

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

The Influence of Using Social Media on Preparatory Students' Academic Performance in Addis
Ababa Bole Sub-City Ethio-Parents' Preparatory School.

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

By

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THE INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE

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Declaration

I, the undersigned declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials use for the thesis has been duly acknowledged.

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Dedication

This research work is dedicated to my beloved mother Weyzero Sintayehu Kassa, without whose caring support and prayer it would not have been possible. And also its dedication is given to Feker Mekonnen who has been actively participating in this study.

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Abstract

Social media in the current new generation has been used widely and as expected it brought negative consequence. The purpose of this study is to examine the influence of social media on academic performance of preparatory students in Ethio-Parents' Preparatory School. The researcher prepared research questions to guide the study. In this study the researcher used descriptive research design. The study was conducted on Ethio-Parents' school which had 300 preparatory students. Among them the researcher took 100 students using stratified sampling, simple random and cluster sampling techniques. Internet Addiction Test and Academic Motivation and Interest Test were used in this study. The researcher used descriptive statistics of frequency counts and percentage to analyze the demographic data and Pearson's Correlation, One Sample T-test and Independent Sample T-test to analyze the data. The findings showed that a large number of preparatory students in Ethio-Parents' School were addicted to Internet. As a result of using social media, their learning was affected negatively. To this end the researcher recommended that schools should teach their students the advantages and disadvantages of using Social Media; and parents should control their children's habit on the usage of Social Media. And also school counselors should create awareness for it. In addition, students should pay attention and be concerned about the negative consequences of using Social Media and wisely think how they will get along with Social Media to support their learning.

Chapter One

Introduction

1.1. Background

There have been many researches conducted on the influence of social media on academic performance in different time and in different countries. However, the results they arrived at shows different conclusions. Social Media in this net-generation (Kim, 2003) has been expanded time to time in different forms to communicate the people all over the world. Especially, adolescents who are not matured enough are going to be exposed for negative consequences if they are not guided or controlled. This is because those young people give much emphasis for the things which are against their education (Undiyawnde, 2014).

The previous researches conducted in other countries showed Social Media's influence into two ways: as positive and negative. Some of them found that Social Media supports students' academic performance as they use it to study and refer materials for their academic purpose (Kim, 2003). On the other hand, other results show that using social media affects negatively students' academic performance negatively as they give much of their time for using social media instead of studying (Nwabueze & Doris, 2014).

As students are the hope of a country to advance and bring more development for the future, attention should be given for them to cultivate, to be educated and have good manner. As was mentioned above, there are many children who can be affected by the social media resulting them not to be effective in their academic life. If today's children cannot perform well in their education, the future of the country will not be good in different aspects. Therefore, since there is a doubt about the use of social media whether it is good or bad for students, the better way is to study about it and

find out how it is related with student' academic performance. And then an action should be taken if it affects their performance negatively. This issue led the researcher to conduct the research.

1.2. Statement of the Problem

Peter (2015) suggested that although there are some negative influences on students' academic performance, using social media gives a lot of chances for students to be very effective and productive. The other researcher Ahn (2011) stated that social media do not bring a new behavior for students rather they interact with the behavior which has already existed since their childhood time. Therefore, even if they use social media, having the habit of studying, they will not be distracted and bothered in their academic life. On the other hand, Raut and Patil (2016) presented that using social media has both negative and positive effects equally. Based on their mixed finding their suggestion focused on that, the key role is with parents to control the balance of the effect.

The basis of this study was parents' complains and students' regrets for their low performance at school. As the researcher works at school, there is a big chance of observing parents' feeling about their children and also students' day to day activities in their school. Usually, when parents came to school to talk about their children, they raised the Social Media issue. Most of the parents thought that their children's behaviors and academic performance have been changed as they spent much of their time on their phone to use Social Media. On the other hand, students also often talked about their low academic performance as a result of using social media for a long time. This led the researcher to study the relationship between using Social Media and Academic Performance.

Social Media are very recent technology and that is why most of the users are youngsters (Undiyaundeye, 2014). For that reason, elder people are not too familiar with social media to use it. In our country, Social Media are widely accepted after internet was accessed on mobile phone

recently. This study focused on the relationship between using Social Media and students' Academic Performance. Although there have been previous studies in this area, the conclusion they arrived at were different as was mentioned above. Therefore, it is difficult to take them as solutions for the existing problem in our context. Although the problem that existed in our context as well as in the place where the previous researches were conducted seem similar, there is a big difference between the societies' attitude, culture and awareness of the technology.

1.3. Research Questions

1. Does the Social Media that the students are more exposed to negatively influence their academic performance?
2. To what extent are preparatory students addicted to using social media?
3. Does excessive usage of Social Media decrease student's motivation and interest to learning?
4. Which gender uses Social Media more?
5. Which grade is more affected negatively by using social media?

1.4. Objective of the Study

1.4.1. General objective.

Generally, the purpose of this study is to examine the influence of Social Media on the academic performance of students at Ethio-Parents' Preparatory School.

1.4.2. Specific objectives.

1. To identify how the use of Social Media affects the academic performance of preparatory students in Ethio-Parents' Preparatory School.
2. To examine the level of students addiction to social media.

3. To examine whether excessive usage of Social Media decrease the students' motivation and interest to learning.
4. To identify whether gender has an effect in using Social Media.
5. To evaluate whether students' grade level affects using Social Media.

1.5. Significance of the Study

This study is significant to the teachers, parents, students and school counselors. This study will help the teachers of the school to know the influence that social media has on their students. So that it assists them to create awareness for the students on the possible influence social media has on them. The study is also significant to parents in the sense that they will know the possible effect the Social Media has on their children. Therefore, it helps them to control their children on the usage of the Social Media. The study will enable the students so that they will be aware of the hazards while using Social Media. Using the sites excessively will pose possible dangers to their health. It will be relevant in assisting students on understanding the diversity of Social Media. On the other hand, school counselors also will also have good awareness about the effect of Social Media on students' academic performance. As they get the information, they can consult their clients on the proper usage of Social Media. It will also provide relevant material for other researchers who are interested in similar research.

1.6. Scope of the Study.

The focus of this research was to primarily study The Influence of Social Media on the Academic Performance of Preparatory Students. The study comprised students in Ethio-Parents' Secondary and Preparatory school.

Ethio-Parents' school was established in 1995 by parents. It has three branches. The one in which this research took place is found in Addis Ababa Bole sub city around Gerji. This school teaches from Kindergarten to grade12. In the preparatory level for both of the grades, it has five sections: one social and four natural science sections. Each section has 30 students. Doing the calculation based on the information, there are about 300 students in the preparatory level.

1.7. Operational Definition of Terms

As words may have different meaning in different context, the following definitions are given as the words used as intended to be understood for the purpose of this study.

- **Internet addiction:** Internet addiction in this paper refers people who use internet beyond the expected normal time according to the Internet Addiction Test.
- **Social media:** It is a tool for communicating people by posting their pictures or videos and also writing their thought about different issues.
- **Academic performance:** Academic performance in this paper means the result of students' learning that they get from each subject through exams and registered on a roster.
- **Preparatory students:** These are students who are in grade 11 and 12.
- **Motivation of learning:** In this paper motivation of learning means, the activity of students in the class room by participating during the lesson and completing the tasks given by teachers.
- **Excessive usage of internet:** This term is used in this paper to refer the time which is assigned as moderate and sever addiction by the standard Internet addiction Test.

Chapter Two

Literature Review

This chapter reviewed some of the numerous works done by scholars and researchers which are directly related to this research work. In doing so, this chapter examined and reviewed the following questions: Does Social Media have advantages for students? What are the Disadvantages of using Social Media? Is there any difference by gender in using Social Media? Does age matter in using Social Media? What are the consequences of being addicted to internet? How do interest and motivation affect students' learning? What impact does Social Media have towards academic performance?

2.1. Does Social Media Have Advantage for Students?

Many researchers list different points as benefits of using Social Media. For instance Undiyaundeye (2014) mentioned some skills which are especially developed by teenagers in using social media. Literacy skill such as learning letters of alphabets is the one that social media users are benefited as they use. Social Media helps them realize the spellings as they get adapted with the words because of the fact they write them again and again. Social skill is also one of the advantages in using social media as they get to different people online from different places and cultures. In their interaction with those people, they can possess the experience of communicating with others at any circumstance. They also gain intellectual benefits like developing problem-solving ability and critical thinking. Social Media is full of incidents whether good or bad. So users share ideas about how to solve existed problems and suggest what should be done for what really happened. Throughout the discussions, one can get the experience of solving problems in life and it is also possible for that person to be a critical thinker. Watching news is the other benefit considering

political and social awareness. Social Media is the fastest site to give any information from any place all over the world. People can simply get the information as they log-in on their accounts. Social Media enables users to get self-directed learning. This indicates one can get the access to learn and study about different things by him/herself through Social Media. People's capacities to assess different information can be increased through using Social Media (Swist, et al 2015).

Heyam (2014) concluded that social media is a good tool for different activities. He said, "Facebook can be a great tool for the following tasks, which contributes to a better performance, communication, socialization, coordination, collaboration and entertainment." As was mentioned earlier, mainly it connects people to socialize as they share opinions and thoughts. Beside this, users are able to entertain themselves through Social Media using different activities that are provided on the sites. Heyam also added that, "Facebook made students adapt to the new culture easier and faster. Such step will make the productivity goals easier." This implies that as students use Social Media for their educational purposes, they can make their learning easier and much productive by getting information easily. As they develop the habit of using social media by correlating with their education, they will get the advantage of being successful on their academic achievements.

2.2. What Are the Disadvantages of Using Social Media?

Although there are researchers who showed the benefits of using social media, there are still other researches who concluded that social media has risks or disadvantages. Again there are also researchers that put the advantages and disadvantages side by side without biasing for one of them. Undiyaundeye (2014) can be mentioned among those researchers by listing the disadvantages of using social media equally with their benefits. He noted that social media have different negative effects such as Cyberbullying and online harassment which is giving false hostile information about others in order to direct people to disturbed mood. Cyberbullying can expose people for depression,

anxiety and sometimes suicide. There is also a Facebook Depression which is mostly seen on teenagers as a new disorder. A Facebook depression can expose internet users for different problem such as social isolation, promote substance abuse, oppressive or self-destructive behavior. It also decreases the interest of doing different activities. Sexting is the other risk for young Social Media users. In doing this, users spend much time which exhausts them not to do other activities. The bad thing in sexting is users could have much chance to be addicted with activity and that disturbs them to be dormant in real life. As this activity takes longer time this activity, there are lots of things undone and be in waiting list. Therefore, students who are engaged in this activity usually lack time to do their homework and assignment including study. Defective social relationship is also mentioned as the other risk in using Social Media. As online relationship is formed out of face to face communication, people are exposed to make a friendship which easily get faded and disturb them by giving unwanted feeling. They may also be exposed for harmful relationship which disturbs the rest of their lives. In doing this, users especially students, take much time to stay online with the networked people by isolating themselves from their parents. Therefore, as the users spend countless hours on the internet their interaction with family and other actual people will be limited.

In another study as well, it was concluded that using social media is a serious problem for students because it declines their performance especially for those who check their Facebook during their study time (Raut & Pattil, 2016). These students who are using social media at the time of study or doing assignments are highly affected by the content they see on Social Media as it is powerful to shift their mind from their education to the online activity. As they do this frequently they will be far from the target objective of their education. Therefore these students' academic performance is possibly low comparing to the others.

2.3. Is there Any Difference by Gender in Using Social Media?

As many believe male and female have different interests in doing things as well as paying attention towards them. This fact does not have any connection with being inferior or superior. They both have their own strength and weakness. Some of the things might be loved by boys and can be uninteresting for girls and vice versa. On the other hand, there are issues which girls give more and undivided attention too. Those things might not have many or any place for boys. Those different interests between boys and girls are clearly seen while using social media too. Boys are using Social Media in order to entertain themselves by playing video games, and gathering news from peers. As was researched boys play online game for longer time without being bored. Besides, they also give careful attention for online sites that entertain them. On the other hand, girls tend to seek information which assists them for social interaction and spend much time by chatting. Since girls are more interested in social interaction, in social media they spend much of their time by gathering information from their friends as they chat for longer time. They give priority for their issues surrounding them as they interact one another. This way boys and girls are different in their purposes of using Social Media (Undiyaundeye, 2014).

The other issue is the time they spend on Social Media. Peter (2015), concluded that there is no a difference in gender about the frequency of using Social Media. Both gender use Social Media equally although there is a difference in the purpose of using it. Most of the girls focus on social activities and communicating their pre-existed friendship. Unlike girls, boys focus on making many new friends.

On the other hand, Khan (2010) noted that boys mostly use Social Media than girls. As the researcher found, the purpose why boys and girls use Social Media is totally different. Girls still focus on the social interaction while boys' interest is on gathering information to increase their

knowledge and spending much time playing and downloading games. Like Khan, Nwabueze and Doris (2014) stated that boys take much time to participate on using Social Media

2.4. Does Age Matter in Using Social Media?

This time, many people spend their time using internet for different purposes such as news, education, entertainment, advertisement etc. Since almost all things are available on internet, a large number of people visit internet frequently. Among the users, the big part is given for the youth. According to Undiyaundeye (2014) more than 80% of youths give much of their time for internet usage. Since they get the access at the early childhood time they are simply exposed to spending much time. This means today's children get the access of internet in the early childhood time as provided by their parents. Therefore, they grow up using technologies and internet. These children master how to use internet in their later childhood without much difficulties, even more than their parents or any other elder people.

In his study Ahn (2011) specifically put teenagers as the large number of users of Social Media. He stated that teenagers spend much time in their daily life interacting using Social Media. Since Social Media attracts the way how it is developed, most of the users could be teenagers. The activities that are uploaded on Social Media are attractive and powerful to take teenagers' attention. And therefore, they give their whole times for the Social Media.

Facebook is mostly used by younger people aged 18-24 years old. As Heyam (2014) concluded that 13-17 years old are in the second step in using Facebook than the other sites. As it is seen in most of the researches, we can conclude that most of Social Media users, especially Facebook, are adolescents and teenagers 12-24 years old. This group of people spend much of their time online using social network sites especially Facebook.

Young (1996) arrived at different conclusion. She stated most of the users are adolescents who are from 18-25 years old. These adolescents are called “always on”. Although most of the users are 18-25, in using Facebook the high users are 12-13 years old. This implies children are more attracted by the activities that are launched on Facebook than the other users.

2.5. What Are the Consequence of Being Addicted to Internet Addiction?

It is believed that internet is changing the world by facilitating different benefits for users. To get the advantage, the number of people who use it is growing time to time. According to the earlier studies, the more people spend their time using internet, the more they are exposed for internet addiction which may exposes them for disorder that is associated with social, academic, familial and occupational and academic impairment. As they are addicted to internet, there are different negative consequences such as isolating themselves from face to face communication which eventually hurt their social life. They do not think that there is life out of the internet and ignore the actual people. Again their academic life will also be out of the normal condition as they do not give enough time to do activities given to be done off-line. Their interaction with their family and friends is also faded and therefore they will always stay with invisible people that cannot treat them as they are out of mood or when they face a problem (Young, 2007).

Young (1996) says, “The internet itself is not addictive, but perhaps specific applications play a significant role in the development of internet abuse.” This implies that there is no direct relationship between internet and addiction, but the applications which are developed to attract users are powerful to bring users to the addiction. As Young discussed, especially applications which are designed for excitement purpose on the internet are highly associated with addictive use of the internet.

When people are addicted to internet, as was mentioned above, they lose their normal day to day activities including the interaction they have with family, friends and others. Young (2007) stated this as follows:

Online addicts feel a sense of displacement when online and are unable to manage central aspects of their lives due to their growing preoccupation with online use. They start to miss important deadlines at work, spend less time with their family, and slowly withdraw from their normal routines. They neglect social connection with their friends, coworkers, and with their communities, and ultimately, their lives become unmanageable because of the internet. As the addiction grows, they become consumed with their internet activities, preferring online games, chatting with online friends or gambling over the internet, gradually ignoring family and friends in exchange for solitary time in front of the computer.

Therefore, as the above study concluded when people are addicted to internet they are exposed to a lot of problems that affected their activities and communication with others.

As Peter (2015) stated young children who have internet access use social media for longer time per a day. They communicate with their online friends more than once as the device is available on their hand at any time. Since teens are expected to be immature to control their activities, they cannot manage for how long and when to use social media when they are left freely. As a result they meet lots of people online and they visit other's post whether that is positive or negative message. So they are easily exposed to develop new behavior which affects their entire life.

2.6. How Do Interest and Motivation Affect Students' Learning?

Interest is thought as a process that contributes to learning and achievement. This means if someone is interested in a topic, that person can possess a mental resource which enhances learning.

Then this process assists the person to have a better performance and achievement in learning (Judith & Hulleman, 2009).

According to Assor, Maymon and Yoella (2006) interest is defined as the enjoyment that people experience when they do a task. Therefore, if they are interested in something they think, they are enjoying or entertaining themselves as they are doing the tasks. So, they cannot be bored in the activities and that leads them to be successful.

Judith and Hulleman, (2009) has divided interest in to two: Individual Interest and Situational Interest. Individual interest is more enduring which remains over time with the person once she/he possesses it. On the other hand Situational Interest is more momentary which is bounded by situation and the reaction to something and usually specific. As researchers noted both Individual and Situational interests are very important to promote attention, to recall and to have good effort.

As interest play a very important role in learning achievement, every student ought to possess it for a better life and how they can be developed, there are three ways as Judith and Hulleman, (2009) stated: the first one is knowledge and second positive emotion and thirdly personal value.

Having interest on something results to develop motivational behavior (Renninger 2006). These two concepts: interest and motivation, are related to some extent. For instance Roth and Hsu (2008) noted that, the absence of academic motivation can be the result of lack of interest this may be reflected in students' neglect of their studies.

Renninger (2006) says, "Motivation to learn usually refers to the energy behind conscious decisions to achieve in school, to set goals, self-regulate and exert efforts." This indicates when someone is motivated she/he will be energetic and powerful to set goal and move towards his/her goal. Through this path they can assure their success. Vero and Puka (2017) also support this idea.

As he stated, those who are highly motivated to achieve things in their lives are also likely to be more fulfilled as they accomplish the things that are important to them in their lives.

2.7. What Impact Does Social Media Have towards Academic Performance?

About Social Media and its effect on academic performance, there are two arguments. Some of the researchers concluded as it has negative consequence while the other group noted that there is no any negative relationship between using social media and academic performance of students.

According to Ahn (2011) there is no negative relationship between using Social Media and academic performance. Although he mentioned that there are earlier studies that said Social Media users have lower results when they are compared with students who do not use, his study indicated there is no relationship between using Social Media and academic performance. As he emphasised the problem might be with the students how to manage the usage of Social Media. Otherwise, using Social Media does not directly affect their academic life as well as their performance at school.

Kim (2003) also concluded that using Social Media does not affect the academic performance of students. As was discussed in his study the more students use social media the more they will be advantageous in their education. There are good opportunities for students who use social media to be good achiever in their academic life instead of negative consequence. If they are wise enough they can help themselves to their success.

Heyam (2014) discussed the benefit of using Social Media for students' achievement this way: "Facebook as a social network is a tool in improving productivity, communication, and collaboration. Also injecting fun into the educational system can improve the motivation to learn and the involvement of students." This implies that belonging to the system or having the Social Media help students to be able to motivated and interested in their academic life as well as to make their

productivity goal easier. There are different benefits that students are likely to gain easily from internet. Those things are designed to assist students' success. Therefore, children can learn and get references for their regular education.

Khan (2010) also arrived at a conclusion that using social media does not make students to fail in their exams instead it assists them to score more. This is a similar idea with (Heyam, 2014). The more students use social media the more they will be successful in their academic life as they get different links on-line to make easier their learning easier.

When we see Raut and Patil (2016) study, they argued the above conclusions and they stated their belief about the influence of social media on education as follow:

The prime bad effect of social media is addiction. Constantly checking Facebook, Twitter, LinkedIn other social media updates. This addiction could negatively affect other valued activities like concentrating on studies, taking active part in sports, real life communication and ignoring ground realities. There are hundreds of thousands of fake accounts on social networks who are boys pretending to be girls to be friends with girls and in most cases this leads to embarrassment and disappointments which finally results in depression. If there is awareness about the risk of social media in our community it will not lead to anything bad but there is always lack of public awareness and as mentioned above that the graph of internet users is getting higher and higher while we are still far behind in the field of education thus public awareness is very difficult in societies with lack of education.

They again stated that those students who try to do multi-task such as using social media while they are studying will be exposed for having lower result on their education. This is because

most of their attention is given for the Social Media since it grab their attention than the education material. Therefore, their concentration shifts to the other issues by ignoring the study.

Peter (2015) also supported Raut and Patil (2016) idea. He stated that people who are using Social Media perform poor performance on their education. Their focus and discussion rely on what activities they have done on the Social Media. Although they do some of the activities at school, they will give much the time using Social Media their mentally or physically. If the students spend their time this way, how is it possible to score good results on their academic life?! Therefore, the students' usage of social media significantly affected their academic performance.

Undiyaundeye (2014) relates spending much time on Social Media with low self-esteem. He mentioned that, the more they spend time on Social Media, the lower self-esteem they have. If there is a low self-esteem, there will be a lower academic performance. This is because when much of the time is spent on Social Media, the face to face interaction could be avoided. In this case the happiness might go away and this can be seriously related with academic performance.

According to Acheaw and Larson (2015) the use of Social Media highly affected students' academic performance. As they stated most of the students in his study spend 30 minutes to 3 hours on social media and this shifted their attention from their study to the online tasks. As the result shown the time they give for their study or doing other activities related to their learning is too little compared to the time given to social media.

The other finding showed that, although there are advantages in using social media, students' result is negatively influenced by using the social media. When students use social media they can fulfill many gaps that happen in their academic life. When students are absent from school, when they have projects and other activities to be done in group or individually they can share and discuss through social media. This benefit is accessible because of the social media. However, as the results

have shown most of the students' results were negatively affected by Social Media. The more students use Social Media, the worse their result will be (Peter, 2015).

In other study, Nwabueze and Doris (2014) arrived at the conclusion that the time students spend on Social Media declines the studying hours of the students. It is unthinkable to be successful on education without studying. In addition, Nwabueze and Doris said, "Social media is not positively influencing the students but has a negative influence on them." Similarly, Young (1999) also discussed, "Most of the students reported a decline in study habits, a significant drop in grades, missed classes, or being placed on probation due to excessive Internet abuse."

The contents that are available on social media are so attractive and they have the capacity to take users' attention. Jha, et al. (2016) clearly noted that, "Social media is attractive as it provides students another world to make friends, also provides a good way to release pressure." So social media easily can catch students to spend more time by ignoring other activities. This attractive media significantly affected students' learning and academic performance.

Summary of Literature Review

There are many issues concerning students in Ethio-Parents' and Social Network Sites participation. On one hand, there are benefits for students who use these sites properly and appropriately. On the other hand, other researchers suggest that there are clear risks involved when students become too consumed with the internet and Social Network Websites.

The literature review in this study discussed the use of Social Media in general. As was discussed, Social Media users use different sites in order to share their thought, beliefs and also pictures videos and audios. As they do these activities they easily communicate with others all over the world.

As the review shows the most Social Media users are teenagers. It is viewed in different researches that much of the time spent on Social Media are by teenagers. The types of Social Media which are familiar with the users in Ethiopia were listed and described. As was stated among Social Network Sites Facebook took the first place by having a large population of user.

It was also discussed the advantages and the disadvantages of using Social Media. As different researchers concluded, there are lots of benefits in using Social Media. Among the benefits, literacy skills, political and social awareness etc were mentioned. On the other hand, there are disadvantages in using Social Media such as cyber bullying, harmful friendship, defective social relationships etc.

As researches showed the time duration boys spend on Social Media is higher than girls. Even though large number of girls use Social Media for longer time boys dominated them by the time they spent on Social Media. On the other hand, as the review indicates most of Social Media users are between 12-24 years old. Among the Social Media, Facebook takes the first place by having a large population. Based on observation made, most of its users are 12-13 years old children.

As was discussed about internet addiction, when people spend more time on Social Media and become addicted for the online system, they lose more on the other activities. Some of the researchers strongly noted that internet can never be an addiction, but the applications which are launched on the internet can be.

Many researches were made on academic performance and factors affecting it. As some of them are mentioned, internet addiction can be the cause of low academic performance. It is a clear fact that internet helps students when being used as a reference or as a facilitator for lots of lessons beside their regular academic activities. But when students become addicted to internet use or give more time for Internet than their education the result is negative.

The other point that was discussed in the literature review was the importance of interest and motivation in learning. Different researchers agreed that when students are interested and motivated on something, they will have a successful academic life and they will achieve the goal they set. The two types of interest (Individual and Situational Interest) were also clearly discussed.

Finally, the effect of Social Media on students' academic performance is discussed deeply. In the discussion there were two positions among the researchers. Some of them concluded that the use of Social Media cannot negatively affect students' Academic Performance. As they stated, it has rather positive consequence as it helps students to score more and be successful in their education. On the other hand, some other researchers argued with the above conclusion and they clearly showed how using Social Media affects students' academic performance. They noted that, the more students use Social Media, the worse their result will be. At the conclusion of this research, there will be a better understanding regarding students in Ethio-Parents' Secondary and Preparatory School whether their academic performance is getting affected because of Social Media or not.

Chapter Three

Method

This chapter presents the method and procedure that was applied in this study. The chapter was organized under the following sub-headings: research design, data source, study site, population of the study, sample and sampling techniques, research instrument, procedures, test construction, data collection, validity of instruments, scoring of the instruments and methods of data analyses.

3.1. Research Design

In this study the researcher used descriptive research method. There is a test which was adapted to measure the internet addiction and there is another test that was developed by the researcher to measure academic motivation and interest. Using these instruments the data were collected and analyzed.

3.2. Data Source

3.2.1. Study site.

This study was conducted in Addis Ababa, the capital of Ethiopia. This city has a large population that comes from different region of the country. This city also has many different kinds of schools as well. The schools are both governmental and private. Governmental schools are almost free from fee and mostly the students are from families who have low income. In contrast, the private schools are for students that can afford to pay money as school fee. This study was conducted in one of the private schools in Addis Ababa, namely Ethio-Parents' Preparatory School.

3.2.2. Population.

The population of this study is preparatory students of private schools in Addis Ababa. From the 10 sub cities in Addis Ababa, a lottery method for Bole sub-city to be selected. In Bole Sub-city

there are about 23 preparatory schools: two governmental and 21 private. This study was designed to conduct the research on private school. This is because, the research is about social media; students from families who are financially poor are less exposed to social media since it requires to spend money frequently. Therefore, among those 21 private preparatory schools in Bole Sub-city, Ethio-Parents' preparatory school was chosen using a lottery method.

3.2.3. Sample and sampling techniques.

In this study the researcher used probability sampling namely; simple random sampling stratified random sampling and cluster sampling methods. In the first stage the researcher used simple random sampling in order to choose the school where this study could have been conducted. In Ethio-Parents' Preparatory School, there were social and natural department for the students. Therefore, the researcher form the two heterogeneous sub group the sample was taken randomly from each stratum by giving equal chance. In the two stratum there were grade 11 and grade 12 students. Then after, the sample was taken randomly. The school had 10 sections: five grade 11 sections and five grade 12 sections: and again from both grades there were four natural science and one social science sections. Each class had 30 students and therefore there were 300 students in the preparatory level in Ethio-Parents' Preparatory School. Then the researcher took 1/3 (100) of the population as a sample in this study.

3.3. Instrument

To collect the data the researcher used three types of questionnaires. The first one was used to collect demographic data from the samples such as age, sex and grade etc.

The instrument that was used in this study to measure the degree of addiction in use of internet was Internet Addiction Test (IAT) which was developed by Dr. Kimberly Young in 1998. This instrument consists of 20 items mild, moderate and severe level of internet addiction.

The IAT measures the severity of self-reported compulsive use of the Internet for adults and adolescents. The IAT is designed for the experienced Internet user who utilizes this technology on a frequent basis. The 20-item questionnaire measures characteristics and behaviors associated with compulsive use of the Internet that include compulsivity, escapism, and dependency. Questions also assess problems related to addictive use in personal, occupational, and social functioning. Questions are randomized and each statement is weighted along a Likert-scale continuum that ranges from 0 = less extreme behavior to 5 = most extreme behavior for each item.

And finally there was Academic Motivation and Interest Test developed by the researcher. This test was used to examine the academic motivation and interest of the selected students. It consists of 15 items.

In addition, the academic performance of the samples was taken from the selected school's 2017/18 first semester roster.

3.4. Procedures

3.4.1. Construction.

To conduct this study the researcher translated the internet Addiction Test from English version into Amharic version. As the Academic Motivation and Interest Test was developed by the researcher, to assure the content validity of the test, there were a discussion with five psychologists. Besides they filled a questionnaire that checked the content validity of the Academic Motivation and Interest Test. According to the questionnaire they filled, 94.67% of the questions were valid. Then it was translated into Amharic. After both tests were translated into Amharic the reliability of the tests were checked by conducting a pilot study on 40 preparatory school students at Safari Academy which is found in Bole sub-city.

3.4.2. Validation.

Tests of reliability validity were used for the validation of the Greek IAT. According to a study in Greek, internal consistency refers to the extent to which the 20 items within IAT are related to each other. A Cronbach's alpha in excess of 0.7 is usually considered to show adequate internal consistency. Test-retest analysis assesses stability, by examining whether the questionnaire measures the same sort of things in the same person over a period of time. In order to examine test-retest reliability the Greek IAT was given to the same students twice, with an interval of 2 weeks, so that their internet habits were unlikely to have changed and respondents would not be able to remember their first responses. The validity also showed that there is a relationship between the questionnaires and underlying theories.

3.4.3. Data Collection.

The data in this study were collected from the sample using questionnaires. There were two questionnaires: 1) the Internet Addiction Test and 2) Academic Motivation and Interest Test. These questionnaires were distributed and collected from the samples.

3.4.4. Scoring.

As the manual of Internet Addiction Test describes, the IAT total score is the sum of the ratings given by the examinee for the 20 item responses. Each item is rated on a 5-point scale ranging from 0 to 5. The maximum score is 100 points. The IAT total score ranges, with the higher the score representing the higher level of severity of Internet compulsivity and addiction. Total scores that range from 0 to 30 points are considered to reflect a normal level of Internet usage; scores of 31 to 49 indicate the presence of a mild level of Internet addiction; 50 to 79 reflect the presence of a moderate level; and scores of 80 to 100 indicate a severe dependence upon the Internet.

On the other hand, the Academic and Motivation Test which was developed by the researcher total scores ranges from 18 to 48 points are consider to reflect poor academic motivation and interest towards learning; scores of 49 to 61 points are considered an average or fair academic motivation and interest of learning; and scores 62 to 75 indicate that good academic motivation and interest of learning. These scores were found by making a study on 228 different preparatory school students based on their academic performance.

3.4.5. Analysis.

Once the data got collected, it was necessary to employ statistical techniques to analyze the information, as this study was quantitative in nature. Data were decoded and analyzed based on results computed using SPSS. The data were classified and labeled with the correct scale. A mean value, standard deviation and variance were calculated to compare the different answers. Then the data were presented through tables and percentage. Thus classification made it possible to analyze the data. Further, Pearson's correlation, one sample T-test and Independent Sample T-test were performed.

As Pearson's Correlation is used to calculate the linear relationship between two variables, in this study it was used to see the relationship between use of social media and academic performance and the relation between excessive usage of social media and students' motivation and interest of learning. As Independent-sample T-test is used to evaluate the difference between the means of two independent or unrelated groups, in this study it was used to measure the means of students according the usage of Social Media with respective to grade and gender. As One sample T-test is used to compare the mean score found in observed sample to a hypothetically assumed value, in this study it was used to check to what extent the sample students were addicted to internet usage.

3.5. Ethical Consideration

In this study, before the researcher started collecting the data, the school of psychology wrote a letter to get the school (Ethio-Parents') permission. Then after, the researcher informed the students the purpose of the study and the process including the informed consent. And therefore, they were told not to write their name to keep the confidentiality of the participants.

Chapter Four

Data Presentation and Analyses

This chapter presents the results and discussions from this study in three sections under the following sub-headings:

- Presentation of demographic data
- Analysis of data and testing of hypotheses
- Discussion of findings

Table 1
Frequency distribution for demography data

Variables	Category	Frequency	Percent
Sex	Female	50	50%
	Male	50	50%
Age	16	4	4%
	17	41	41%
	18	38	38%
	19	15	15%
	Above	2	2%
Grade	11	50	50%
	12	50	50%
Stream of the class	Social sciences stream	20	20%
	Natural science stream	80	80%

4.1. Presentation of demographic data

Based on the above descriptive statistics Table 1 the independent variables result of frequency distribution shows that, in this study both genders participated equally. This means both sex have equal number.

The researcher chose participants equally from both grades. The respondent's age indicates in table 1, 4% of the respondents were 16 years old, 41% of students were 17 years old, 38% were 18 years, 15% were 15% 19 years old and 2% of the respondents were above the 19 years. 20% of the respondents were from social science stream, the rest 80% were from natural science stream.

4.2. Inferential Analysis

1. Does the Social Media that the students are more exposed to negatively influence their academic performance?

Table 2

Pearson correlation of IAT & Academic Achievement (performance)

Variable		Internet addiction (IAT)	Academic Achievement (performance)
Internet addiction (IAT)	Pearson Correlation	-0.219	1
	Sig. (2-tailed)	0.029	
	N	100	100
Academic Achievement (performance)	Pearson Correlation	1	-0.219
	Sig. (2-tailed)		0.029
	N	100	100

*P < 0.05

The Pearson correlation value (-0.219) indicates that academic performance and social media have weak inverse relationship. As using of social media increase academic performance of the

students' will decrease. The P-value (0.029) is less than 0.05 this indicates that social media have negatively influenced on students' academic performance.

2. To what extent are preparatory students addicted to using social media?

Table 3

One- sample T-test for mean score of preparatory students are addicted of using social media

	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>SE</u>	<u>T</u>	<u>Sig.(2-tailed)</u>	<u>Mean Difference</u>
IAT	100	62.68	18.113	1.811	-1.005	0.317	-1.820

Test value = 64.5, $P > 0.05$

The one sample T-test shows that the 62.68 mean of the students are in between internet addiction measurement range of 50-79 which means that students are moderately addicted to social media. The T value (-1.005) indicates that the sample mean is smaller than the test value of the average mean 64.5.

According to the Table 3 the preparatory students are moderately addicted to social media with $P > 0.05$ with mean difference of (-1.820). Thus the sample has not significantly different from the average mean 64.5 and the students are moderately addicted.

3. Does excessive usage of Social Media decrease student's motivation and interest to learning?

Table 4
Pearson correlation of IAT & Academic motivation and interest

Variable		Internet addiction (IAT)	Academic interest and motivation
Internet addiction (IAT)	Pearson Correlation	-0.213	1
	Sig. (2-tailed)	0.033	
	N	100	100
Academic interest and motivation	Pearson Correlation	1	-0.213
	Sig. (2-tailed)		0.033
	N	100	100

*P < 0.05

The Pearson correlation value (-0.213) indicates that there is a weak and inverse relationship between Social Media and students' motivation and interest of learning. This means using of social media for excessive time can decrease students' motivation and interest of learning. The P-value (0.033) is less than 0.05 these indicate that Social Media decrease students' motivation and interest of learning.

4. Which gender uses Social Media more?

Table 5
Independent sample T-test for IAT & gender

	Sex	Mean	T	Sig. (2-tailed)
IAT	Female	61.92	-0.418	0.677
	Male	63.44		

From the above table an independent sample T-test confirms that on average 63.44 male students are more social media users than 61.92 of female students. The table shows that P-value of 0.677 higher than 0.05. Therefore, the result was not statistically significant. It indicates that both sex used social media almost in a similar frequency.

5. Which grade is more affected negatively by using social media?

Table 6
Independent sample T-test for IAT & grade levels

	Grades	Mean	T	Sig. (2-tailed)
IAT	11	61.86	-0.451	0.653
	12	63.50		

The researcher analyzed the internet addiction test data of students who are in grade 11 and 12. An independent sample T-test confirms that on average 63.50 grade 12 students are highly affected by social media than 61.86 of grade 11 students. The table shows that P-value of 0.653 is higher than 0.05. So, the result is not statistically significant. It indicates that students in both grades are affected by social media similarly.

4.3. Discussion

The students' exposure to Social Media was tested using Table 2. The finding of this study shows that students' exposure to Social Media has significant influence on students' Academic Performance. This corresponds with the finding of Raut and Patil (2016) which states that people who are using Social Media perform poorly on their education.

The other point was testing the extent of preparatory students' addiction to Social Media. As indicated in Table 3, the finding shows that preparatory students are moderately addicted to internet.

The issue concerning whether students' usage of Social Media has negative influence on the motivation and interest of students' learning was tested. The finding shows that Social Media has negative influence on the motivation and interest of students' learning. This is in line with the finding of Undiyaundeye (2014) which noted that there is a Facebook depression which can expose internet users to different problems such as social isolation, promote substance abuse, oppressive or self destructive behavior. It also decreases the interest of doing different activities.

To test the significant difference between male and female students' usage of Social Media, independent sample T-test was used. The finding shows that there is no significant difference between male and female students in the duration of using Social Media. This is in line with the finding of Peter (2016) which noted that there is no difference in gender about the frequency of using Social Media. Both gender use Social Media equally.

The last point which was tested using Table 6 was whether grade level has significant influence on the use of Social Media. The finding of this study indicates that grade level has no significant influence on the use of Social Media.

Chapter Five

Summary, Conclusion and Recommendation

In this chapter, the summary of the study, conclusions and recommendation are presented.

5.1. Summary

This study investigated Social Media and academic performance of the students in Ethiopia Parents' Preparatory School. The descriptive research design was adopted in the study. A sample of 100 respondents was selected from a population of 300 preparatory students in the selected school. Simple random sampling, stratified random sampling and cluster sampling methods were used for the selection. Internet Addiction Test which was developed by Kimberly Young and a self developed Academic Motivation and Interest Tests which was developed by the researcher, were used to collect the data. The validation of Internet Addiction Test was tested in different countries. The Academic Motivation and Interest Test content validity was checked by five psychologists and 94.67% of the questions were valid according to those psychologists. The reliability test for both tests was conducted on 40 preparatory students, in Safari Academy. According to the result of the tests, the instruments were found to be reliable. The data collected were analyzed with the use of descriptive and inferential statistics and the research questions were tested using Pearson Correlation, One Sample T-test and Independent Sample T-test at 0.05 level of significance.

The results obtained showed that, students' exposure to Social Media has significant influence on students' Academic Performance. Preparatory school students are moderately addicted to Social Media. Students' usage of Social Media has negative influence on the motivation and

interest of students' learning. There is no a significant difference between male and female in using Social Media and grade level of students has no significant influence on the use of Social Media.

5.2. Conclusion

The result from the findings of this study showed that, even though social media gives benefits for students such as communicating classmates when there is project and other activities, when they need a reference and so more, it has a negative effect on their academic performance.

The finding of this study needs a serious attention as it shows a negative relationship with the academic performance of students. As was discussed in the first chapter, students are the hope of a country therefore their high capacity on their studies is required. In fact using Social Media has advantages if the students use it properly but since those students are not matured enough to balance their need and the thing that is appropriate for them, they need a mentor to control them to increase the benefits of the use of Social Media than the disadvantages.

5.3. Recommendation

In the light of the above conclusions, the following recommendations are made:

1. Schools should teach their students the advantages and disadvantages of using Social Media. So that students are able to identify how Social Media affect their academic activities, and also how they can use Social Media to support their learning.
2. Parents should give more attention to their children to guide how their children spend their time on using Social Media.
3. School counselors should create awareness to the students at school about Social Media by cooperating with the school administrators.

4. Students should pay attention and be concerned about the negative consequence of using Social Media. At the same time, they also need to see how they can be advantageous in using Social Media.
5. As the finding has shown, students' interest and motivation for learning was negatively affected by excessive usage of Social Media. And therefore, all concerned people: parents, teachers, and school counselors should work hard on students in order to create awareness for the students and to control the excessive usage of time for Social Media.

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Appendices A

አዲስ አበባ ዩኒቨርሲቲ

የሳይኮሎጂ ትምህርት ክፍል

የዚህ መጠይቅ አላማ በአዲስ አበባ ዩኒቨርሲቲ የካውንስሊንግ ሳይኮሎጂ የሁለተኛ ዲግሪ መመሪቂያ ክፍል የማሟያ ጥናት እንዲሆን ነው። ከዚህም ግብ አንፃር መጠይቁ የመሰናዶ ተማሪዎች የኢንተርኔት አጠቃቀም በትምህርታቸው ላይ የሚኖረውን ተፅእኖ ለማወቅ ይረዳ ዘንድ የተዘጋጀ የመረጃ መሰብሰቢያ ነው።

በአጠቃላይ መጠይቁ ሦስት ያህል ክፍሎች ያሉት ሲሆን የመጀመሪያው ክፍል የጥናቱ ተሳታፊዎችን የግል መረጃ የሚመለከቱ ጥያቄዎችን አካቷል። ሁለተኛው ክፍል በዶ/ር ኪንበርሊ ያንግ የተዘጋጁ ሃያ (20) ያህል ጥያቄዎችን አካቷል። እነዚህ 20 ጥያቄዎች የአንድን ሰው በኢንተርኔት ሱስ የመያዝ መጠን ለማሳየት የሚረዱ ናቸው። ሦስተኛውና የመጨረሻው ክፍል 15 ያህል ጥያቄዎችን የያዘ ሲሆን እነዚህ ጥያቄዎች የአንድን ተማሪ የትምህርት ፍላጎትና ተነሳሽነትን የሚመዘኑ ናቸው።

በዚህ መጠይቅ የምትሰጡት መረጃ ለትምህርት አላማ የሚውል ሲሆን መረጃው ጥናቱን ለማጠናቀቅ የሚረዳ ወሳኝና ጠቃሚ መረጃ በመሆኑ መጠየቁን በጥንቃቄና በታማኝነት እንድትሞዱ/ላ እጠይቃለሁ። በምትሰጡት መልስ ይዘት ማንም ሰው የማይገምት/ህ መሆኑን እያረጋግጥሁ መረጃ/ህ ሙሉ በሙሉ በሚስጥር የተጠበቀ እንዲሆን በመጠይቁ ላይ ስምና አድራሻ መጥቀስ አስፈላጊ አይደለም።

ይህንን መጠይቅ በመሙላት ለምትሰጡት መረጃና ለምታደርገልኝ/ግልኝ ትብብር በቅድሚያ ከልብ አመሰግናለሁ።

ክፍል ሁለት

በኢንተርኔት ሱስ መያዝን ለማወቅ የሚያስችል የደክተር ኪምበርሊ ያንግ መጠይቅ ይህ መጠይቅ አነስተኛ መካከለኛ እና ከፍተኛ የኢንተርኔት ሱስ ደረጃዎችን የሚለኩ 20 ጥያቄዎችን ይዟል።

* ከዚህ በታች የተዘረዘሩትን መለኪያዎች በመጠቀም ጥያቄዎቹን መልሱ።

0	በፍጹም አልጠቀምም
1	በጥቂቱ
2	ዐልፎ ዐልፎ
3	በተደጋጋሚ
4	አብዛኛውን ጊዜ
5	ዘወትር

ተ.ቁ	ጥያቄ
1	ኢንተርኔትን ለመጠቀም ካሰብከበት/ሽበት ሰዓት ለበለጠ በየምን ያህል ጊዜ ትጠቀማለህ/ሚያለሽ?
2	ኢንተርኔት ለመጠቀም ስትል/ትይ በየምን ያህል ጊዜ ሌሎች ሥራዎችን ትዘነጋለህ/ጊያለሽ ወይም ትተዋለህ/ያለሽ?
3	በየምን ያህል ጊዜ ከጓደኞችህ/ሽ ጋራ በአካል ከምታገኘው/ኛው ደስታ ይልቅ ኢንተርኔት በመጠቀም የምታገኘውን/ኛውን ደስታ ትመርጣለህ/ጫለሽ?
4	በየምን ያህል ጊዜ ከሌሎች ኢንተርኔት ተጠቃሚዎች ጋራ ጓደኝነት ትመሠርታለህ/ቻለሽ?
5	በቅርብህ/ሽ ያሉ ሰዎች በየምን ያህል ጊዜ በኢንተርኔት ላይ ስለምታጠፋው/ፊው ጊዜ ይቃወሙሃል/ሻል?
6	ኢንተርኔት ላይ በምታሳልፈው/ፊው ጊዜ መብዛት ምክንያት በየምን ያህል ጊዜ የትምህርት ውጤትህ/ሽ ይቀንሳል ወይም ይበላሻል?
7	በየምን ያህል ጊዜ ሌሎች መሥሪት የሚገቡህን/ሽን ሥራዎች ከመጀመርህ/ሽ በፊት ኢንተርኔት ትከፍታለህ/ቻለሽ?
8	በየምን ያህል ጊዜ ኢንተርኔት በመጠቀምህ/ሽ ምክንያት ውጤታማነትህ/ሽ ይቀንሳል?
9	በየምን ያህል ጊዜ ኢንተርኔት ላይ የምታደርጋቸውን/ጊያቸውን ነገሮች ሌሎች ሲጠይቁህ/ሽ ምስጢር ታደርገዋለህ/ሽ ወይም አትናገረውም/ሪውም?
10	በየምን ያህል ጊዜ ሕይወትህን/ሽን የሚረብሹ ሐሳቦችን ኢንተርኔት ላይ በምታገኛቸው/ኛቸው የተለያዩ ሐሳቦች መከታተያህ/ሽ?
11	በየምን ያህል ጊዜ ኢንተርኔት መልሰህ/ሽ የምትጠቀምበትን/ሚበትን ጊዜ ቀድመህ/ሽ ስታስብ/ቢ ራስህን/ሽን ታገኘዋለህ/ኛዋለሽ?
12	በየምን ያህል ጊዜ ሕይወት ያለ ኢንተርኔት አሰልጭ ባደና ደስታ የለሽ ይሆናል ብለህ/ሽ ታስባለህ/ቢያለሽ?
13	በየምን ያህል ጊዜ ኢንተርኔት እየተጠቀምክ/ሽ በሚያቋርጥህ/ሽ ሰውነትህ/ሽ ለመጠቀም/ጫለሽ?
14	በየምን ያህል ጊዜ ኢንተርኔት ስትጠቀም/ሚ በማምሻትህ/ሽ ምክንያት እንቅልፍ ታጣለህ/ጫለሽ?
15	በየምን ያህል ጊዜ ኢንተርኔት እየተጠቀምክ/ሽ ባለሀብት ሰዓት ሐሳብህ/ሽ ኢንተርኔቱ ላይ ይሆናል ወይም ስለመጠቀም ታስባለህ/ቢያለሽ?
16	በየምን ያህል ጊዜ ኢንተርኔት እየተጠቀምክ/ሽ ባለሀብት ሰዓት “ለጥቂት ተጨማሪ ደቂቃ ብቻ ልጠቀም” ስትል/ይ ራስህን/ሽን ታገኘዋለህ/ኛዋለሽ?
17	በየምን ያህል ጊዜ ኢንተርኔት በመጠቀም የምታጠፋውን/ጠፊውን ጊዜ ለመቀነስ መክራ እያደረክ/ግሽ ያቅትሃል/ሻል?
18	በየምን ያህል ጊዜ ኢንተርኔት ስትጠቀም/ሚ የቆየህበትን/ሽበትን የጊዜ ርዝማኔ ለመደበቅ ትሞክራለህ/ሪያለሽ?
19	በየምን ያህል ጊዜ ከጓደኞችህ/ሽ ወይም ከቤተሰብ ጋር በአካል ከመዝናናት ይልቅ ኢንተርኔት በመጠቀም ጊዜህን/ሽን ማሳለፍ ትፈልጋለህ/ጊያለሽ /ትመርጣለህ/ጫለሽ?
20	በየምን ያህል ጊዜ ኢንተርኔት በምትጠቀምበት/ሚበት ወቅት የሚጠፋ የድብርት የጥሩ ስሜት አለመሰማት እና የጭንቀት ስሜት ኢንተርኔት በማትጠቀምበት/ሚበት ወቅት ይሰማሃል/ሻል?

ክፍል ሦስት

የትምህርት ፍላጎትና ተነሳሽነትን መለኪያ

ከዚህ በታች የተዘረዘሩት 15 ያህል ዐረፍተ ነገሮች የትምህርት ፍላጎትን እና ተነሳሽነትን የሚመዘኑ ሲሆን ከዚህ በታች የተቀመጠውን መለኪያ በመጠቀም አንተን/ቺን የሚገልጸውን ቁጥር በተሰጠው ቦዶ በታላይ ጸፍ/ፊ።

5	በጣም እስማማለሁ
4	እስማማለሁ
3	በከፊል እስማማለሁ
2	አልስማማም
1	በጣም አልስማማም

1	በትምህርቱ አዲስ ነገር የማወቅ ከፍተኛ ፍላጎት አለኝ።	
2	ዕውቀቴን ለማሻሻልና ነገሮችን በቀላሉ ለመረዳት እንዴት መሥራት እንዳለብኝ ብዙ ጊዜ ራሴን እጠይቃለሁ።	
3	በትምህርቱ በመትጋትና ከጓደኞቼም ጋር መልካም ግንኙነት በመመሥረት ጥሩ የትምህርት ሁኔታ ለመፍጠር ዘወትር እጥራለሁ።	
4	ተግባራዊ የማደርገው አላማ ቀርጬ ሁል ጊዜ በአላማዬ መሠረት እጓዛለሁ።	
5	በትምህርቱ ትልቅ ደረጃ እንደምደርስ ከፍተኛ የሆነ በራስ መተማመን አለኝ።	
6	በትምህርቱ የበለጠ ለመሥራት ሁል ጊዜ ራሴን አበረታታለሁ።	
7	ትምህርቱን የበለጠ ለመረዳት አስፈላጊ በሆነ ጊዜ ሁሉ የሌሎችን ምክርና እገዛ እጠይቃለሁ።	
8	የተማርኩትን የጽንሰ ሐሳብ ትምህርት (theory) ወደ ተግባር ለመለወጥ ሁል ጊዜ ጥረት አደርጋለሁ።	
9	በማጠናበትና የቤት ሥራዎችን በምሠራበት ወቅት ስልክና የመሳሰሉትን አዋኪ ነገሮች ለማስወገድ ሁል ጊዜ ጥረት አደርጋለሁ።	
10	የትምህርት ብቃቴን (ችሎታዬን) ለማሻሻል ሁል ጊዜ አነባለሁ።	
11	በክፍልም ሆነ በቤተ ሙከራዎች የሚሰጡ ትምህርቶችን በንቃት መከታተል እወዳለሁ።	
12	ዘወትር ወደ ትምህርት ቤት የምመጣው ለመማር ጥሩ ዝግጅት አድርጌ ነው።	
13	ዘወትር በክፍል ውስጥ ንቁ ተሳትፎ አደርጋለሁ።	
14	የሚሰጡንን የተለያዩ ተግባራት (assignments) በጥራት ለመሥራት የተቻለኝን ጥረት አደርጋለሁ።	
15	በትምህርት ሕይወቴ ስንፍናን ወይም ሥራን ለሌላ ቀን ማሸጋገርን ለማስወገድ ዘወትር እሞክራለሁ።	

Appendices B

Addis Ababa University

School of Psychology

Informed consent

The purpose of this questionnaire is for the partial fulfillment of degree of masters in counseling psychology. From this objective the questioner has been designed to assess internet addiction and its effect on academic performance. Generally the questionnaire has three parts, the first part includes socio demographic data and the second part includes is about the frequency of using internet and the third part raises questions to measure the academic performance. All the information you give in this questioner will be used only for academic purpose. Be aware that information you give will help to accomplish the study therefore I kindly request you to fill the questionnaire carefully and with honesty. I would like to inform you all the information you give in this questionnaire will be kept confidentially and there is no one to judge you by the answer you give in this questionnaire. In order to keep confidentiality there is no need to write your name and address on the questionnaire. Thank you very much for the information you give and your cooperation!!!

Part One

Demographic Information

Instruction: Please give your answer for the following questions by circling or filling in the blank

by choosing the best item that represents you.

1. Sex Male Female

2. Age -----

3. Grade -----

4. What is the level of your parents or guardians knowledge about using internet?

A. high

B. moderate

C. low

D. none

6. Do you have your own phone, tablet or computer to use internet?

Yes

No

7. Do your parents or guardians allow you to use internet?

Yes

No

8. As a result of using social media, has your grade been decreased?

Yes

No

9. In which grade did you begin using internet more?

10. How is your academic performance after you start using social media?

Decreased

Increased

No change

Part Two

Internet Addiction Test (IAT)

Internet Addiction Test (IAT) is a reliable and valid measure of addictive use of Internet, developed by Dr. Kimberly Young. It consists of 20 items that measures mild, moderate and severe level of Internet Addiction.

To begin, answer the following questions by using this scale:-

0	Does not apply
1	Rarely
2	Occasionally
3	Frequently
4	Often
5	Always

No	Questions	Scale
1	How often do you find that you stay on-line longer than you intended?	
2	How often do you neglect household chores to spend more time on-line?	
3	How often do you prefer the excitement of the Internet to intimacy with your partner?	
4	How often do you form new relationships with fellow on-line users?	
5	How often do others in your life complain to you about the amount of time you spend on -line?	
6	How often do your grades or school work suffers because of the amount of time you spend on-line?	
7	How often do you check your email before something else that you need to do?	
8	How often does your job performance or productivity suffer because of the Internet?	
9	How often do you become defensive or secretive when anyone asks you what you do on-line?	
10	How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?	
11	How often do you find yourself anticipating when you will go on-line again?	
12	How often do you fear that life without the Internet would be boring, empty, and joyless?	
13	How often do you snap, yell, or act annoyed if someone bothers you while you are on-line?	
14	How often do you lose sleep due to late-night log-ins?	
15	How often do you feel preoccupied with the Internet when off-line, or fantasize about being on-line?	
16	How often do you find yourself saying "just a few more minutes" when on-line?	
17	How often do you try to cut down the amount of time you spend on-line and fail?	
18	How often do you try to hide how long you've been on-line?	
19	How often do you choose to spend more time on-line over going out with others?	
20	How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back on-line?	

Part Three:

Academic Interest and Motivation Test

Direction: The following 15 statements assess academic performance. Please read each statement carefully and rate them using the scale given below to show your attitude about the statements.

5	Strongly agree
4	Agree
3	Partially agree
2	Disagree
1	Strongly disagree

No	Item	Scale
1	I have a strong desire to know new things in my education.	
2	I usually ask myself how to do things to improve my knowledge.	
3	I usually have a positive academic atmosphere by having a balance academic and social life.	
4	I usually set a realistic goal in my academic life and do accordingly.	
5	I have a self-belief about what I can do in my education.	
6	I usually motivate myself to do more in my education.	
7	I usually ask others for better understanding in my education.	
8	I usually try to change the concept I learned to practice.	
9	I usually avoid distractions such as phone, TV, etc. when I study or do assignment.	
10	I usually read to improve my academic performance.	
11	I usually love attending the class and laboratory.	
12	I usually come to class with good preparation to learn.	
13	I usually participate in the classroom activities.	
14	I usually try my best to do quality work in the given assignments as well as other activities.	
15	I usually try to avoid the procrastination in my academic life.	