mobile application where users can post photos and videos with additional instructions. In response to these posts, we encourage other users to like, comment, and interact with each other. It is one of the fastest growing social media platforms (Anderson and Jiang, 2018; NORC, 2017). However, because it is relatively new, there is little research on the specific impact that this form of social network can have on users.

2.2.2 Assessing Social Media Usage

The concept of social media use is quite new, and the rise of its most popular manifestations has only recently emerged. So far, most studies on social media use have used psychometrically vulnerable measures. . According to the scale development theory (DeVellis, 2003), even the most recent research published in peer-reviewed journals uses a rather lack of evaluation measures to manipulate the use of Facebook. For example, researchers often use a single item to evaluate objective information about usage, such as average daily usage activity in minutes or estimates of weekly account logins (for example, Baker & Oswald, 2010; Litt & Stock, 2011; Ong Et al., 2011; Wilson, Fornasier and White, 2010). In addition, the formats and response scales of these types of questions vary greatly from study to study. A single item like this usually performs poorly when measuring complex structures, with poor reliability estimates and large measurement errors.

The number of social media users in Ethiopia will increase significantly due to the following reasons: First, the government has launched a \$1.6 billion project to expand the 4g network in the capital city and the 3g network across the country (Ethiopian Telecom, 2013); second, Ethiopia's The population is estimated to be around 99 million, most of which are young people; finally, the number of Facebook users has grown at an alarming rate, such as an increase of 35% between 2013 and 2015 (African Population and Internet Use Statistics, 2015, Ashenafi Gizat Cited in 2016).

Most prep students in Addis Ababa are relatively familiar with complex electronic devices that allow them to use the Internet and Facebook. In addition, the use of social networking sites has changed many aspects of their communication and relationships (Gedion, 2011, cited in G / medhin 2014)

Additionally, many previous studies in this field have focused on the behavioral frequency of social media use, but the nature of these social media services likely requires users to integrate emotional connections and usage into their daily social lives. (Ellison et al., 2007) Therefore, we define the use of online social networks as the degree to which social networks are integrated into the social behavior and daily lives of users, and the importance of emotional connection. The participation of social networking sites has changed many aspects of communication and relationships among preparatory students. According to Socialbakers (2013), there are currently more than 1.3 million Facebook users in Ethiopia.

2.2.3 Theories of Social Media Usage

Most scholars consider theories when analyzing students' use of social media on the Internet. Use satisfaction theory, dependence theory, and social cognitive theory to understand why students use social media such as Facebook, intstagram, and youtube. Therefore, all the above theories indicate that students use Facebook basically to satisfy their own personal dependence needs. Therefore, the theories and hypotheses discussed in this study provide an important theoretical platform.

2.2.3.1. Social Comparison Theory

The theory of social comparison suggests that the increase in the use of social networks is related to more frequent social comparisons with others (Zuo, 2014). Considering that the material that people choose to display online represents a selective idealized version of their actual appearance, activities, and accomplishments, these comparisons are more likely to be high (negative). The most direct empirical support for this theory comes from studying a sample of college students.

2.2.3.2. Dependency Theory

The dependency theory has been proposed by Sandra Ball-Rokeach and Melvin Defleur in 1976. This theory seemed emerged of the discipline of communication. Other people, such as the RO ball coach, in the dependency model, argued that the public depends very on the media for various needs. Ball-Rokeach and Defluer (2013) was defined as the dependence of words as a relationship that satisfying the needs and objectives of the needs of one party is sent to the

recourse of another party. According to them, people depend on the media to meet the needs of information in various ways. The first dependencies of forms are based on the need to understand their social world, the second must occur from the need to act blindly in the situation, and the dependencies in another way are that it is based on the need to escape fantasy Of danger and daily tension. The theory of dependence shows strong needs and dependencies in social networks, such as Facebook.

Ball-Rokeach and the conceptual Deflequent models (1976), society, media and audience have an interaction, society and media. For current research, the media to Facebook and viewers point to Facebook users. Therefore, this theory tightens how to use the use of Facebook to find out the association with the psychological happiness of young people.

2.2.3.3. Social Cognitive Theory

Research using social cognitive theory to conceptualize media use emphasizes cognitive and psychological processes of users based on observational learning to understand how media representation affects learning and observational behavior performance. According to Bandura's theory of social cognition, when people pay attention and think about information from the media, they will gain new knowledge or modify existing mental representations. The theory is that frequent media use (social media) among teens that are rewarded or unpunished are more likely to mimic the behavior of others observed on social media. The theory also shows that the media can influence the worldview and behavior of young people (Bandura, 2002, Metasebiya, 2018 cited). Given that the purpose of this study is to evaluate the relationship between the use of Facebook (the most used social network in the world) and the happiness of adolescents, the social cognitive theory provides researchers with information that the use of Facebook and Instagram it can shape, affect or relate to certain aspects of the well-being of young people.

2.3. Level of Social Media Usage and Psychological Wellbeing among Students

In recent decades, the creation and adoption of new communication technologies has accelerated at an alarming rate. The rapid development of new communication technologies has changed our ability to record and transmit sounds and images, and has greatly increased the speed at which we do so. These technological inventions have changed the way people communicate with each other. The use of social media (SM) in South Korea and the United

States is steadily increasing. Social media now accounts for 11% of all online time. Twitter processed more than 1.2 billion tweets in January 2010, an average of nearly 50 million tweets. Every day in the United States (Parr, 2010)

Facebook is a social networking service created by Harvard student Mark Zuckerberg in 2004. Initially, it was established to connect Harvard students, but it quickly spread to other schools in the United States and was finally opened to the public in 2006. It was over the age of 13 worldwide (Facebook, 2013 cited from Kassahun, 2014). Currently, Facebook has a large number of users around the world and, in terms of its total number of users; it is one of the most extensive social networking sites on the Internet. Statistics (2018) show that in 2018, Facebook's monthly active users were 2.27 billion, making it the first social network to do so. From 2010 to 2017, the global growth rate of Facebook users was 282.3% and that of Africa was 800.9% (World Internet Statistics, 2017). This shows the high growth rate of Facebook users globally, especially in Africa. It also shows that the number of Facebook users in Ethiopia (107, 534, and 88) represents the estimated total population (107, 534, and 88), with a penetration rate of 4. 2% (Internet World Statistics, 2017)

Recently, social networking sites, especially Facebook, have become an increasingly popular communication method for Ethiopian teenagers living in urban areas. Due to the lack of sports, entertainment and leisure activity centers, young people living in these areas, especially Addis Ababa, are turning to social media, especially Facebook, to gain space for opinions and forums. Therefore, adolescents who can use this technology are using Facebook as an alternative communication tool and for multiple entertainment purposes, and as a source of information for their psychological development (Allafrica, 2013).

2.4. Relationship between Social Media Usage and psychological well being

Early research found that there is a positive correlation between SNS use and mental health. According to the main effects model, the length of SNS use does affect mental health. The theory states that social media integration can have a positive impact on mental health. Contrary to these findings, research by Moody's (2001) shows that increased use of social networking sites can lead to deterioration in mental health.

There is growing evidence that the use of SM has a positive impact on various outcomes related to PWB. For example, Kim and Lee (2011) reported the positive impact of number of friends on Facebook and positive self-representation on Facebook on subjective well-being. Nabi, Prestin, and So (2013) also found that the number of Facebook friends is positively correlated with perceived social support, which in turn reduces stress and physical illness and increases happiness. The positive effect of the number of Facebook friends can be attributed to its positive effect on self-esteem by reminding people of their social relationships (Gonzales and Hancock, 2010; J. Kim and Lee, 2011). In fact, some studies have shown the link between SM and PWB use by showing the positive effect of SM use on self-esteem. In a study conducted in the Netherlands, SM use, measured by frequency, reason and intensity, had a positive indirect effect on happiness (i.e. life satisfaction) through response tone to SM and self-esteem (Valkenburg, Peter and Schouten, year 2006). In an experiment by Gonzales and Hancock (2011), participants reported increased self-esteem after updating their Facebook profiles and viewing them. The authors conclude that the selective self-presentation provided by SM technology has a positive effect on self-esteem.

On the other hand, there is also evidence that the use of SM may not always have a positive effect on PWB. In the study of Burke et al. (2010), although SM activities such as the communication of Facebook friends and the overall scale of the friend network predicted the social capital of bonds and bridges, the simple consumption of SM content reduces social capital and increases the loneliness of social capital. Kim and Lee (2011) explained the two possibilities of the relationship between the size of Facebook friends and social support: more Facebook friends can provide more overall social support, because most of Facebook's relationships may be shallow. Compare To a true offline relationship. Although their research revealed the positive impact of the number of Facebook friends on subjective well-being, they also found an inverted U-curve relationship between the number of Facebook friends and the social support that Facebook perceives. In the study of Valkenburg et al. (2006), although the tone of SM feedback affects self-esteem, the general use of SM (the frequency of responses in SM and the number of relationships formed through SM) has nothing to do with this. This may indicate that, for self-esteem and happiness, it is the quality of SM used (perhaps how and why SM is used) rather than quantity.

2.5 Variation in Social Media Usage and Psychological Wellbeing as a Function of Demographic Variables

This section contains the socio demographic characteristics of the participants. The socio demographic characteristics to be analyzed will include parents' age, gender, grade, family income, family size, and educational background. Demographic characteristics show some different effects of happiness and discomfort. In the general population, gender differences in mental function and health are well documented (Dekker et al., 2007). In childhood, the prevalence of mental illness in children is significantly higher, while in adulthood, the risk of depression in women is twice that of men (Strunk, Lopez, and De Rubeis, 2006). In Africa, gender plays an important role in the socio-cultural structure of the family and society. Parenting practices, socialization, roles, and expectations vary according to the gender of the child. A recent study conducted in Ethiopia (Betelehem B. 2016) showed that age has an impact on the mental health of primary school students.

2.5.1 Variation in Social Media Usage and Psychological Wellbeing as a Function of Sex

Gender differences are obvious in the preferences and use of social networking sites. The most popular sites for teens and young adults (as of 2014) are Facebook and Twitter, which are social networking sites based on the three criteria established by Pempek (2009). They have user profiles, allow you to "make friends" (or "follow" on Twitter) and include social networks with friends that you can navigate to to meet friends. Some studies conducted in the United States found that 80% of online teens use social networking sites, Facebook being the most popular and 93% of them report using it (Mango et al., 2008). However, girls spend more time on average than boys use them more actively (Burke, 2010). More girls than boys use Facebook and Twitter; female users, including teenage girls, also dominate online message boards. In contrast, more men use music-sharing sites such as last.fm and Reddit, a social news site known for its sometimes anti-feminine content (Kraut & Crawford, 2012).

Another study of high school students reported that boys use social media more frequently than girls and found that the ratio of men to women using social media is nearly five to one (Hsu & Chuang, 2008, cited from Kassahun, 2014). (Betelehem Bekele, 2016) also conducted a study that showed that gender has no effect on the mental health of elementary school students.

2.5.2 Variation in Social Media Usage and Psychological Wellbeing as a Function of School Type

We use a multilevel model to examine the percentage of total changes in children's happiness within and between schools. This allows us to determine how many changes in happiness can be explained by the children themselves and how much their attendance at a particular school can explain. Schools have an impact on children's well-being, but what matters is children's personal experiences at school. Based on their own personal interactions with peers and teachers, even in the same school, children will experience a completely different environment. This indicates that changes in individual children's lives can have the greatest impact on their happiness. For the happiness of children, the fitness of a child's school may be more important than attending a particular school.

Most of the differences in children's happiness are within schools, not between schools. School-level factors can only explain a small part of children's happiness. The differences in children's mental health, anti-social behavior, and mediocre behaviors vary from less than 1% to 3% in different schools. This shows that differences in children's happiness are caused by personal factors to a greater extent, rather than by their attendance in a particular school. However, as we show below, this does not mean that schools are not important to the well-being of children. The type of school also has some minor influences (Rutter and Maughan, 2002)

2.5.3 Variation in Social Media Usage and Psychological Wellbeing as a Function of Parents' Educational Level

On the mother's academic training the mother's education has an impact on the mental health of children. The results of the study show that the educational background of the mother has a significant impact on the physical and mental health of the child. Previous studies have shown that the mother's education is an important determinant of the physical health and health of children. The underlying mechanism of this relationship is that educated mothers have a better understanding of health care and nutrition, healthier behaviors, and can provide a safer and healthier environment for their children (Behrman & Deolalikar, 1988). Superior mothers generally have better health, leading to better health through biology (Wolfe and Behrman, 1987).

In earlier studies (Betelehem B. In 2016) regarding mothers' education, 40 were illiterate (18.2%), 37 were in primary school (16.8%), 119 were in middle school (54.1%) and 24 were in secondary school (10.4%).

2.5.4 Variation in Social Media Usage and Psychological Wellbeing as a Function of Parents' Income

Previous economic research is mainly related to relatively high income, which has been shown to be an important determinant of subjective well-being (Ferrer-i-Carbonell 2005).

In an economic study that explicitly considers the role of the Internet, Sabatini and Saracino (2016) found that Italian social network users are more likely to make social comparisons than non-users, and this trend is greater among young people. In related work, Clark and Senik (2010) found that in Europe, people with Internet access pay more attention to income comparison than people without Internet access, while Lohmann (2015) found that people who use the Internet often consider the Internet as their Of information sources get less satisfaction from their income. In addition, in related work, a number of studies have found that watching TV makes people unhappy, dissatisfied with income, and more likely to produce material desires.

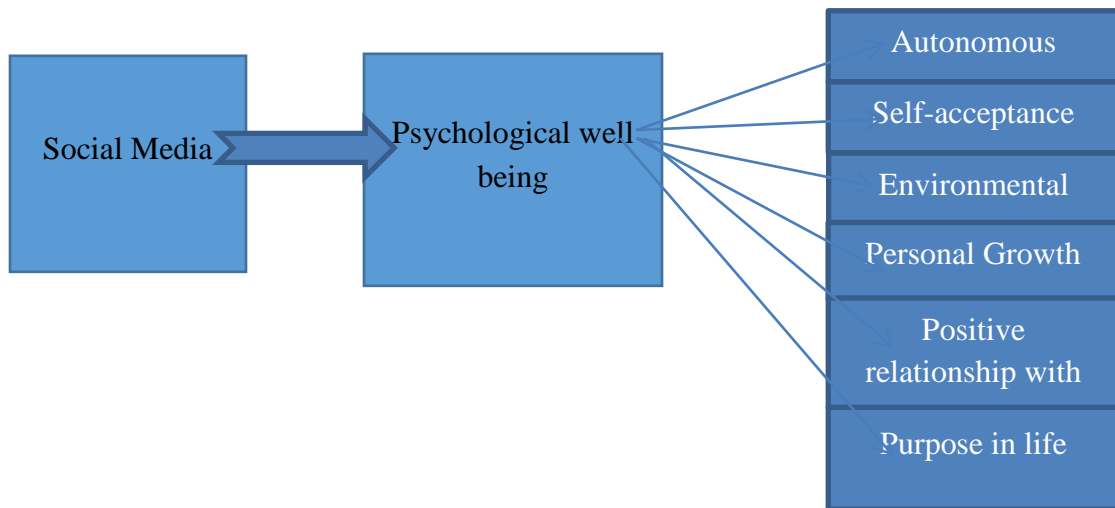
Regarding family income, it is a determinant of mental health. According to this study, compared to non-poor children, the mental health of poor children in the United States is measured by a series of indicators of health status and outcomes. In the 1988 National Health Interview Survey, parents reported that, compared with non-poor children, poor children are only two-thirds more likely to have good mental health, while non-poor children are poor are almost more likely to have average or poor health. (Duncan and Rodgers, citing Betelehem B. 2016 in 1988)

2.6 Summary and Implications of the Reviewed Literature

With regard to mental health and social media use, previous studies have shown mixed results. In other words, some studies have shown that more use is associated with less happiness; while other studies have shown that specific types of use are associated with greater happiness (as mentioned above, Kross et al., 2013). On the other hand, demographic variables also have positive and negative effects on your happiness. Male students use social media more frequently than female students, and the proportion of men and women who use social media is found to be almost quite different (Hsu & Chuang, 2008, cited from Kassahun, 2014).

2.7 Conceptual Framework

The focus of this research is to investigate the impact of the use of social networks on students' well-being. This study will use the well-being of the prepared students as the dependent variable, and the social network as the independent variable. Therefore, this study will examine the relationship between preparatory students' well-being and social media use.



Chapter Three

Methods

This chapter introduces the research design, research site population, research participants, sampling techniques, data collection procedures, statistical techniques, and ethical considerations for data analysis.

3.1. Research Design

This study uses a relevant research design to test the correlation between independent variables (social media use, gender, and age) and dependent variables (students' wellbeing). This research provides a framework for collecting and analyzing student data (12th grade students). Refer to different social media platforms for existing ideas about positive and negative effects on specific areas of happiness. In this study, there were no interventions, manipulated variables, or environmental changes. The cross-sectional study aims to collect data at a specific time and have an interaction with a group of people. Each participant can only collect data once, and only include the participant's current views on the possible impact of social media on mental health. Descriptive research designs are also widely used in educational research because the data collected through descriptive surveys represent field conditions (Seidu, 2006; Fraenkel and Wallen, 1990).

3.2. Population

The target population for the study was senior high school students in Nifas silik Sub City. In the sub city there are 47 high schools. Out of these, 42 private and 5 government high schools. But for the accessibility and convenience the study carried out in grade 12 students which were found in 5 schools 2 private and 3 government schools. According to data gathered by the researchers, the total number grade 12 students in the five schools for the 2019/2020 academic year is about 7005 (Records of the schools, 2019/2020 Academic Year). From the total number of population 4221 governmental school students and 2784 private school students to use as the population of this study.

3.3. Sample and Sampling Techniques

The research site has 47 high schools. However, the research was carried out in two private and three public high schools in the “Nifas Silk Lafto” sub-city. These high schools are due to their school construction, accessibility, proximity to researchers, and students’ interest in the 2020 academic calendar. It was selected for availability in 2019. They chose it intentionally. A sample size of 200 students was selected using the proportional sampling technique described by Taro Yamane (1967). This method of determining sample size is considered effective because it provides a representative statistical sample in empirical research. These 200 people are the ones who ultimately participated in the research. Assigning these numbers of students to two institutions (private and government schools) is to ensure that the sample from each participating school is representative. After determining the sample size, the next activity is to choose who will participate in the investigation. Use simple proportional stratified sampling techniques to select students. After selecting the number of study participants, a simple lottery / random selection system is applied. After obtaining data from the Addis Ababa Office of Education, the proportional sampling technique developed by Yamane Taro (1967) was used to determine the sample size for each school. The sample size is $\pm 5\%$, $\pm 7\%$ and $\pm 10\%$ Accuracy level, where the confidence interval is 95%

And $p = .5$ and due to the "Covid 19" epidemic

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = is the population size, and

e = is the level of precision or sampling error which is $\pm 7\%$

$$n = \frac{7005}{1 + 7005(0.07)^2}$$

Sample size take by approximation ~ 200

Table 1

Sample size of students

School type	School name	number of students		target population	sample
		Female	male		
Government	Ginbot 20	836	614	1451	41
	Frehiwot No.2	583	492	1075	36
	Higher 23	1000	696	1696	48
Private	Gibson	352	336	688	19
	Cruise	1070	1026	2096	56
Total		3841	3164	7005	200

Source: Addis Ababa Education bureau

3.4 Data Collection Procedures

After receiving the cover letter from the School of Psychology, Addis Ababa University, submit it to the principal of the selected school. Before distributing the questionnaire to the interviewee, the consent of the school management and the interviewee must be obtained. No one was forced to participate in this research. After the researchers explained the purpose and importance of the research to the interviewees, they conducted a questionnaire survey by themselves. Respondents are encouraged to provide honest answers to improve the reliability of the research. Some questionnaire terms that were not understood by the interviewees were explained during the data collection process. Questionnaire surveys are conducted on students during the last week of the school year. The school achieved a 100% return rate.

3.5. Data Gathering Tools

3.5.1. Psychological Wellbeing Scale

Based on various concepts of human achievement (Allport, 1961; Birren, 1935; Erikson, 1959; Jung, 1933; Maslow, 1968; Neugarten, 1968; Rogers, 1961), he developed a self-assessment tool that allows for psychological aspects. The happiness scale (Ryff, 1989), originally composed of 120 theoretically defined (theory-driven) items (20 per scale). Currently,

the instrument has several simplified versions (items 84, 54, 42, and 18), translated into at least 18 different languages (Ryff and Singer, 1996).

The Ryff psychological well-being scale has four versions. The main scale is a 20-item version, with 9 items in the middle table and 3 items in the abbreviated table. The average version used has 54 items. Cornbach's alpha is 0.63 for autonomy, 0.53 for the environmental field, 0.78 for positive relationships with others, 0.73 for self-acceptance, 0.66 for personal growth, and 0.74 for life goals. . Individuals express their reactions on the 6-point Liker Type Scale. The higher the score on each scale, the better the happiness in each dimension. As in the research by Sheldon and Lyubomirsky (2006, citing Afework, 2013), the total PWB score is calculated by adding the 6 structures.

The scale consists of a series of statements that reflect the six areas of psychological happiness. Each subscale consists of 9 articles. Respondents show fees declarations at 1 to 6 scales, 1 shows solid opinion differences and 6 shows a strong agreement. The reliability of the subqualification test test is in the range of 0.81 to 0.85, and internal integrity is .87 a .90 (cited as Bettelhem B. 2016).

The issue of each question depends on whether the question is positive or negative. If it is a positive response, 6 ratings show a solid agreement. If they are negative questions, the score made is 42 in the reverse order of 6 to 1, where 6 showed a strong difference of opinion. For each category, the high scores indicate that the respondents have their local skills in their own lives. On the contrary, low scores indicate that respondents are struggling to get used to that particular concept (Srimathi and Kumar, 2010).

Table 2

Cronbach's alpha of psychological wellbeing scales (N =200)

Components	AU	EM	PG	PR	PL	SA	PWB
Cronbach's alpha.	0.87	0.79	0.89	0.9	0.86	0.8	0.83

3.5.2. The Instagram Intensity

The Instagram intensity scale is adapted from a study by Ellison et al. (2007), he initially used this measure to measure the intensity and frequency of respondents using Facebook. The scale has been modified to measure Instagram usage, not Facebook usage. This measure includes a self-reported assessment of Instagram behavior through Likert Scale Attitude Questions, which aims to measure the degree of emotional connection between respondents and Instagram and the degree to which Instagram is integrated into their daily activities. As described by Ellison et al. (2007), the intensity scale is designed to measure the emotional connection between users and social networks. This attachment is measured by specific elements such as "Instagram is part of my daily activities", "I take pride in telling people that I am on Instagram" and "When I am not connected to Instagram, I feel disconnected for a while.." shown in research by Ellison and colleagues (2007), these projects are designed to measure respondents' relationship with the platform and the degree to which they are connected to other people online.

The score ranges from 8 to 44 ($M = 32.74$, $SD = 7.58$). Cronbach's alpha is 0.83. Two specific items on the scale are worth mentioning: the average respondent has 250 to 400 followers ($M = 7.22$, $DT = 2.48$) and spends an average of 45-60 minutes per day on Instagram ($M = 3.19$, $DT = 1.33$).

3.5.3. Facebook Intensity

Facebook is a leading online social network and social networking site founded by Mark Zuckerberg in 2004. In the early days, Facebook was restricted to Harvard students. Gradually, with its influence and rapid popularity, Facebook developed into other higher education institutions and universities in the United States. At first, Facebook's membership had various requirements such as age. Later restrictions were gradually lifted and opened to everyone with a valid email address. Now, except for blocked countries, it is global.

3.6. Data Analysis

The data collected from the managed questionnaires is organized, coded and classified first. After that, use version 16 of the Social Science Statistical Package (SPSS) software to analyze the data. In the data analysis process, descriptive statistical methods are also used, and frequency, percentage, correlation, and regression are widely used.

3.6.1. Descriptive Statistics

The research was conducted on the basis of raw data from the respondents. Data encoded on a computer using the Statistical Software Package for Social Sciences (SPSS). Use SPSS and Microsoft Office to encode, display and analyze data. Frequency, percentage, and averaging techniques are used, and a significance level of 0.05 is considered

3.6.2. Correlational and Regression Analyses

The average value and standard deviation of the correlation and descriptive statistical measures are to understand the mental health of the interviewees and the general patterns of social networks.

Correlation is a statistical technique that can show whether a variable pair is related and how strong it is. Correlation analysis deals with the relationship between variables and helps to understand the direction and strength of the relationship between variables. The absolute value indicates the strength of the correlation. Dancey and Reidy (2004) pointed out that a correlation result of 0 means zero correlation, a result between 0.1 and 0.3 means that the correlation between variables is weak, a result between 0.4 and 0.6 means a moderate correlation, and the result is between 0.7 and 0.9 indicates a strong correlation. Between variables, and the result is equal to 1, it is completely correlated. Regression is a statistical method used in finance, investment, and other disciplines. It attempts to determine the strength and characteristics of the relationship between the dependent variable (usually denoted by Y) and many other variables (called independent variables).

3.6.3. Multivariate Analysis of Variance

The correlation and descriptive statistical measures and standard deviations is to look at the general situation. The technique will examine the relationship between several categorical independent variables and two or more dependent variables. MANOVA examines the dependence between a set of dependent measures through a set of variables such as gender, age and grade level, family income, parental education level and school type.

3.7. Pilot Study

In order to determine the preliminary feasibility of research and specificity, relevance and clarity of the team, it was carried out to confirm the viability of research and relevance of the questionnaire. That is, perform a pilot investigation is to help you know the reliability of the device, since it is related to the ability of the device to which reliability is measured. In this sense, (2013 Tavakol 2013, 2013, 2013) explains that it is not valid as reliable. Therefore, in this study, a pilot test was adopted to confirm the reliability of the device. In addition to this, pilot studies have been a specific correction before receiving classes and administration of the instrument for main investigation. To reduce the impact of language barriers, the original scales written in English were translated into Amharic by language experts. However, the scale that has already been translated into the Amharic, confirmed its reliability, the validity of the pre-research implemented, and confirmed its clarity compared to the original scale.

Finally, the AMARICA version of the team was tested with 40 participants. Randomly selected samples in both the government and private school Reliability of the internal consistency of the device the sum and the Cronbach Alpha were used to determine the subscale. The calculated alpha coefficient of Cronbach is 0.8 Autonomous, 0.79, Environmental Master, 0.87 positive relationship, 0.79 Self-acceptance, 0.82 Individual growth, 0.83 Life Purpose and Scale Scale of Mental Happiness In general is 0.83.

3.8. Ethical concerns

This research was carried out considering all the ethical questions of the research. First, before collecting data from different sources, the researchers presented the purpose of the research and reached a consensus with all the school principals. Regarding consent, the

researchers informed them that if they feel uncomfortable, they can withdraw from the study at any time and under any circumstances. All information is collected on the basis of the consent of the participants.

Chapter Four

Results

Here, the research results are consistent with the research questions. Therefore, the use of social media by the respondents and the basic information on the mental health variables were analyzed and discussed.

4.1 Demographic Background of participants

Table 3

Demographic data (N=200)

		Frequency	Percent
Gender	Female	96	48.0
	Male	104	52.0
	Total	200	100.0
Age of the respondents	17	6	3.0
	18	93	46.5
	19	101	50.5
	Total	200	100.0
School type of the student	Private	76	38
	Government	124	62
	Total	200	100

As shown in Table 3, among the 200 students, 104 are males (52%) and 96 are females (48%). Regarding age, 101 persons (50.5%) were 19 years old, 93 persons (46.5%) were 18 years old, and 6 persons (3.0%) were 17 years old. In terms of the type of school with 200 students, 124 (62%) and 76 (38%) were from public and private schools respectively.

Table 4
Family background of the respondents (N=200)

		Frequency	Percent
Father educational level	Primary school	9	4.5
	Secondary school	71	35.5
	College Education	120	60
	Total	200	100.0
Mother educational Level	Primary school	44	22
	Secondary school	79	39.5
	College Education	77	38.5
	Total	200	100.0
Families income of the respondents	Below 1500	2	1
	between 1500 and 3000	30	15
	Between 3001 and 4500	28	14
	4500 and above	140	70
	Total	200	100

As Table 4 shows that father education 120(60%) of them were college education, 71 (35.5%) of them were secondary school 9(4.5%) of them were primary school. Regarding to mother education 39.5 % (79) were secondary school, 38.5% (77) were college education and 22% (44) were primary school. Concerning to their income from 200 students, 140(70%) came from their family income above 4500, 28(14%) came from their family income between 3001 and 4500, 30(15%) came from their family income between 1500 and 3000 and 2(1%) came from their family income.

4.2. The Frequency of Social Media Usage

Table 5

Social media uses of the respondents (N=200)

	Frequency	Percent	
Which social media platforms do you use?	Facebook	80	40.0
	Instagram	21	10.5
	What's up	39	19.5
	Youtube	20	10.0
	Twitter	20	10.0
	Imo	20	10.0
	Total	200	100.0
How many Numbers of friends on social media usage (Facebook, Instagram).	upto 90	20	10.0
	Between 91 and 120	20	10.0
	Between 121 and 150	19	9.5
	Between 151and180	39	19.5
	above181	102	51.0
Total	200	100.0	
Period of having Facebook account.	1year	20	10.0
	2years	20	10.0
	3years	40	20.0
	4years	39	19.5
	5years	81	40.5
Total	200	100.0	

As shown in Table 5 out of 200 students, 80 (40%) Facebook, 39 (19.5%) whatSup 21 (10.5) Instagram and a similar number of respondents or 20 (10%) of them use YouTube, Twitter and Imo.

Regarding the number of friends using social networks 102 (51%) have 181 or more friends on social networks, 39 (19.5%) have 151 to 180 friends, 19 (9.5%) have friends from 121 to 150, 20 (10%) have friends from 91 to 120 and 20 (10%) have friends.

Regarding the period of having a Facebook account among 200 students, 81 (40.5%) had a Facebook account 5 years ago, 39 (19.5%) had a Facebook account 4 years ago, 40 (20%) had a Facebook account 3 years ago, 20 (10%) had a Facebook account 2 years ago and 20 (10%) had a Facebook account 1 year ago.

Table.6

Time per day spent on social media usage (N=200)

	Frequency	Percent	
On average, approximately how much time per day have you spent actively using (social media) like Instagram, Facebook?	below15"	20	10.0
	Between 16"and 40"	20	10.0
	Between 41"and 70"	21	10.5
	Between 71"and 100"	61	30.5
	above100"	78	39.0
	Total	200	100.0

As Table 6 shows that out of 200 students, 78 (39%) spent 100 "or more, 61 (30.5%) spent 71 to 100 minutes, 21 (10.5%) spent 41 to 70 minutes, 20 (10%) spend less than 15 minutes and the same percentage goes from 16 to 40 minutes on social networks

4.3 Level of Students Psychological Wellbeing and Social Media Usage

4.3.1 Level of the Students' Psychological Wellbeing

Table 7

Psychological wellbeing of the respondents (N = 200)

Components	Mean	Std. Deviation
AU	27.8507	5.49068
EM	26.5850	6.10320
PR	23.8500	7.72111
PL	26.5500	6.89676
SA	25.6000	5.86189
PG	23.7950	8.09510
Total	154.2307	40.16874
Average	25.7	6.69

AU autonomy, EM environmental mastery, PR positive relation with others, SA self-acceptance, PL purpose in life, PG personal growth and PWB psychological wellbeing scale.

As shown in Table 7, the personal relationship, personal growth, and self-acceptance subscales in life have the lowest average scores. On the other hand, the subscales with the highest mean values include autonomy, environmental mastery, and positive relationships with others.

4.3.2 Psychological wellbeing and background of respondents

Table 8

Psychological wellbeing and gender (N=200)

	Female		Male	
	Mean	SD	Mean	SD
AU	27.57	5.17	28.37	5.09
EM	25.98	6.25	27.13	5.9
PR	24.06	7.14	23.65	8.24
PL	25.96	7.45	27.01	6.33
SA	25.61	5.8	25.58	5.9
PG	23.62	7.88	23.96	8.32
PWB score	152.8	39.69	155.7	39.78
Av	25.33	6.61	25.95	6.63

AU autonomy, EM environmental mastery, PR positive relation with others, SA self-acceptance, PL purpose in life, PG personal growth and PWB psychological wellbeing scale

As shown in Table 8, the lowest average scores for men and women are the average of the subscales of personal growth and interpersonal relationships. The subscale with the highest average includes the autonomy of women and men. On the Total Mental Health Scale, the mean score for men is 155.5 and the mean score for women is 152.8. This means that the mean value of men on the general mental health scale is slightly higher than that of females.

Table 9

Age of the respondents and psychological wellbeing (N=200)

	Age Level of the respondents					
	17		18		19	
	Mean	SD	Mean	SD	Mean	SD
AU	29.58	3.57	27.28	4.49	32.00	4.30
EM	26.03	7.07	28.71	4.39	30.70	4.04
PR	23.46	7.33	27.86	5.20	23.85	9.71
PL	26.46	6.88	23.86	4.26	19.33	7.50
SA	26.54	5.64	24.43	4.11	28.30	4.58
PG	23.7	8.45	27.57	6.37	25.00	12.49
PWB	155.77	38.94	159.71	28.82	159.18	42.62
Av	25.96	6.49	26.61	4.80	26.53	7.10

As shown in Table 9, the mental health components of personal growth and interpersonal relationships at the age of 17 are below average. Personal life and self-acceptance are lower than the 18-year-old average. More people on personal relationships, personal growth and personal life were found to be below average at the age of 19. On the Total Mental Health Scale, the average score of 17-year-old students was 155.77, while the average score of 18-year-old high school students was 159.71, and the final score of 19-year-old students was 159.18. This means that the average value of the 18-year-old overall psychological well-being scale is slightly higher than that of the 17-year-old and the 19-year-old. An independent sample t-test was used to compare the average difference in mental health among high school students aged 17-19 ($M = 158.22$, $SD = 36.86$). The analysis did not show a statistically significant difference ($t = 0.195$, $df = 199$, $p > .845$). The results show that age has no effect on mental health.

Table 10

Psychological wellbeing and School Type of the respondents (N=200)

	School Type Of the respondents			
	private		Government	
	Mean	SD	Mean	SD
AU	28.77	4.75	27.19	5.40
EM	26.92	6.14	26.24	6.07
PR	24.19	7.88	23.49	7.55
PL	25.83	7.10	27.28	6.63
SA	25.37	6.07	25.87	5.66
PG	24.05	8.43	23.53	7.77
PWB	155.13	40.37	153.6	39.08
Av	28.6	6.72	25.6	6.51

As shown in Table 10, the highest average score was obtained in the environmental and autonomous subscales (including private and government). On the other hand, the subscale with the lowest average score includes personal relationships and personal growth. On the overall mental health scale, the average scores of private school students are $M = 155.13$ and $SD = 40.37$, while the average scores of public school students are $M = 153.6$ and $SD = 39.08$. This means that the average score of private school students on the general psychological well-being scale is slightly higher than that of public school students.

Table 11

Psychological Wellbeing and Family income (N=200)

	Family Income							
	<1500		1500-3000		3001-4500		>4500	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
AU	27.76	5.04	27.52	5.70	29.49	4.75	26.84	4.93
EM	26.38	6.94	27.32	6.25	26.55	6.34	26.25	5.39
PR	25.59	5.75	26.62	7.03	26.66	7.35	26.77	6.67
PL	21.09	6.94	24.05	6.25	24.49	6.34	23.93	5.59
SA	23.38	5.58	25.87	5.74	26..29	6.23	25.43	5.63
PG	20.90	7.11	24.07	7.56	24.37	8.63	23.93	8.09
PWB	145.1	37.36	155.45	38.53	157.85	39.64	153.15	36.3
Av	24.16	6.2	25.9	6.42	26.3	6.60	25.52	6.05

As shown in Table 11, all households have the lowest median income scores and the subscales for personal growth, self-acceptance, and life goals are lower than average. The subscales with the highest mean scores include autonomy, interpersonal relationships, and mastery of the environment. In the Total Mental Health Scale, the family income of students in schools with fewer than 1500 people is $M = 145.1$ and $SD = 37.37$, the family income of 1500-3001 is $M = 155.45$ and $SD = 38.53$, and the family income from 3001- 4500 is $M = 157.85$ and $SD = 39.64$ and above Family income is $M = 153.15$ and $SD = 36.3$. This means that the average mental health scale for total household income for students between 3001 and 4500 is slightly higher than that of other families.

Table 12

Mother education and psychological wellbeing (N =200)

	Educational level of the Mother					
	Primary education		Secondary education		College education	
	Mean	SD	Mean	SD	Mean	SD
AU	27.80	4.96	28.44	5.06	27.61	5.33
EM	26.20	6.55	26.53	5.98	26.85	6.02
PR	22.45	7.22	23.96	7.18	24.53	8.23
PL	26.22	6.95	25.96	6.72	27.61	6.98
SA	27.79	5.79	24.34	6.01	26.77	5.55
PG	22.13	8.55	24.62	7.33	23.89	8.55
PWB	152.59	40.02	153.85	38.28	157.26	40.66
Av	25.43	6.67	25.64	6.38	26.21	6.77

As indicated table 12 shows that the psychological wellbeing in mothers college education (M=157.26, SD=40.66) is slightly higher than mothers Primary education (M=152.59, SD =40.02) and mothers secondary education (M=153.85 SD=38.28)

Table13

Psychological wellbeing and father Level of Education (N = 200)

	Father Level of education					
	Primary education		Secondary education		College education	
	Mean	SD	Mean	SD	Mean	SD
AU	29.077	5.15	28.02	4.78	27.23	5.63
EM	26.10	6.78	26.95	5.86	26.28	6.09
PR	23.61	8.54	23.91	6.91	23.90	8.54
PL	26.79	7.85	25.79	6.96	27.67	6.01
SA	24.89	5.31	25.61	6.85	26.03	5.91
PG	23.38	9.06	24.11	7.38	23.50	8.67
PWB	153.847	42.69	154.39	38.74	154.61	40.85
Av	25.64	7.11	25.73	6.45	25.77	6.80

Table 13 shows that parents have the lowest average scores in education and the lowest average scores on the subscales of personal relationship, self-acceptance, and personal growth. On the other hand, the subscales with the highest averages include autonomy, life goals, environmental control and self-acceptance. On the Total Mental Health Scale, the average score of parents of elementary school high school students is 153.847, the education of middle school parents is 154.39, and the education of college parents is 154.61. This indicates that the mean value of the global psychological well-being scale among the universities where students' parents are educated is slightly higher than that of parents at other levels.

4.4. The intensity of Social Media usage

The Intensity Social Media (N=200) shows that the intensity of social media usage M= 3.83, SD= 1.066

4.5. Relationship between Psychological Wellbeing and Social Media

Table 14
Pearson correlation(N=200)

		Social media Usage	Autonomy	environment	personal	purpose	self-acceptance	Positive relations
Social Media Usage		1	.032	.104	-.108	.020	-.031	-.099
	Sig. (2-tailed)		.651	.142	.130	.780	.665	.161
Autonomy		.032	1	.342**	.301**	-.009	.009	.301**
	Sig. (2-tailed)	.651		.000	.000	.903	.901	.000
environment		.104	.342**	1	.300**	-.063	.120	.350**
	Sig. (2-tailed)	.142	.000		.000	.374	.091	.000
personal		-.108	.301**	.300**	1	-.107	-.235**	.923**
	Sig. (2-tailed)	.130	.000	.000		.132	.001	.000
purpose		.020	-.009	-.063	-.107	1	.006	-.177*
	Sig. (2-tailed)	.780	.903	.374	.132		.929	.012
Self-acceptance		-.031	.009	.120	-.235**	.006	1	-.193**
	Sig. (2-tailed)	.665	.901	.091	.001	.929		.006
Positive relations		-.099	.301**	.350**	.923**	-.177*	-.193**	1
	Sig. (2-tailed)	.161	.000	.000	.000	.012	.006	

As shown in Table 14, the use of Autonomy social networks ($r = .032$), the environmental domain of the preparatory students ($r = 0.104$) and the purpose of life ($r = .020$) are statistically significant and have a weakly positive correlation. There is a weak and statistically significant negative correlation between personal growth ($r = -.108$) and self-concept ($r = -.031$). Regarding positive relationships with others ($r = .099$), there is no statistically significant relationship with the use of social media usage.

4.6. Regression analysis.

Perform a simple regression analysis to examine the impact of social media on mental health. The purpose of this analysis is to predict the influence of the dependent variable on the independent variable at the same time.

Analysis of ANOVA (N=200)

Table 15
Multiple Regression analysis (N=200)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	46.410	3.925		11.824	.000
Autonomy	.043	.095	.035	.454	.651
Environment Mastery	.173	.083	.166	2.085	.038
Personal growth	-.102	.154	-.124	-.663	.508
Purpose in life	.005	.067	.006	.076	.939
Self-Acceptance	-.102	.080	-.094	-1.267	.207
Positive relation with others	-.055	.149	-.071	-.371	.711

Dependent Variable: psychological well being

Table 15 shows the relationship between social networks and autonomy and the value of P ($P = 0.651$) is greater than the significance level of 0.05. This result indicates that social media and autonomy are not statistically significant in the Addis Ababa preparatory School students. A positive beta ($B = .043$) indicates that there is a positive and statistically significant relationship between social networks and autonomy. The relationship between social media and the domain of the environment is positive. A value of $B = 0.173$ indicates that the P value in the regression table ($P = 0.038$) is less than the significance level of 0.05, which indicates that there is statistically significant evidence from Social Networks on the site of research The relationship between the media and the environment. From the results of the analysis, the P value of the relationship between social networks and personal growth is ($P = 0.508$) greater than the significance level of 0.05. The results show that there is no statistically significant evidence that there are negatives relationship between social networks and personal growth and beta viewing

(0 .-. 102) reversal relationship between variables. The value of $p=0.939$ between social network and life purpose is greater than the significance value of 0.05, which means that the variables are positively correlated, and $B = 0.005$ means that social network and life purpose are positively correlated. As shown in Table 17, social networking and self-acceptance ($P = 0.207$) are less than the significance level of the P value of 0.05. The results show that there is significant evidence that there is a relationship between the network and self-acceptance. The Beta value of the relationship between social media and self-acceptance $B = -0.102$ is negative. The p value of the positive correlation between social networks and others ($P = 0.711$) is greater than the significance value of 0.05. Addis Ababa has no significant evidence that the positive correlation between social networks and others is secondary. But the β value ($B = 0.55$) indicates that social networks and positive relationships with others are negative.

4.7. Variation in Social Media Usage and Psychological Wellbeing as a Function of Demographic Variables

4.7.1. Variation in Social Media Usage and Psychological Wellbeing as a Function of Sex

Table 16

Variation of gender and wellbeing(N = 200)

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
Intercept	Pillai's Trace	.987	2467.046 ^b	6.000	193.000	.000	.987
	Wilks' Lambda	.013	2467.046 ^b	6.000	193.000	.000	.987
	Hotelling's Trace	76.696	2467.046 ^b	6.000	193.000	.000	.987
	Roy's Largest Root	76.696	2467.046 ^b	6.000	193.000	.000	.987
	Pillai's Trace	.037	1.243 ^b	6.000	193.000	.286	.037
Gender	Wilks' Lambda	.963	1.243 ^b	6.000	193.000	.286	.037
	Hotelling's Trace	.039	1.243 ^b	6.000	193.000	.286	.037
	Roy's Largest Root	.039	1.243 ^b	6.000	193.000	.286	.037
	Pillai's Trace	.037	1.243 ^b	6.000	193.000	.286	.037
	Wilks' Lambda	.963	1.243 ^b	6.000	193.000	.286	.037

Table 16 shows that there are statistically significant differences between men and women when comprehensively considering variables such as autonomy, mastery of the environment, life purpose, personal relationships, personal and positive relationships with others Wilks $\lambda = .963$, $F(6,193) = 1.243$, $p = 0.286$, partial square = .037 A separate MANOVA was performed on each independent variable at an alpha level of 0.05. The average of each dependent value did not show any statistically significant difference.

4.7.2. Variation in Social Media Usage and Psychological Wellbeing as a Function of age

Table 17
Variation of Ages and psychological wellbeing (N= 200)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.952	630.614 ^b	6.000	189.000	.000	.952
	Wilks' Lambda	.048	630.614 ^b	6.000	189.000	.000	.952
	Hotelling's Trace	20.019	630.614 ^b	6.000	189.000	.000	.952
	Roy's Largest Root	20.019	630.614 ^b	6.000	189.000	.000	.952
Age	Pillai's Trace	.141	.932	30.000	965.000	.572	.028
	Wilks' Lambda	.865	.935	30.000	758.000	.568	.029
	Hotelling's Trace	.150	.937	30.000	937.000	.564	.029
	Roy's Largest Root	.089	2.871 ^c	6.000	193.000	.011	.082
		Root					

As shown in Table 17, there is no statistically significant difference between ages when variables such as autonomy, environmental domain and life purpose, individual, self, and positive relationships with others are considered together. Autonomy, mastery of the environment, purpose of life, individual, self, and positive relationships with others

Wilks $\lambda = .865$, $F(30,758) = .935$, $p = 0.568$, partial square = .29 for each person individually. The MANOVA independent variable. The average of each correlation value did not show a statistically significant difference. Regarding the difference between the dependent variables of life purpose, $M = 77,690$, the strongest and most positive relationship with others, and the least observed influence in the interviewee's self-concept.

4.7.3. Variation in Social Media Usage and Psychological Wellbeing as a Function of School Type

Table 18
Variations of school type and wellbeing(N=200)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.987	2453.611 ^b	6.000	193.000	.000	.987
	Wilks' Lambda	.013	2453.611 ^b	6.000	193.000	.000	.987
	Hotelling's Trace	76.278	2453.611 ^b	6.000	193.000	.000	.987
	Roy's Largest Root	76.278	2453.611 ^b	6.000	193.000	.000	.987
School type	Pillai's Trace	.041	1.358 ^b	6.000	193.000	.234	.041
	Wilks' Lambda	.959	1.358 ^b	6.000	193.000	.234	.041
	Hotelling's Trace	.042	1.358 ^b	6.000	193.000	.234	.041
	Roy's Largest Root	.042	1.358 ^b	6.000	193.000	.234	.041

As shown in Table 18, there are statistically significant differences between school types and mental health status. Wilks $\lambda = .959$, $F(6,193) = 1.358$, $p = 0.234$, partial square = .041. Perform a separate MANOVA for each independent variable.

4.7.4 Variation in Social Media Usage and Psychological Wellbeing as a Function of Parents' Educational Level

Table 19
Variation of mother education and psychological wellbeing(N=200)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.986	2318.363 ^b	6.000	192.000	.000	.986
	Wilks' Lambda	.014	2318.363 ^b	6.000	192.000	.000	.986
	Hotelling's Trace	72.449	2318.363 ^b	6.000	192.000	.000	.986
	Roy's Largest Root	72.449	2318.363 ^b	6.000	192.000	.000	.986
Mother edu.	Pillai's Trace	.110	1.881	12.000	386.000	.035	.055
	Wilks' Lambda	.891	1.902 ^b	12.000	384.000	.033	.056
	Hotelling's Trace	.121	1.924	12.000	382.000	.030	.057
	Roy's Largest Root	.106	3.410 ^c	6.000	193.000	.003	.096

As shown in Table 19, when variables such as autonomy, mastery of the environment, life purpose, personal growth, self-acceptance and positive relationship with children are considered together, the education of father and mother has statistically significant difference. Other Wilks $\lambda = .891$, $F(12,384) = 1.90$, $p = 0.033$, partial of squared = .56 Perform a separate analysis of variance for each independent variable. The average of each correlation value did not show a statistically significant difference.

4.7.5. Variation in Social Media Usage and Psychological Wellbeing of Parents' Income

Table 20

Variations of family income and psychological wellbeing(N=200)

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	
Intercept	Pillai's Trace	.984	1970.581 ^b	6.000	191.000	.000	.984
	Wilks' Lambda	.016	1970.581 ^b	6.000	191.000	.000	.984
	Hotelling's Trace	61.903	1970.581 ^b	6.000	191.000	.000	.984
	Roy's Largest Root	61.903	1970.581 ^b	6.000	191.000	.000	.984
Family income	Pillai's Trace	.118	1.318	18.000	579.000	.169	.039
	Wilks' Lambda	.886	1.320	18.000	540.715	.169	.040
	Hotelling's Trace	.125	1.320	18.000	569.000	.169	.040
	Roy's Largest Root	.072	2.313 ^c	6.000	193.000	.035	.067

a. Design: Intercept + Family income

As shown in Table 20, when household income is considered in terms of variables such as autonomy, environmental field, purpose of life, personal growth, self-acceptance, and positive relationships with others, there are statistically significant differences. Wilks $\lambda = .886$, $F(18,540) = 1.320$, $p = 0.169$, partial square = .40 Perform a separate MANOVA for each independent variable. There is no statistically significant difference in the average of each correlation value.

Chapter Five

Discussion

This part of the study aims to discuss the main findings of the current study based on the results of previous studies reviewed in the literature.

5.1. The different platform of social media usage

The results of this study on students' use of social networks, participants sent Facebook 80 (40%); 39 (19.5%) of the respondents? Instagram 21 (10.5) and; a similar number of respondents or 20 of them (10%) use YouTube, Twitter, and Imo. The results of this study are consistent with the results of other studies on the mental health of high school students.

In the above research, Facebook has approximately 1.4 billion daily active users, making it the most popular social media platform in the world (Facebook, 2018). Not only are more people using social media every day, but they also spend more and more time on social media. Instagram is a mobile application where users can post photos and videos with additional instructions. In response to these posts, we encourage other users to like, comment, and interact. It is one of the fastest growing social media platforms (Anderson and Jiang, 2018; NORC, 2017).

In 2014, there were at least 1.3 billion Facebook users, 982 million Twitter users, and 300 million LinkedIn users worldwide (Smith 2014). Mackey (2016) noted that despite the digital divide, the reality in South Africa is that most young people have access to social media. These websites have not only become the main public channel between family and friends, but also a new way of sharing knowledge (Ng 2016). Since social networks provide direct communication between young people and are very flexible, young people can share knowledge at an amazing speed (Lilley, Grodzinsky and Gumbus 2012).

5.2. States of students' social media usage and psychological wellbeing

In the current study on the average time spent on social networks, 39% of the respondents invested 100 minutes, 61 (30.5%) of the respondents invested 71-100 minutes, 10.5% of the respondents invested 41-70 minutes, 10 % Of respondents have less than 15 minutes, and the same proportion of people spend 16 to 40 minutes on social networks.

In previous research, users spent an average of 50 minutes interacting on Facebook and Instagram every day (Stewart, 2016). This is more time than people spend playing sports (17

minutes) or even directly socializing with others (for example, visiting friends, participating in or organizing events, 43 minutes). This is only slightly less compared to the time people spend eating (64 minutes) (Bureau of Labor Statistics, 2014). For different reasons, the results of this study contradict the results of other studies on the mental health of high school students. The contradiction may be the expansion of technology, the use of smartphones and computers, and the increased awareness of people about using social media to obtain information.

5.3. The relationship between social media usage and psychological well-being

Correlation analysis deals with the relationship between variables and helps to better understand the direction and strength of the relationship between variables. The correlation coefficient can take values between -1 and 1, ranging from negative correlation (-1) to uncorrelated (0) to positive correlation (+). The sign of the correlation coefficient defines the direction of the relationship. The absolute value indicates the strength of the correlation. Dancy and Reidy (2004) pointed out that a correlation result of 0 means zero correlation, a result between 0.1 and 0.3 means a weak correlation between variables, a result between 0.4 and 0.6 means a medium correlation, and a result between 0.7 and 0.9 indicates the correlation between variables. There is a strong correlation between variables, and the result is equal to 1

The use of social networks in Autonomy is $r = .032$, which is significant, and the influence of social networks on the autonomy of respondents has weak correlation. In addition to the influence of the use of social networks on the degree of environmental mastery of high school students, it shows that $r = 0.104$ and also has a weak relationship. When evaluating personal growth and use of social media, it is negatively correlated. $r = -.108$. Moreover shows that the use of social networks is for life purposes, and they have a weak correlation, represented by $r = .020$. Regarding the influence of the use of social networks on the self-concept of the respondents, it is negatively correlated with $r = -.031$. In the correlation between the use of social networks and positive relationships with others, it does not have a significant relationship, as expected $P < 0.005$ but $r = .099$.

The results of this study confirm the results of a Moody's (2001) study that increased use of social networking sites will lead to deterioration in mental health, which includes variables such as self-concept.

According to this study, previous studies have found a positive correlation between social media use and mental health. According to the main effects model, the time spent on social networks

does affect mental health. The theory states that integration into social networks may have a positive impact on mental health.

5.4 The proportions of the variances in well-being and social media usage

The result of the present study shows 14.04% of variations proportion in wellbeing with social media usage. Health communication plays an important role for citizens (Swan, 2009) and, therefore, contributes to social sustainability. Society increasingly uses the internet to obtain health information, share experiences related to pathological processes, or find people with similar physical or psychological conditions (Swan, 2009; Van de Belt et al., 2013).

5.4. Variation in Social Media Usage and Psychological Wellbeing of Demographic Variables

This section contains the socio demographic characteristics of the participants. The socio demographic characteristics to be analyzed will include age, gender, grade, family income, and educational background. When variables such as autonomy, environmental domain and life purpose, individual, self, and positive relationships with others are considered together, there is no statistically significant difference between ages. This means that this study is inconsistent with Betelehem (2016) on the impact of age on the mental health of primary school students.

5.5.1. Variation in Social Media Usage and Psychological Wellbeing of gender

Gender differences are obvious in the preferences and usage of social networking sites. The most popular sites for teenagers and young people (as of 2014) are Facebook and Twitter, which are social networking sites based on the standards set forth by Pempek (2009).

The current results show that there is no statistically significant difference between men and women. Wilks $\lambda = .963$, $F(6,193) = 1.243$, $p = 0.286$, partial square = .037 A separate analysis of variance was performed for each independent variable. Contrary to the results of the current study, before MANOVA was performed, a series of Pearson correlations were performed between all dependent variables that were interrelated in the medium range (Meyer, Gampst, and Guriano, 2006).

The results of this study are consistent with a study conducted among high school students. The study reported that boys use social networks more often than girls, and found that

the ratio of male to female using social networks is almost five to one (Hsu & Chuang, 2008, quoted from Kassahun, 2014).

When considering the components of mental health, there is no statistically significant difference between men and women. That is to say, a study is consistent with (Betelehem 2016) that gender has no effect on the mental health of primary school students.

5.5.2. Variation in Social Media Usage and Psychological Wellbeing of School Type

Most of the differences in children's happiness are found within schools, not between schools. School-level factors can only explain a small part of children's happiness. Differences in children's mental health, antisocial behavior, and normal behavior between schools ranged from less than 1% to 3%. This shows that differences in children's happiness are due more to personal factors than to their attendance at a particular school. However, as we will show later, this does not mean that school is not important to the well-being of children. The influence of school type is also small (Rutter and Maughan, 2002). These researchers are inconsistent in this study. There is no statistically significant difference in school types. Wilks $\lambda = .959$, $F(6,193) = 1.358$, $p = 0.234$, partial square = .041 Perform a separate MANOVA for each independent variable.

5.5.3. Variation in Social Media Usage and Psychological Wellbeing of Parents' Educational Level

From the perspective of the mother's educational background, the mother's education has an impact on the child's mental health. The research results show that the mother's academic training has a significant impact on the child's physical health. Previous studies have shown that mother's education is an important determinant of children's health and physical health. The possible mechanism behind this relationship is that educated mothers have a better understanding of health care and nutrition, behave healthier, and they can provide a safer and healthier environment for their children (Behrman and Deolalikar, 1988). Educated mothers usually have better health, which can improve their health through biology (Wolfe and Behrman, 1987). Regarding the education level of parents, this study is consistent, which means that there is no statistically significant relationship between mental health and parents' education.

When variables such as autonomy, mastery of the environment, life purpose, personal growth, self-acceptance, and positive relationships with others are considered together, there is a statistically significant difference between the education of fathers and mothers Wilks $\lambda = .891$, $F(12,384) = .190$, $p = 0.033$, part of squared = .56 Perform a separate analysis of variance for each independent variable.

5.5.4. Variation in Social Media Usage and Psychological Wellbeing of Parents' Income

When considering variables such as autonomy, mastery of the environment and life purpose, personal growth, self-acceptance and positive relationships with others, there are statistically significant differences between family incomes.

Wilks $\lambda = .886$, $F(18,540) = 1.320$, $p = 0.169$, partial square = .40 Perform a separate analysis of variance for each independent variable. Therefore, the current findings are consistent with economic research, that is, economic research that is largely related to relatively high incomes has been shown to be an important determinant of subjective well-being (Ferreri Carbonell 2005).

Chapter Six

Summary, Conclusions and Recommendations

6.1 Summary

The general objective of this study is the relationship between the psychological wellbeing of preparatory students and the use of social media. Quantitative methods are used to answer the research questions described. Preparatory students administer and complete demographic questionnaires, mental health scales, and social media use.

6.2 Conclusion.

The following conclusions are drawn according to the main results of the survey of this research. Most of the students had more than an hour and a half using the use of social networks. And, most students have gained moderate with variables of psychological happiness, but some of the variables of psychological happiness are described below the average value. In general, the psychological happiness of the students is average.

In this study, the relationship between the use of social networks and psychological happiness measures for the use of social networks is an important denial of the variable of psychological happiness (self-sufficient learning and environment) and the variables of psychological happiness They correlated with an important relationship (auto) -CAPSCE and personal growth).

According to this research, there was no variable gender, the level of education of parents, income and school type and serious statistical differences, but there were serious statistical differences with age.

6.3 Recommendations

Based on the main research findings, the following recommendations are made:

As the researchers observed during the research process, the selected high schools in the sub-city do not have psychological services. Students need guidance and counseling plans. This is a professional service and requires proper consultant training. Therefore, schools may need to consider hiring a qualified school counselor or school psychologist. Teachers and parents should be taught to recognize and respond to any changes in student behavior. This helps identify the problem before it persists. Future research should be conducted to verify whether college and university climate students are experiencing mental health issues due to use of social media. Finally, in-depth quantitative research is needed in the future to gain a detailed and rich understanding of mental health variables and social media use

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Appendices

Appendix-A Demographic data questioner, Ryff's psychological wellbeing scale and Social Media Usage (English version)

APPENDIXES A

The purpose of this questionnaire is to collect information about social media and mental health of high school students and children. This questionnaire is divided into four parts: the first part is about the demographic questions of the respondents; the second part is the Ryff psychological well-being scale. The third part has a social media scale. The information you provide is very important to the direction and completion of this research, so please be as honest and cautious as possible. No one will judge you because there is no right or wrong answer to the question.

Information will be kept confidential and will be used for research only. Your correct information will help to achieve the objectives of the investigation.

Thank you for your time and honesty in completing this questionnaire

Part One: Background Information

Direction: Please tick (✓) in the box corresponding to your answer to indicate your answer, and write the correct answer in the blank space and the circle that suits you.

1. Age _____

2. Sex _____

3. School type; government private

4. Educational Background of your mother?

A) Illiterate

B) Elementary level

C) Secondary level

D) college level and above

5. Educational Background of your Father?

A) Illiterate

B) Elementary level

C) Secondary level

D) college level and above

6. Family income per month

A) Below 1500 B) 1500 – 3000 C) 3001- 4500 D) above 4501

7. Which social media platforms do you use?

A. Facebook B. Instagram C. Viber D. Telegram E. What Sapp

F. LinkedIn- G. YouTube- H. Twitter- I. Imo J. Others _____

8. How many Numbers of friends on Facebook.

A. below 30 B. 31-60 C. 61-90 D. 91- 120 E. 121-150 F. 151- 180 G. 181 and above

9. Period of having Facebook account.

A. less than 1 hours B. 2 years C. 3 years D. 4 years E. 5 years and more

10. On average, how much time do you actively use Instagram each day?

A. 15 min and below B. 16-40 min C. 41-70 min D. 71- 100 E. 100 and above

Part Two: RYFF SCALES OF PSYCHOLOGICAL WELL-BEING

The next set of statements involves your views on yourself and your life. Remember, there is no right or wrong answer. Check the \surd that best describes the degree to which you agree or disagree with each statement.

statements	Strongly Disagree	Disagree	Disagree Slightly	Agree Slightly	Agree	Strongly Agree
1. I'm not afraid to express my opinion, even if I disagree with most people.						
2. Generally speaking, I feel that I am responsible for the situation in my life						
3. I am not interested in activities that broaden my horizons.						
4. Most people think that I am love and caring.						
5. I live day by day, I don't really think about the future.						
6. When I look back on the history of my life, I am satisfied with how things have turned out.						
7. My decision is usually not influenced by what other people are doing.						
8. The demands of everyday life often get me down.						
9. I think it is important to have new experiences to challenge your view of yourself and the world.						
10. Maintaining close relationships has been difficult and frustrating for me.						
11 I have the direction and purpose of my life.						
12. In general, I feel confident and positive about myself.						
13. I tend to worry about what others think of me.						
14. I am not very comfortable with the people and communities around me.						
15. In retrospect, I haven't made much progress as a person over the years.						
16. I often feel lonely because I don't have a few close friends to share my concerns with.						
17. My daily activities often seem to me to be small and unimportant.						
18. I think many people I know get more from life than me.						
19. I tend to be influenced by people with strong opinions.						
20I am very good at handling many responsibilities in daily life.						

21. I have the feeling that over time I have developed a lot as a person.						
22. I like to have personal and mutual conversations with family or friends.						
23. I don't have a good sense of what I want to achieve in life.						
24. I like most aspects of my personality.						
25. I have full confidence in my opinions, even if they are contrary to general consensus.						
26. I am often overwhelmed by my responsibilities						
27. I don't like being in new situations I need to change the way I'm used to						
28. People portray me to those who are willing to share me with others.						
29. I like to make plans for the future and work hard to achieve them.						
30. In many ways, I am disappointed with my life achievements.						
31. I find it difficult to express my opinion on controversial issues.						
32. It is difficult for me to organize my life in a way that satisfies me.						
33. For me, life is a process of learning, changing and growing.						
34. I have never experienced many warm, trusting relationships with others.						
35. Some people wander aimlessly in life but I am not one of them						
36. My attitude towards myself is probably not as positive as most people think of me.						
37. I judge myself by what I think is important, not by what others consider important.						
38. I was able to build myself a home and a lifestyle that I really enjoyed.						
39. I gave up trying to make major improvements or changes in my life a long time ago.						
40. I know that I can trust my friends, and they know they can trust me.						
41. Sometimes I feel that I have done everything I should do in life.						
42. When I compare myself with friends and acquaintances, I feel good about myself.						

Part Three: Social Media Scale

The social media scale is used to measure the use of social media, not just a simple measurement of frequency and duration; it combines the emotional connection with the website and its integration into people's daily activities.

statements	strongly disagree	Disagree	Disagree Slightly	Agree	Strongly agree
1 social network (Facebook and Instagram) is part of my daily activities					
2.I'm proud to tell people that I'm on social media (Facebook and Instagram)					
3 When I haven't logged into social media (Facebook and Instagram) for a while, I feel like I've lost contact					
4 I feel like I am part of the social media community (Facebook and Instagram)					
5. Sorry that social networks are closed (Facebook and Instagram)					
6 I use social media (Facebook and Instagram) to see people I know in social situations.					
7. I use social media (Facebook and Instagram) to learn more about other people in my class.					
8. I use social media (Facebook and Instagram) to learn more about other people near me.					
9. I use social media (such as Facebook) to keep in touch with old friends.					
10. I use social media (Facebook and Instagram) to meet new people.					

Appendix-B Demographic Data Questioner and Ryff Psychological Well-being Scale and Social Media Use / Amharic Version /APPENDIXES B

አዲስ አበባ ዩኒቨርሲቲ

በአዲስ አበባ ዩኒቨርሲቲ የስነ- ባህሪ እና ትምህርት ኮሌጅ

በአዲስ አበባ ዩኒቨርሲቲ የስነ- ባህሪ እና ትምህርት ኮሌጅ የ2ኛ ዲግሪ ተማሪ ነኝ። በማህበራዊ ድረ ገጾች እና የሥነ ልቦና ደህንነት ላይ ጥናት እያካሄድኩኝ ነው። ስለዚህ ይህን መጠይቅ በመምላት ትብብር እንድታደርጉልኝ በቅድሚያ አመሰግናለሁ።

የዚህ መጠይቅ ዋና አላማ በማህበራዊ ድረ ገጾች እና በሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች ላይ የሚያስከትሉትን የሥነ ልቦና ተፅዕኖ መገምገም ነው። መጠይቁ ሶስት ክፍሎች አሉት። የመጀመሪያው ክፍል የመልስ ሰጪው መረጃዎች ሲሆኑ ሁለተኛው ክፍል የሪፍ የስነ ልቦና ደህንነት መለኪያ ሲሆን ሶስተኛው ክፍል ደግሞ የማህበራዊ ድረ ገጾች ትስስር ደረጃን የሚያመለክት ነው። የሚሰጡት መረጃ ለዚህ ጥናት መሳካት ከፍተኛ አስተዋፅኦ የሚያበረክት ስለሆነ እባክዎ በታማኝነት እና በጥንቃቄ ይመልሱ። በዚህ የተነሳ ማንም የሚገመገምዎት የለም ምክንያቱም ትክክለኛ ወይም ስህተተኛ የሚባል መልስ የለም።

የሚሰጡት መረጃ በሙሉ በሚስጥር የሚጠበቅና ለጥናቱ አገልግሎት ብቻ የሚውል ነው። የእርስዎ ትክክለኛ መረጃ የጥናቱ ዓላማ እንዲሳካ አስተዋፅኦ ያበረክታል።

ላጠፉት ጊዜና መጠይቁን በታማኝነት በማጠናቀቅዎ አመሰግናለሁ።

ክፍል አንድ: የመላሽ መረጃዎች

1. እድሜ
2. ፆታ U/ ወንድ ለ/ ሴት
3. የትምህርት ቤቱ ዓይነት U/ የመንግስት ለ/ የግል
4. የእናትህ/ሽ የትምህርት ደረጃ?
 U/ ያልተማሩ ለ/ 1ኛ ደረጃ
 ሐ/ 2ኛ ደረጃ መ/ በኮሌጅ ደረጃ
5. የአባትህ/ሽ የትምህርት ደረጃ?
 U/ ያልተማሩ ለ/ 1ኛ ደረጃ
 ሐ/ 2ኛ ደረጃ መ/ በኮሌጅ ደረጃ

ክፍል ሁለት፡ የስነ ልቦና ደህንነት የተመለከተ የሪፍ ደረጃዎች

የሚከተሉት ጥያቄዎች የሚያመለክቱት ስለራስዎና ስለህይወት ምን እንደሚያስቡ የሚያመለክቱጥያቄዎች ናቸው። እባክዎ ያስታውሱ ትክክለኛ ወይም ስህተት የተባለ መልስ የለውም። በመግለጫው ላይ በምን ያህል ደረጃ እንደሚሰማሙና እንደማይሰማሙ ለመጠቀም የሚያስችሉት ያስቀምጡ።

በመግለጫው ላይ በምን ያህል ደረጃ እንደሚሰማሙና እንደማይሰማሙ ለመጠቀም የሚያስችሉት ያስቀምጡ	በጣም አልሰማማም	አልሰማማም	በመጠኑ አልሰማማም	በመጠኑ እሰማማለሁ	እሰማማለሁ	በጣም እሰማማለሁ
1. ከብዙ አስተያየት ሰጪዎች ጋር ተቃራኒ ቢሆንም ሃሳቤን ከመሰንዘር ወደ ኋላ አልልም						
2. በአጠቃላይ በምኖርበት ሁኔታ ላይ ሙሉ በሙሉ ሃላፊው እኔ ነኝ						
3. የእይታ አድማሴን ለሚያስፋልኝ እንቅስቃሴዎች ፍላጎት የለኝም						
4. ብዙዎች እንደሚወደድና እንደሚፈቀር ሰው ይቆጥሩኛል						
5. የምኖረው ስለዛሬ እንጂ ስለወደፊቱ አላስብም						
6. ስለሕይወቴ ታሪክ ሳስብ ነገሮች እንዴት እንደተቀየሩ ሳይ ደስታ ይሰማኛል						
7. ውሳኔዎቼ ሌሎች ሰዎች በሚሰሩት ተግባር ተፅዕኖ አያድርባቸውም						
8. የየቀኑ ሕይወት ፍላጎቶች እኔን ወደ ውድቀት ይከቱኛል						
9. ስለራስህና ስለዓለም እንዴት እንደምታስብ ፈተና የሚፈጥሩ አዳዲስ ልማዶች መኖራቸው አስፈላጊ ነው						
10. ጥብቅ ግንኙነት መፍጠር ለእኔ ከባድና የሚያስፈራኝ ነገር ነው						
11. የሕይወት አቅጣጫና ዓላማ በተመለከተ ስሜት አለኝ						
12. በአጠቃላይ በራሴ የመተማመንና ስለሕይወቴ አዎንታዊ አመለካከት አለኝ						
13. ሌሎች ሰዎች ስለእኔ ምን እንደሚያስቡ እጨነቃለሁ						
14. በዙሪያዬ ካሉ ሰዎችና ማህበረሰብ ጋር በአግባቡ አልጣጣምም						

15. ስለሱ ሳስብ እንደ ሰው በዓመታት መሻሻል አልቻልኩም						
16. ሃሳቤን የማጋራቸው ጥቂት የቅርብ ጓደኞች ብቻ ስላሉኝ ብቸኝነት ይሰማኛል						
17. የየቀኑ እንቅስቃሴዎቼ በአብዛኛው አድካሚና ለእኔ ጠቃሚ አይደሉም						
18. ብዙ የማውቃቸው ሰዎች እኔ ካለኝ ሕይወት የተሻለ ቢኖሩ ደስ ይለኛል						
19. በሰዎች ጠንካራ አስተያየት ተፅዕኖ ያድርብኛል						
20. የየቀኑን በርካታ ኃላፊነቶቼን በመወጣት ረገድ ጥሩ ነኝ						
21. በጊዜ ብዛት እያደኩ እንደመጣሁ ይሰማኛል						
22. ከቤተሰብ አባላት ጋር ወይም ከጓደኞች ጋር የግልና የጋራ ውይይት ማድረግ ያስደስተኛል						
23. በሕይወቴ ውስጥ ለመፈፀም እየጣርኩ በምገኘው ነገር ጥሩ ስሜት አይሰማኝም						
24. አብዛኞቹ የግል ስብዕናዎቼን እወዳቸዋለው						
25. በጥቅሉ በስምምነት ከተደረሰባቸው ነገሮች ተቃራኒ ብሆንም በአመለካከቴ የራስ መተማመን አለኝ						
26. ባሉብኝ ኃላፊነቶች ከመጠን በላይ ደስተኛ ነኝ						
27. ከለመድኳቸውና ለረጅም ጊዜ ከቆየሁባቸው የአኗኗር ዘይቤዎች እንዲወጣ በሚያደርጉኝ ለውጦች ደስታ አይሰማኝም						
28. ከሌሎች ሰዎች ጋር ጊዜን በመጋራቴ ሰዎች ሰጪ እንሆንኩ ያስቡኛል						
29. የወደፊት እቅድ ማቀድና እነርሱን ተግባዊ ለማድረግ የማከናወነው ነገር ያስደስተኛል						
30. በብዙ መንገድ በሕይወቴ ውስጥ ያገኘውትን ስኬት በተመለከተ ደስተኛ አይደለሁም						
31. በአጨቃጫቂ ነገሮች ላይ ድምጹን ማሰማት ለእኔ ከባድ ነው						
32. በሕይወቴ የሚያጋጥሙኝ አስቸጋሪ ነገሮችን በማሸነፊ ያረካኛል						
33. ለእኔ ሕይወይት የመማር፣ የመለወጥና የማደግ የማያቋርጥ ሂደት ነው						
34. ከዚህ በፊት ሞቅ ያለና የምተማመንበት						

ግንኙነት ከሰዎች ጋር ኖሮኝ አያውቅም						
35. አንዳንድ ሰዎች በሕይወት ውስጥ ለምንም ዓላማ ይንቀሳቀሳሉ እኔ ግን ከእነርሱ መሃል አንዱ አይደለሁም						
36. አብዛኛው ሰዎች ስለራሳቸው ካላቸው አመለካከት በተለየ እኔ ለሕይወቴ አዎንታዊ አመለካከት የለኝም						
37. እኔ በሕይወቴ ጠቃሚ ነው ብዬ ባሰብኩት ነገር እንጂ ሰዎች ለራሳቸው ጥቅም አለው ብለው በሚያስቡት እሴት ራሴን አልለካም						
38. ቤትና የሕይወት ዘይቤ ለራሴ እንደሚያስደስተኝ አድርጌ እገነባለው						
39. በሕይወቴ ትልቅ መሻሻል ወይም ለመለወጥ ከረጅም ጊዜ በፊት ተስፋ ቆርጫለው						
40. ጓደኞቼን እደማምናቸው አውቃለው እነርሱም በእኔ መተማመን እንዳላቸው አውቃለው						
41. አንዳንድ ጊዜ በሕይወት ውስጥ መሰራት ያለባቸውን ነገሮች ሰርቻለው ብዬ አምናለው						
42. ራሴን ከጓደኞቼ ጋር ሳነፃፅር አሁን ያለሁበት ደረጃ ያስደስተኛል						

ክፍል ሶስት፡ የማህበራዊ ድረገጾች ትስስር ደረጃ

የማህበራዊ ድረገጾች ትስስር ደረጃ ከድግግሞሹ፣ እና ቆይታ ካሉ ቀላል መለኪያዎች ባሻገር የስነ-ልቦናዊ የቀን ከቀን ያላቸውን ቁርኝት እና የሚያስከትለውን ስነ-ልቦናዊ ደህንነት ለመለካት ቀረበ ነው።

በመግለጫው ላይ በምን ያህል ደረጃ እንደሚሰማሙና እንደሚይስማሙ ለመጠቀም የሚያስፈልጉት ያስቀምጡ	በጣም አልሰማማም	አልሰማማም	በመጠኑ አልሰማማም	በመጠኑ እስማማለሁ	እስማማለሁ	በጣም እስማማለሁ
1. በማህበራዊ ድረገጾች (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) የየቀኑ እንቅስቃሴ ክፍል ናቸው						
2. ለሰዎች በማህበራዊ ድረገጾች (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) ውስጥ የምገኝ መሆኔን ስነግራቸው ከራት ይሰማኛል						
3. በማህበራዊ ድረገጾች (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) ሳልገባ ስቀር የተነጠልኩ መስሎ ይሰማኛል						
4. እኔ የማህበራዊ ድረገጾች (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) ማህበረሰብ አካል እንደሆንኩ ይሰማኛል						
5. ማህበራዊ ድረገጾች (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) ቢዘገቡ በጣም አዝናለው						
6. እኔ ማህበራዊ ድረገጾችን (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) የምጠቀመው በማህበራዊ ህይወት ማውቀውን ሰው ለማረጋገጥ ነው።						
7. እኔ ማህበራዊ ድረገጾችን (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) የምጠቀመው ስለክፍል ጓደኞቼ ብዙ ለማወቅ ነው						
8. እኔ ማህበራዊ ድረገጾችን (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) የምጠቀመው በቅርብ ስለሚኖሩ ሰዎች ብዙ ለማወቅ ነው						
9. እኔ ማህበራዊ ድረገጾችን (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) የምጠቀመው ከድሮ ጓደኞቼ ጋር ላለመጠፋፋት ነው						
10. እኔ ማህበራዊ ድረገጾችን (ለምሳሌ ፌስቡክ፣ ኢንስታግራም ወዘተ) የምጠቀመው ከአዳዲስ ሰዎች ጋር ለመተዋወቅ ነው						

