



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

**THE RELATIONSHIP BETWEEN SOCIAL MEDIA USE AND SELF
ESTEEM AMONG ADOLESCENTS IN BOLE PREPARATORY
SCHOOL IN ADDIS ABABA**

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November, 2025
Addis Ababa, Ethiopia

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**A Thesis Submitted to School of Psychology, College of Education and
Behavioral Studies, Addis Ababa University in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Counseling Psychology**

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DECLARATION

I Mefeter Tamiru declare that this thesis entitled “*The Relationship Between Social Media Use and Self Esteem Among Adolescents in Bole Preparatory School*” submitted to the School of Psychology is my original work and has not been presented for a degree or masters in any other university. All sources of materials used in undertaking this thesis have been duly acknowledged. I understand that non-adherence to the principle of academic honesty and integrity, and misrepresentation/fabrication of any idea or source will constitute sufficient grounds for disciplinary action by the College and can also revoke penal action from the source which has not been properly cited or acknowledged.

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ACRONYMS

- **CBT:** Cognitive Behavioral Therapy
- **CYB:** Cyber bullying
- **DSM:** Diagnostic and Statistical Manual of Mental Disorders
- **RSES:** Rosenberg Self-Esteem Scale
- **SMD:** Social Media Disorder
- **SM:** Social Media

ABSTRACT

This study examined the relationship between social media use and self-esteem among adolescents in Bole preparatory schools in Addis Ababa, Ethiopia, in 2025. A total of 220 students from grades 11 and 12 at Bole Preparatory and Secondary School participated, representing a balanced gender distribution and predominantly aged 17 to 18 years. Using a mixed-methods cross-sectional design, data were collected through structured questionnaires based on the Rosenberg Self-Esteem Scale (RSES) and the Social Media Addiction Scale (SMAS), complemented by semi-structured interviews analyzed thematically. The findings indicated that adolescents spend considerable time on social media, with excessive or problematic use—characterized by neglect of responsibilities and interference with daily life—associated with lower self-esteem. Qualitative data further revealed that social comparison, emotional reactions, and the pursuit of social validation significantly influence self-esteem. Additionally, limited parental guidance on digital engagement was observed, as most parents demonstrated low to moderate awareness of internet use. The study underscores the need for targeted interventions, including digital literacy initiatives for both adolescents and parents, and enhanced educational support to promote healthier and more balanced social media use within the Ethiopian context. This research contributes to a deeper understanding of adolescent psychological well-being within the Ethiopian urban context, offering evidence to inform policy and practice aiming to foster healthier social media engagement.

Keywords: *adolescents, digital literacy, Ethiopia, mental health, preparatory schools, social comparison, self-esteem, Social media use,.*

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The effect of social media on the self-esteem of adolescents is now a major issue worldwide. Social media use has globally increased as digital media keeps evolving. More than 4.9 billion individuals, comprising 62% of the global population, were using such platforms in the year 2021 (Hootsuite, 2021).

Studies show 90% of adolescents use social media, and the majority indicate that social media plays an important role in their self-esteem and body image (Bogale, 2019; Shalini, 2024). Overindulgence in social media use has been associated with anxiety, despair, and low self-esteem, particularly among teenagers who continuously compare themselves to others (Sakata, 2024). Researchers and psychologists across the world are interested in this emerging concern now more than ever (Dule et al., 2023; Sakata, 2024).

Social media use is growing across the entire continent of Africa with an expected 216 million African users in 2021 which means 12% increase from the earlier year (Hootsuite, 2021). The majority of the users are young people, aged 15-24 (Bogale, 2019; Shalini, 2024). A study done in South Africa stated 40% of the adolescents there have low view when they compared themselves to others on social media, reflecting how detrimental the effect of social media is on self-esteem (Purić et al., 2011). These issues are exacerbated in Sub-Saharan Africa by socioeconomic challenges and poor access to mental health services. For example, one research study in Kenya found that 60% of youths were under pressure to present an idealized self on the internet and had increased anxiety and low self-esteem (Mwangi, 2020). All these regional variations show how necessary it is to examine the impact of social media on adolescents from the African point of view, where the limited support networks and social-cultural norms add to the devastating effect of ASMU.

The boost in social media usage in Ethiopia has the same pattern with regional and international trends. In 2021, there were an estimated 30 million alarming trends in social media. 48.4% of youths in Addis Ababa mentioned low self-esteem from social media exposure (Kassaw et al., 2024). A research done in Harar found that 22.06% of the youth were not satisfied with their bodies, and that satisfaction was directly related to the consumption of social media (Yimer, 2023). The implications are that the influence of ASMU on self-esteem is a worldwide problem and also a continental and country-wide issue,

the immediate stakes being Ethiopian youths, as a high percentage of social media users in Ethiopia are adolescents (Statista, 2021). In the urban metropolis city of Addis Ababa, there is a high proportion of youths who are increasingly struggling against the uncertainties of identity formation under a rapidly developing digital environment. Knowledge about the dynamic interaction between ASMU and self-esteem in this area of the country is particularly important. This indicates the need to examine these issues in the context of Addis Ababa's preparatory schools, where children are at a crucial stage of their social and personal development.

Given the local and global implications of ASMU, there is a necessity to study the association between social media usage and teenagers' self-esteem in Addis Ababa. This study aimed to address the existing gap in understanding how social media usage influenced self-esteem by offering context-specific understanding into the nature of this association. The findings were intended to inform evidence-based interventions that promote healthy social media practices and enhance self-esteem among young Ethiopians.

1.2 Statement of the Problem

There is a growing concern among teachers, parents, and mental health professionals regarding the increasing use of social media among teenagers in Addis Ababa. Teenagers' self-concepts are distorted as a result of being exposed to idealized lifestyles and pictures on social media sites like Facebook, Instagram, and TikTok (Dule et al., 2023). These negative self-criticisms might be the effect of the repeated exposure to unbalanced content, especially among teenage girls who are already under pressure to uphold unrealistic standards of beauty from the society. Teenagers commonly compare themselves to these ideals during their developmental years, leading to low self-esteem and feelings of inadequacy at a critical period of identity development (Dule et al., 2023; Yimer, 2023; Purić et al., 2011). Additionally, teenagers who use social media a lot have been reported to have low self-esteem (Purić et al., 2011). Teens typically experience this when they believe that they are not as successful or physically appealing as other people, which lowers their self-esteem and negatively impacts their general mental health. Social media websites promote the display of an idealized type of life, which may expose one to loneliness and discontent. It is much more difficult for teenagers to manage their emotional equilibrium and self-perception because most of them are not aware of the negative effects of their virtual relations (Kassaw et al., 2024; Sakata, 2024).

Body dissatisfaction is another important component of this problem as well. It is mostly related to comparing one's body type with the ideal body types that appear on social media. The majority of the adolescents struggle to accept their bodies in relation to the usually idealized bodies they view on social media, hence exhibiting unwanted behaviours such as disordered eating or hyperactivity (Mengistu et al., 2023). Ethiopian beauty standards may diverge from international standards, and social media intervention adds to the pressure, making adolescents' body relationships more complicated (Mengistu et al., 2023). The fusion of international trends and local culture norms also raises anxiety and uncertainty towards self-image (Sakata, 2024).

In addition, social media usage during adolescence has been associated with greater violence and peer pressure that exacerbates the unfavourable outcomes on their self-esteem and psychosocial adjustment (Getachew, 2023).

Much of the current research has been Western-based, with limited information on the way such processes operate in the context of Ethiopian culture, especially in urban areas like Addis Ababa. Developing interventions that are targeted towards influencing people towards responsible and positive social media consumption and use is being hampered by the lack of local research. Closing this gap is essential to developing a nurturing environment that promotes teenagers' general development, mental well-being, and sound self-concept in Addis Ababa.

1.3 Research Question

1. What is the seriousness of social media use among students in the Bole preparatory school in Addis Ababa?
2. What is the association between social media usage patterns and self-esteem levels among adolescents?
3. What is the impact of the type and frequency of social media content exposure on adolescents' perceptions of self-esteem in Bole preparatory school in Addis Ababa?

1.4. Objectives of the Study

1.4.1 General Objective

To investigate the relationship between social-media use and self-esteem among adolescents in Bole preparatory school in Addis Ababa.

1.4.2 Specific Objectives

- To assess the seriousness of adverse social-media use among students in the Bole Preparatory School of Addis Ababa
- To examine the association between social media usage patterns and self-esteem levels among adolescents.
- To examine the impact of the type frequency of social media content exposure on adolescents' perceptions of self-esteem in Bole Preparatory School in Addis Ababa

1.5. Significance of the Study

This study focuses on investigating the relationship between social media use and self-esteem among adolescents in Bole preparatory school of Addis Ababa. Given social media has become deeply embedded in our daily life, understanding its effects on youth mental health is crucial. By concentrating on Bole preparatory school students in Addis Ababa, the research fills a critical gap by providing findings that are specifically relevant to the Ethiopian context. These findings add value to the insights of educators and mental health professionals to understand adolescent psychology and challenges related to self-esteem among Ethiopian adolescents.

The significance of this study goes beyond academic and practical education sectors; as social media increasingly affects teenagers' overall lives, it also becomes essential for policymakers to have the information and understanding on how to manage its consequences effectively. This research's findings can be a great source of information to assist in developing resources and support systems that will facilitate better social media behavior among teens. The connection between the study and its real-world application is what makes the study applicable to motivating mental well-being and overall development in an increasingly digital age

1.6. Operational Definitions of Key Terms

Self-Esteem: In the present research, self-esteem refers to the overall feeling of worth of an adolescent, which is measured by utilizing the Rosenberg Self-Esteem Scale (RSES); a higher score means high self-esteem, while a lower score reflects low self-esteem.

Social media: The internet-based ways of communication include telegram, Facebook, Instagram, YouTube, Imo, WhatsApp, TikTok.

Social Media Use: In this study, social media use is defined as the time and frequency of time adolescents spend on social media as a function of hours on Facebook, Instagram, TikTok, Snapchat, and YouTube. It is measured using a self-report questionnaire on usage both in hours and number of social media sites used.

Adolescents: adolescents are defined as all young people aged between 15 and 18 years who are enrolled in secondary schools in Addis Ababa.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter gives a detailed review of the current studies on the use of social media, teenage self-esteem, and the relationship between social media use and self-esteem. It talks about the occurrence and consequences of the use of social media among teenagers. It also further reviews empirical evidence linking the negative use of social media with self-esteem issues, such as key findings and gaps in previous studies.

2.2. Definition and types of social media

2.2.1. definition of terms

1. **Adolescent:** An adolescent is an individual in the transitional stage between childhood and adulthood typically ranging from ages 10 to 19 characterized by rapid physical, emotional, and social development
2. **Self-esteem:** Self-esteem refers to a person's overall evaluation of their own worth, encompassing beliefs about oneself as well as emotional states such as triumph, despair, pride, and shame.
3. **Self-worth:** Self-worth is an individual's sense of being a valuable and capable human being, independent of external achievements or validation.
4. **Social-media:** Social media are forms of electronic communication that enable users to create and share information, ideas, personal messages, and other content in virtual communities and networks.
5. **Excess social-media use:** Excess or problematic social media use is characterized by compulsive or uncontrolled engagement with social networking platforms, leading to impairment in daily functioning, academic performance, or mental health.

2.2.2. Types of social media

Social media platforms can be categorized in several ways based on their functions, modes of interaction, and purposes. As Kaplan and Haenlein (2010) have noted, social media can be defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content" (p. 61). These have, over time, evolved into types that each caters to specific user needs and behaviours. Such categories clarify how students' learning, socialization, and psychological well-being are influenced by particular platforms.

1. Group Projects

Collaborative projects allow users to create and manage content together. Examples include Wikipedia, Google Docs, and other wiki-based systems that allow multiple users to contribute to shared knowledge resources. These platforms enhance collective intelligence and participatory culture, complying with the "knowledge communities" concept whereby information is built collaboratively (Kietzmann et al., 2011). This class of tools supports cooperative learning, peer feedback, and academic collaboration in educational settings (Greenhow & Lewin, 2016).

2. Blogs and Microblogs

Blog and microblog Platforms-WordPress, Blogger, Twitter/X, and Tumblr-allow users to create a record through published opinions, reflective thoughts, and experiences in reverse chronological order. They facilitate self-expression by publishing information. Microblogging has made it possible for users to communicate briefly and rapidly. Students and educators use microblogs for disseminating information on sharing resources or updating, as stated by Kumar & Prabha (2019). Comment areas afford opportunities for feedback, discussion, and community building.

3. Content Communities

These are websites that permit members to share all forms of multimedia outputs, such as videos, images, and slides. Examples include YouTube, TikTok, Instagram, and Pinterest. On these kinds of media, users mostly engage in activities of creation and consumption of visual or audio-visual information (Mangold & Faulds, 2009). Content communities are specifically noteworthy among adolescents and young adults because they allow interactive and creative affordances. However, this high level of visibility has been associated with problems such as body image concerns and social comparisons (Vaterlaus et al., 2023).

4. Social Networking Sites (SNSs)

Social networking sites are the most prevalent type of social media; they allow users to create profiles, connect with others, and share messages or media. Examples include Facebook, LinkedIn, and Snapchat. Boyd and Ellison (2007) explained SNSs as web-based services that enable individuals to construct a public or semi-public profile within a bounded system, articulate a list of connections, and view those made by others. To students, these sites may

serve dual purposes—academic networking and social interaction—but excessive use may be linked to lowered academic performance (Appel et al., 2020).

5. Virtual Worlds

Virtual game worlds, such as Fortnite and Roblox, allow users to interact with each other through avatars within the virtual environments of these worlds. Virtual social worlds, like Second Life and VR Chat, also do this. These platforms are able to simulate real-life social interactions in cyberspace by merging entertainment, learning, and creativity. Virtual worlds have entered educational circles due to their potential for enhanced experiential learning and collaboration by way of gamification.

6. Messaging and Community-based Platforms

More recent categories include instant messaging apps, for example, WhatsApp, Messenger, Telegram, and discussion-based communities such as Reddit, Quora, and Discord. These platforms are commonly utilized for real-time communication and interaction among peers. According to Appel et al. (2020), these apps have increasingly blurred boundaries between pure social networking and direct messaging, given the infusion of multimedia sharing, group collaboration, and even educational uses. Among student populations, these platforms have been highly utilized for group projects, study discussions, and social support. (Zhao & Wang, 2022)

2.3. Social Media Usage Among Adolescents

The rise of social media has transformed the communication and interaction space of adolescents to a higher degree. As digital natives, the generation of youth lives in an environment where social media sites are at the center of everything (Chang & Chang, 2023). This chapter summarizes the current situation of the use of social media among teenagers as far as time spent on social media is concerned, the specific features that hook the young people to spend more time and the relationship between negative social media use and self-esteem.

2.2.1. Statistics of Hours Spent on Social Media Platforms

Current statistics affirm that teenagers spend a daily average of 4.8 hours on social media platforms. More than half (51%) of American adolescents indicate spending four or more hours daily using social media applications such as YouTube, TikTok, Instagram, and Facebook, per a 2023 survey by Gallup (Gallup, 2023). The time spent on it differs by age,

for example, 13-year-olds spend around 4.1 hours each day, whereas 17-year-olds spend an average of 5.8 hours (Pew Research Center, 2023). Interestingly enough, there are also usage differences by gender: girls spend 5.3 hours a day using social media, whereas boys spend 4.4 hours (Pew Research Center, 2023).

The ubiquity of always-connectedness is also staggering, with a huge majority of teens saying they are almost always online. A study stated that 62% of the teens are almost always on Instagram, and 17% of them say the same for TikTok (Anderson & Jiang, 2018). From these social media, YouTube is the most visited site by teens, with 95% having used it at least once, followed by TikTok (67%) and Instagram (62%) (Pew Research Center, 2023). The above statistics show the prevalence of social media use among youths and encourages ongoing research into its impacts.

In Africa, the use of social media among youth has also followed the same trend, driven by increasing smartphone access, urbanization, and wider internet access. There were over 216 million social media users in Africa active as of 2021, representing a year-on-year increase of 12%, (Hootsuite 2021) indicates. Most of these consumers are between 15-24 years old. In South Africa, for example, 40% of the youth experienced inferiority when they compared themselves on social media to others, reflecting increased concern over digital well-being (Purić et al., 2011). Furthermore, studies carried out in countries like Nigeria and Kenya have established that social media has evolved not just into a social meeting place but also as an identity and self-conceptualizing space. With such an advantage, however, are risks, particularly where youth engage in compulsive usage or have access to unhealthy information. Sub-Saharan Africa is further disadvantaged by socio-economic inequalities and low mental health resources. Adolescents are prone to feel as though they must maintain idealized internet personas, contributing to increased anxiety and low self-esteem.

With increased dependence on social media, there remains an absence of structured digital literacy education and adolescent mental health assistance programs in Ethiopia. The shift to online communication, combined with inadequate parental monitoring and psychological counseling, places adolescents in a vulnerable position. All these point towards the necessity of local-based research exploring the specific ways in which poor social media behavior affects adolescent self-esteem and mental health in Ethiopia.

2.2.2. Popular Sites and Their Specific Characteristics

The teens are attracted towards some specific social networking sites because of the specific functionalities as well as features that they provide. YouTube, as one example, is a leading provider of information as well as entertainment among the teens. It gives the user the chance to access the video content like the tutorial videos as well as music videos and feel part of the group through the act of commenting as well as sharing. Teens, on average, use approximately 1.9 hours every day on YouTube (Pew Research Center, 2023).

TikTok, with the short-form videos, has gained widespread popularity among the younger users quickly. The algorithm-based app promotes viral challenges and trends that are appealing to teens, and the app is open to creativity and self-expression. Adolescents use TikTok for approximately 1.5 hours per day, and the females are particularly fond of the interactive tools on the platform (Huang et al., 2021). Sharing and collaborating is easy on the app, making the app a user-friendly one among the users who want to get in contact with others.

Both Instagram and Snapchat remain among teens' preferences. Instagram's visuals allow users to uphold their online selves through certain images and stories. Teens spend approximately 0.9 hours on Instagram on a daily basis (Pew Research Center, 2023). In the ephemeral message market, Snapchat accommodates teens' demands for privacy and informality when communicating, encouraging live communication among teens.

With the advent of new sites such as TikTok, the older sites such as Facebook have seen diminished usage among teens. Teenage presence on Facebook dropped significantly from 71% between 2014-15 to as low as 32% in the year 2023 (Pew Research Center, 2023). This drop is evidence of shifting loyalties as the younger users switch towards sites whose dynamics of communication and need for socialization are more congruent.

2.3. Definition and Measurement of Self-Esteem

2.3.1. The concept of Self-Esteem and Its Importance During Adolescence

Self-esteem is the personal evaluation of one's worth, like self-notions, emotional conditions, and actions. It is the way people make judgments on their competence, self-worth, and general self-value (Tel-Jeunes, 2024). At the adolescent level, self-esteem is particularly crucial as the adolescent is characterized by significant physical, emotional, and social transformations. Adolescents are in a developmental process when they have just started the

formation of their self-concept and the way they relate to things surrounding them (Ryan et al., 2013). Self-esteem at the adolescent level is very critical.

Low self-esteem is linked with negative outcomes like poorer mental health, damaging social relationships, and poorer academic achievement (Özer&Korkman, 2022). Low self-esteem can also have multiple detrimental outcomes, among them heightened risk of mental disorders like depression and anxiety (Twenge et al., 2019). Adolescents with low self-esteem will more than likely exhibit feelings of incompetence and worthlessness that manifest in multiple forms of maladaptive behavior, including drug use and risky sex (Harter,1990). In addition, self-esteem is also pivotal in adolescent coping behavior. Individuals with high self-esteem withstand challenges better and utilize appropriate methods of coping when faced with stressors (Moksnes, 2019). Individuals with low self-esteem utilize avoidance methods of handling things and have trouble locating assistance or access to available methods of dealing with their problems. Promoting healthy self-esteem in adolescent life is consequently significant in order to have well-being and resilience among adolescents.

2.3.1. Relationship Between Self-Esteem and Social Media Use

Numerous research studies have overwhelmingly demonstrated that there is a negative correlation between negative social networking usage (ASMU) and self-esteem for youth. ASMU includes such behaviors as compulsive checking, wasted time on sites, constant social comparisons, viewing unrealistic material, as well as cyberbullying. These behaviors have a lot of impact on the way youth feel about themselves, and the outcome typically includes lower self-esteem and reduced self-confidence.

Social comparison theory (1954) believes that people are subject to self-judgment through the process of comparing themselves with other people. On social networking sites, whose information is usually hand-picked and edited, teenagers are particularly vulnerable to upward social comparisons. Ongoing exposure to essentially "perfect" lives, bodies, and working lives could contribute to feelings of inadequacy and low self-esteem (Vogel et al., 2014). Empirical evidence confirms this connection. In a meta-analysis revealed that there is a significant negative association between the use of social networking sites and self-esteem, especially among youths who passively consume compared to actively engaging on the sites (Huang, 2017). Similarly, adolescents who had high screen time particularly on visually oriented sites had lower psychological well-being and self-esteem (Twenge and Campbell, 2018).

Corresponding local studies in Ethiopia similarly align with these global outcomes. Body dissatisfaction was noted in 22.06% of the Harar adolescents and was strongly associated with the use of social networking sites (Yimer, 2023). In the same respect, the existence of low self-esteem among 48.4% of the Addis Ababa adolescents, which was associated with their use of social networks (Kassaw et al., 2024).

While the link between ASMU and low self-esteem is documented, the connection is multifaceted as it is mediated by factors like peer pressure, gender, level of digital literacy, and the character of the engagement on the platform. More context-specific work is hence required specifically in the urban African context in order further to unpack these dynamics.

2.3.2. Common Tools for Measuring Self-Esteem

Several scales have been formulated in order to measure self-esteem. One of the most commonly employed is the Rosenberg Self-Esteem Scale (RSES). Created by Morris Rosenberg in 1965, the RSES is a ten-point scale that measures general self-esteem through a list of statements on which the respondents are asked to indicate on a basis of agreement (Rosenberg, 1965). The scale has been found highly reliable and valid in different populations, and thus the researcher's instrument of choice when assessing self-esteem among adolescents. The Coopersmith Self-Esteem Inventory is the second most frequently employed instrument after the RSES, and is used in the assessment of self-esteem in specific areas such as academic performance and interpersonal relationships (Coopersmith, 1967). The inventory gives more detailed information on how adolescents perceive themselves in general situations. Lastly, Self-Perception Profile for Adolescents is used in the measurement of multiple dimensions of self-esteem in academic competence, social acceptance, athletic competence, physical appearance, romantic appeal, and behavioral conduct (Harter's, 1988). This multi-dimensional test presents a whole-scale evaluation of adolescents' self-perceptions.

Even if such measurement instruments are in place, one must be aware that self-esteem is a subjective variable that may fluctuate as a result of situational forces. Adolescents may possess different levels of self-esteem in different domains whether academic and social such that the researcher is reminded of the situation when reporting test scores on these inventories (Tel-Jeunes, 2024).

Overall, self-esteem is a precious construct in the lives of adolescents that affects many areas of one's life. Learning how it is conceptualized and measured will be useful in identifying

interventions that foster adolescent well-being. Measures such as the Rosenberg Self-Esteem Scale can provide helpful information about adolescents' levels of feelings towards themselves and guide strategy that fosters healthy growth in self-esteem. During this critical period of life, as adolescents experience, learning healthy self-esteem will be useful in the development of their overall mental health and resistance to adversity.

2.5. Theoretical Frameworks

2.5.1. Social Comparison Theory and Its Applicability to Social Media

Social Comparison Theory, developed by Leon Festinger in as early as the year 1954, is the theorization that individuals assess their very opinions and abilities through the process of comparing themselves with other people. Social Comparison Theory can be best seen on social networking sites, wherein teens have the tendency to perform upward and downward social comparisons. Upward social comparison is the process of comparing one's self towards people who are assumed better, while downward social comparison is comparing one's self towards people who are considered lower (Vogel et al., 2014).

Social networking sites like Instagram and Facebook offer teens a great deal of room in which to carry out these processing of comparison. Experiments show teens will be more prone to upward comparing when they view the peer's or influencer's ideal world that is edited (Krasnova et al., 2013). Doing this will bring on the feelings of inadequacy and lowered self-esteem, especially when the adolescent started with low self-esteem. For instance, technology-facilitated social comparison and information seeking were found to be connected with depressive symptoms in adolescents, and popularity and gender were found as the moderators on this effect (Vogel et al., 2014).

Moreover, the widespread exposure to idealized media images on social media sites can exacerbate the challenges of identity development and interpersonal connectedness for adolescents. Young people are likely to maintain extensive lists of online pals, which produce an open to peer criticism and scrutiny public presentation of self (Manago et al., 2008). Such a publicly observable space for comment can promote self-consciousness, leading to greater likelihoods of negative social comparison and consequential emotional distress (Feinstein et al., 2013). Thus, Social Comparison Theory provides us with a critical framework from which to view the psychological impact of social media on adolescents' self-esteem.

2.5.2. Self-Presentation Theory

The theory of Self-Presentation, formulated by Erving Goffman in the year 1959, is the one that says people openly construct their public selves as a way of transmitting certain impressions on others. Teenagers' online self is governed via the selective presentation of their lives as they put forward information that they assess will receive favorable response from their equals. It is frequently motivated by the social imperatives as well as the norms among peers, making the teenagers project the best possible versions of them (Goffman, 1959).

Self-Presentation Theory is very significant when dealing with adolescents who are on the internet. As they present themselves selectively, they are likely subject to the need to fulfill unachievable beauty ideals or lifestyle representations commonly offered on the internet. For one, it was found that adolescents will apply filters and editing software on their images before posting them on such sites as Instagram (Tiggemann and Slater, 2013). This can have the tendency to put a disparity between their online and actual lives, with the end result that they would feel inadequate when comparing themselves with the images that have been perfectly touched up.

Second, the need to be validated through likes and comments can bring about compulsive checking tendencies and heightened anxiety when the articles fail the anticipated level of engagement (Haferkamp & Krämer, 2011). Teenagers could be stuck in a pattern of making self-worth dependent on the other person. Overuse on social media as a means of validation will probably further unhealthy self-worth and mental disorders, especially when there is criticism or contempt.

Both the Theory of Self-Presentation as well as the Theory of Social Comparison provide valuable conceptual frameworks through which we can better comprehend the way in which social media influences adolescent behavioral inclinations and self-esteem. In making vertical comparisons and constructing internet-based idealized self-images, adolescents potentially expose themselves to mass-scale psychological impacts that merit more commentary in works.

2.6. Empirical findings

This work is significant in bringing into focus the pivotal connection between social media use and self-esteem among the adolescent group between the ages of 15 and 18 years in Addis Ababa. As social networking sites like Facebook, Instagram, and Snapchat continue to

be at the core of teenage communication, excessive or adverse use has become a cause of concern. The literature is ever-consistent that students who prepare and are hooked on ASMU have a likelihood of suffering from low self-esteem, with a study showing that 45% of adolescents spend more than three hours per day on these sites (Mengistu et al., 2023).

Self-esteem, one of the major factors in adolescent psycho-development, is especially vulnerable at this age given the high priority of peer relationships and social comparisons. It is found that adolescents who have low self-esteem are more likely to utilize ASMU as a means towards validation through the likes and comments, which in turn solidifies their feelings of inadequacy (Yimer, 2023; Lake Yimer, 2023). In addition, female adolescents are more vulnerable, with 65% admitting feelings of inadequacy after comparing themselves on the internet with peers (Mengistu et al., 2023). Conversely, male adolescents can exhibit unstable and unrealistic self-esteem patterns given the motivation towards social validation (Fabio & Tripodi, 2024).

The character of social interaction also determines self-esteem in a very critical way. Positive comments can momentarily cheer up the user, whilst negative interactions like cyber bullying or social isolation can be very destructively harmful. Troublingly, 30% of adolescent people in Addis Ababa have had experiences of cyber bullying, a situation that has been directly correlated with low self-esteem and depression symptoms (Dule et al., 2023).

The second major implication is that of intellectual performance. High ASMU is associated with low attention and performance in academics. It was established that adolescents who engaged in ASMU were 35% more likely to experience low grades, consequently leading to diminished self-esteem due to perceived underachievement at school (Mengistu et al., 2023; Xue et al., 2024).

Additionally, access to unattainable images of faces and lives on social networking sites can offer unrealistic points of reference among adolescents, promoting unhealthy self-comparison and the desire to have flawlessly flattering online images. It frequently leads to anxiety, inadequacy, and emotive exhaustion (Sakata, 2024; Kassaw et al., 2024).

Interventions then become very important. Digital literacy programs have been promising in reducing ASMU as well as boosting adolescent self-esteem. Participants who had gone through the education on digital literacy had a self-esteem increase by 25% (Kassaw et al.,

2024). Such initiatives can be helpful in making adolescents critically assess online content, spend less time on the screen, and acquire better online habits.

Ultimately, the efforts of parents and teachers are priceless. Free communication about the impacts of social networks, the increase in offline social interactions, and the promotion of one-on-one relations can be antidotes towards the negative effects of ASMU. Such interventions can enhance resilience as well as balanced self-percept among adolescents (Van Laere et al., 2024; Amirthalingam and Khera, 2024).

2.7. Summary of Key Studies

The literature reports mixed findings on the impact of social media on self-esteem, which underscores the complex nature of the association. Most have uncovered a negative link, such that increased time on social media is linked with diminished self-esteem. Studies found that social media addiction is linked with low self-esteem (Andreassen et al.'s, 2017). Other studies show that social media, like Instagram, can have positive impacts on self-esteem under certain conditions. Attachment towards such sites as Instagram can enhance self-esteem, showing that the quality of interaction can have a determining impact on the response (Rahma and Setiasih, 2021).

Multiple factors contribute to these conflicting results, including personality as well as gender. For instance, research suggests that women are more prone to feeling the ill effects on social comparison through social media, specifically because of the appearance and acceptance pressures that society provides (Mann et al., 2022). However, men would not reflect the same extent, which would imply that the differences between the sexes have a significant contribution when determining the effects on adolescents from social media.

Additionally, the circumstances under which social media is utilized appears to be another significant determinant of the effect on self-esteem. Adolescents who use social media towards validation and inclusion may be more vulnerable towards the negative effects of social comparison. However, adolescents who use social media under more positive and confirming circumstances may experience positive effects on self-esteem (Steinsbekk et al., 2021). For example, a survey carried out found that moderate social media use, compared with high, was associated with high self-esteem among adolescents (Hawi and Samaha, 2017).

From local and overseas research such as (Vogel et al., 2014), (Huang, 2017), (Kassaw et al., 2024), and (Yimer, 2023), findings indicate that the correlation between social media use and self-esteem is not absolute or unilinear. Rather, the correlation is mediated by an assortment of complicated factors such as personality, gender, the identity of the particular social media platforms used, and the context in which the activity takes place. For that reason, although there is a research tendency that excessive use of social media is associated with adverse effects on self-esteem, effects are found to be diverse when derived from individual and contextual variables. In order to formulate workable interventions, further studies should be conducted that elucidate these dynamics further and that formulate strategies that enhance healthy uses of the internet as well as foster self-esteem among adolescents.

Overall, then, the literature suggests that although social media excess is commonly associated with the shrinking self, the evidence is far from consistent. Adolescents' self-esteem is affected by the interactions between social media and the variety of factors such as gender, patterns of use, and the affective conditions under which social media is employed. It will be critical in the construction of interventions promoting balanced and healthy social media use by youths.

2.8. Conceptual Framework of the Study

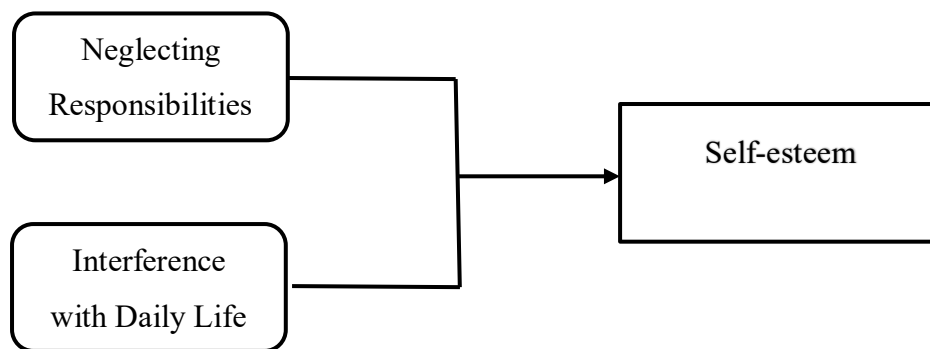


Figure 2.1: Conceptual Framework of the Study

CHAPTER THREE: METHODOLOGY

3.1 Research Design

This study employed a mixed-method design with surveys and interviews to specifically investigate the issue respectively in more depth. The survey is collecting quantitative data that represents the prevalence of adolescents' unhealthy social media use and its relation to self-esteem. On the other hand, interviews provided the possibility of hearing directly from students about their own experience of social media, usage of social media, what social media meant to them, and how social media influenced how they felt about themselves. Having both these methods incorporated, the research had a richer, fuller picture of the scenario.

3.3 Study Area

Bole Preparatory and Secondary School, located in the Bole sub-city of Addis Ababa, was established in 1974 E.C. (1981/1982 G.C.). It currently has approximately 1,241 students across secondary and preparatory levels. The school has 134 teachers and 49 administrative personnel, making it one of the public schools with good human resources in the capital. The capacity and size of the school enable students across different socio-economic levels to study, and the school is still a lifeline of public education in the city.

This was the case in Bole Preparatory and Secondary School in Addis Ababa's sub-city of Bole because the school can represent government schools in the Ethiopian education system (Educate Ethiopia, 2025). It is one of the top-ranked public schools in Addis Ababa and a decent institution to acquire adolescent developmental issues such as self-esteem. Preparatory school teenagers such as those at Bole Preparatory and Secondary School are in their stage of identity formation and are highly vulnerable to the effects of social media. The school's diverse student population, coming from various socio-economic backgrounds, offers balanced information to examine how social media influences adolescents across different social strata (Thinking schools Ethiopia, 2021). This makes Bole Preparatory School a significant and suitable site for this research on the relationship between social media use and adolescent self-esteem.

The emphasis on preparatory schools in this research is intentional because this educational phase is critical for adolescent development. Teenagers are more socially active on social media during their preparatory school, and that forms their self-concept and self-esteem (Valkenburg & Piotrowski, 2017). This is the time of their development that is most susceptible to social media impacts on self-esteem, as adolescence is highly driven by social comparison and feedback at these ages. Preparatory schools thus form an ideal environment to study the impacts of negative usage of social media on self-esteem.

3.4 Study Population

The population of focus is 2025 high school students studying grades 11 and 12 of preparatory schools in Addis Ababa. Addis Ababa possesses a great number of the best schools by national standards and with outstanding education capacity (Ethiopia Education Road Map, 2024). Grades 11 and 12 were chosen with a total number of 650 students consisting of 268 female and 382 male students. This can lead to issues of peer group functioning and increased social media use, and this is a good context within which to investigate the effects of negative use of social media on self-esteem and overall mental well-being during the transition from adolescence to later stages of educational and social life.

3.5 Source of Data

Primary and secondary sources of data were both utilized during the study. Primary data were collected from adolescents at Bole Preparatory and Secondary School in Addis Ababa through structured questionnaires and interviews. Interaction facilitated the collection of firsthand information specifically for research purposes, getting the information on the details of the students' experience with social media. Secondary data also involved the consideration of outcomes from earlier research. This comprised secondary literature on the use of social media and self-esteem, educational reports and government bodies on adolescent behavior and mental health trends, and clinical psychology literature. With a view to combining primary and secondary sources, the study attempted to provide an integrated analysis of the effect of the consumption of negative social media on teen self-esteem. The research proposal gained readability and consistency from this structure, which outlined the information sources and data collection methodology.

3.6 Eligibility Criteria

3.6.1 Inclusion Criteria

For this study on the relationship between social media use and self-esteem of adolescents in Bole Preparatory and Secondary School in Addis Ababa, the following inclusion criteria must be met by participants: they must be students who are actually enrolled in Bole Preparatory and Secondary School and also agree to participate in quantitative questionnaires and qualitative interviews or focus groups. Apart from that, the participants must provide their informed consent to undergo the research so that they are fully aware of the nature of the study and that they volunteer to be part of it.

3.6.2 Exclusion Criteria

1. Non-Enrollment: Participants who hadn't been enrolled in a preparatory school were excluded.
2. Inability to Provide Consent: Participants that cannot provide informed consent or for whom the parents don't consent will not be accepted for the study.
3. Prior Participation: Teenagers who have already taken part in the same kind of studies in the past year can be excluded to prevent bias.

3.7 Sampling Procedure and Sampling Techniques

3.7.1 Sampling Procedures

Initially, participants were hired employing the stratified random sampling method, where grade levels (grades 11 and 12) served as strata to get proportionate representation across both academic levels. Secondly, gender stratification was used in every grade to ensure a proportional sample of boys and girls.

Using a systematic sampling technique allowed for an adequate sample of grade 11 and 12 students from the Bole Preparatory and Secondary School in Addis Ababa in 2025. Since the school had previously been selected as the site for research, grade 11 and 12 students were called for and asked to participate at convenient times that they were not engaged in teaching, i.e., breaks or lunch.

To ensure a representative sample of students from Bole Preparatory and Secondary School, the current study uses a combination of stratified random sampling and systematic random sampling techniques.

Stratified random sampling is first applied by dividing the entire population of students into distinct strata based on two principal characteristics: grade (Grade 11 and Grade 12) and gender (male and female). This would divide the student population such that every subgroup is represented in the sample with 134 Grade 12 and 114 Grade 11 students, which will facilitate easy comparison and analysis of these two groups.

Following stratification, systematic random sampling is thereafter employed in each stratum to solicit participants. This involves the selection of students from fixed intervals from a ranked list within each stratum, starting at a random point. This simplifies the sample and helps minimize selection bias such that the sample captures the distribution of the total body of students.

3.7.2 Sample Size

The sample size for this research is determined using Yamane's formula:

$$n = N / (1 + N(e)^2)$$

Where:

n = Sample size

N = Population size (650)

e = Margin of error (5% or 0.05)

Substituting the values:

$$n = 650 / (1 + 650(0.05)^2) = 248$$

$$n \approx 248$$

The final sample size for the study is 248 students, selected proportionally from Bole Secondary and Preparatory School.

Table 3.1: Summary of Sample Size

School	Sub-city	Number of Students	Sample Size
Bole Secondary and Preparatory School	Bole	650	248

This sampling technique is taken for representative sampling of students such that analysis could be done for the generalizability of effects of negative social media use on self-esteem of adolescents in a government school setting.

3.7.3 Proportional Sample Allocation

Rounding up, the final sample size is 248 students. This sample is proportionally allocated across the different classes and sections, as detailed in Table 1 below.

Table 3.2: Grade 11 Sample Allocation

No.	Grade	Section	Male	Female	Total	Sample Size
1	Grade 11	A	25	25	50	19
2	Grade 11	B	26	23	49	19
3	Grade 11	C	24	25	49	19
4	Grade 11	D	23	24	47	19
5	Grade 11	E	22	23	45	19
6	Grade 11	F	30	30	60	19
Total Grade 11					300	114

Table 3.3: Grade 12 Sample Allocation

No.	Grade	Section	Male	Female	Total	Sample Size
1	Grade 12	A	26	25	51	19
2	Grade 12	B	27	24	51	19
3	Grade 12	C	23	26	49	19
4	Grade 12	D	25	26	51	19
5	Grade 12	E	24	25	49	19

6	Grade 12	F	23	24	47	19
7	Grade 12	G	26	26	52	20
Total Grade 12					350	134

This proportional allocation is used so that each class and gender group is properly represented in the sample, increasing study's capacity to generalize findings across the student population.

3.8 Method of Data Collection

In order to identify the effects of social media on Grade 11 and 12 students' self-esteem, the study used two primary data collection instruments: a quantitatively developed structured questionnaire and a semi-structured interview schedule for qualitative data. The questionnaire was segregated into four parts using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Section A of the questionnaire survey requested demographic profile data including age, gender, grade level, and data regarding participants' parents/guardians. The demographic variables provided information regarding the sample composition and allowed for an investigation of differences in undesirable social media use between participant groups.

Section B was the Negative Use of Social Media and included 15 items in three sub-dimensions: Social Media Time (e.g., "I spend more than 3 hours a day on social media"), Forgetting What Needs to Be Done (e.g., "I tend to forget my schoolwork because I'm on social media"), and Interference in Everyday Life (e.g., "I feel uncomfortable if I don't check my notifications"). The subscales assessed problem use patterns and the impact of such use on students' daily lives.

Section C assessed the dependent variable, Self-Esteem, using Rosenberg Self-Esteem Scale (RSES), that consisted of 10 positively and negatively framed items (e.g., "I feel that I have a number of good qualities" and "At times I think I am no good at all").

In addition to the questionnaire, a semi-structured interview guide was employed in collecting rich qualitative data.

In addition to the questionnaire, a semi-structured interview guide was also utilized in collecting rich qualitative data. The questions were framed such that they investigated students' social media activity, emotional reaction, comparison and validation process, parental support, teacher support, and peer support. The mixed-methods design allowed for a comprehensive picture of how poor social media behavior affects self-esteem in teenagers.

The RSES, developed by Morris Rosenberg in 1965, is a highly standardized and generalized self-esteem measure. The questionnaire contains 10 positive and 10 negative statements, such as "I feel that I am a person of worth" and "I certainly feel useless at times," to determine individuals' overall self-feelings towards themselves. The scale has been tested and proved reliable among individuals from various age groups and cultures and therefore can be applied across adolescents (Rosenberg, 1965). The Social Media Addiction Scale - Student Form (SMAS-SF) was adopted to measure students' social media addiction levels (Şahin, 2018). The tool consists of 29 items measured on a five-point Likert scale ranging from 1 (Strongly disagree) and 5 (Strongly agree). The scale examines students' social media usage behaviors and levels of addiction through cognitive, emotional, and behavior dimensions.

3.9 Pilot study

Pilot testing of the questionnaires was also conducted with a small sample of approximately 25 students from Grade 11 Sections A and F, and Grade 12 Sections A and G, but who were not included in the final analysis. Pilot was a critical step to identify unclear or confusing questions and make necessary corrections to improve clarity and comprehension (Fraenkel, 2012). Internal consistency of the questionnaire items was assessed using Cronbach's Alpha, which ranged from 0.60 to 0.87 across different subscales and depicted acceptable to high internal consistency. These reliability measurements combined with validity tests conducted during piloting were assured that the questionnaire had measured the constructs to the required accuracy, hence making the study findings more reliable.

3.10 Data Processing and Analysis

Data were properly cleaned for errors and corrected to be able to analyze the dataset. The data were analyzed using SPSS version 26. Frequency analysis and cross-tabulation were used to spot missing values.

Descriptive measures like mean, percentage, frequency, and standard deviation were applied in reporting both the demographic profile of the students and the patterns of social media use.

Correlational analysis was applied to investigate the relationship between the use of social media and levels of self-esteem.

Interview-based qualitative data were coded and analyzed using thematic analysis, and the themes that emerged were documented in tables, while participants' answers were quoted and described to give more detail. This quantitative and qualitative mixed analysis provided strength and authenticity to results of this study on negative social media usage and self-esteem of adolescents in Bole preparatory schools of Addis Ababa.

3.11. Data Quality Assurance

Data quality assurance is an essential aspect of this study to validate the data collected in relation to the role negative use of social media plays in influencing teenage self-esteem as both valid and reliable. The maintenance of high-quality data throughout the research process lends power to the findings (Creswell & Creswell, 2018).

Data quality assurance started with the initiation of a master plan before data collection. This master plan indicated standards for accuracy, completeness, consistency, and relevance of the data. Accuracy was guaranteed through checking whether questionnaire answers made sense logically, whereas completeness was checked to ensure that all the items that were supposed to be answered were replied to (Babbie, 2013).

Throughout the data proper collection, there were standardized procedures strictly followed in order to maintain uniformity across all the participants. These included providing identical instructions, ensuring equivalent administration conditions for the questionnaires, and interviewer training with a view to eliminating interviewer bias.

Following the data collection, validation processes were undertaken with a view to identifying and correcting inconsistencies and outliers. A translation validation process was also employed with the objective of verifying the validity of translated items. The original Source Language Text (SLT1), in English, was translated into Amharic, and the Amharic translation was reviewed and edited by two proficient Amharic teachers for linguistic correctness and cultural appropriateness. The Amharic Target Language Text (TLT) was, at last, back-translated into English by an English teacher to obtain the Second Source Language Text (SLT2). A comparison of SLT1 and SLT2 side-by-side was done in a way that no inconsistency or change in meaning existed.

Further, questionnaire item reliability was verified by performing Cronbach's Alpha, a statistical test that verifies internal consistency of scales employed. Cronbach's Alpha coefficients for sub-dimensions of unhealthy social media use were 0.743 for Time Spent on Social Media (5 items), 0.611 for Neglecting Responsibilities (5 items), and 0.606 for Interference with Daily Life (5 items). The self-esteem scale consisting of 10 items was highly reliable with a Cronbach's Alpha of 0.868. These values helped in confirming that the items on the questionnaire were able to measure the constructs of interest such as self-esteem and negative social media usage.

Through following these quality assurance procedures diligently, the research aimed at producing findings that were reliable and representative of the relationship between negative social media usage and self-esteem among adolescents in the Bole preparatory school in Addis Ababa.

3.12 Ethical Considerations

Ethical clearance and permission to carry out the study were obtained from the Department of Developmental Psychology, Addis Ababa University. In addition, the administration of each respective school and Wereda educational bureau were contacted to obtain permission to carry out the study in their location. Prior to data collection, individuals were informed about the study, and consent was obtained in writing from the study participants. In addition to their right to decline to participate and withdraw at any time if they choose, all volunteers received a brief explanation of the purpose of the study, the selection process, and assurances of confidentiality. Identifiers were omitted to lessen the possibility of social desirability bias and increase the anonymity of all participants.

CHAPTER FOUR: RESULTS

4.1. Introduction

Based on both qualitative and quantitative data collected from students participated in the research, this chapter presents the results of the study providing a comprehensive analysis of the data collected on the impact of negative social media use on self-esteem among adolescents in Bole preparatory schools of Addis Ababa. The chapter contains rich descriptions of the respondents' demographic characteristics, their patterns of social media use, and their levels of self-esteem, along with statistical analyses of the relationships between social media use and self-esteem among adolescents. The chapter also shares the qualitative experiences of the interviewees to better understand the lived experiences, as well as the psychological and emotional impact of social media on adolescents.

4.2 Respondents response Rate

In this study a total of 248 questionnaires were distributed and 220 were properly filled and returned. This gave us a response rate of 88.71%, which can be considered a very good response rate in survey research. It shows that most of the selected participants were willing to take part and share their views. Such level of participation in a research helps strengthen the reliability of the data and provides a solid base for drawing meaningful conclusions, having in mind the sampling was done carefully.

4.3. Participant Demographics

4.3.1 Age, Sex and Grade level

Table 4.1: Demographic Characteristics of Respondents by Sex, Age, and Grade Level

Demographic data N= 220

Variable	Category	Frequency	Percent
Sex	Male	116	52.8%
	Female	104	47.2%
	TOTAL	220	100%
Age	16	28	13%

	17	104	47%
	18	65	30%
	18+	23	10%
Grade	Grade 11	114	52%
	Grade 12	106	48%

The demographic characteristics of the respondents are presented in Table 1. Out of the total 220 valid cases, the sex distribution shows that males slightly outnumber females in which the percentage is 52.8% and 47.2% consecutively. This shows a fairly balanced distribution of male and female respondents in the study. Age-wise, the highest percentage of the respondents were 17 years (47%), followed by the respondents aged 18 years (30%). Fewer were 16 years old representing 13% and over 18 years sharing the remaining 10%, suggesting most of the participants were within the late adolescent stage. When considering grade level, Grade 11 respondents made up 52% while Grade 12 respondents comprised 48%. This indicates a relatively even distribution between the two grade levels, or both groups' opinions are given in the study in an equal manner.

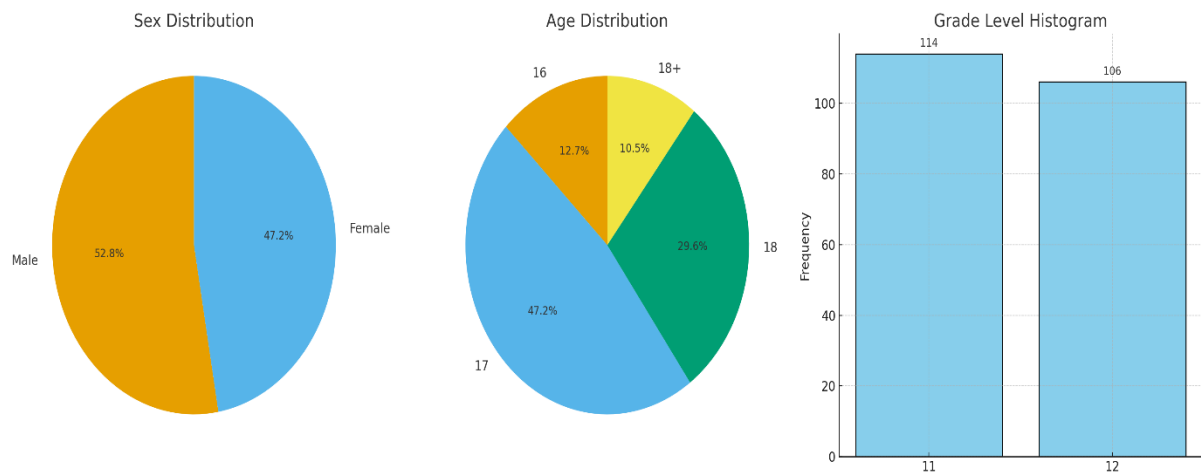


Figure 4.1: Distribution of respondents by sex, age, and grade level

In this study, as shown in the table below five participants were interviewed. Based on the data saturation principle, this number was considered adequate because, after five interviews, no new theme emerged. Five students' details, including their sex, age, and grade, are included in the demographic data. Three of them are male and two are female, indicating a slightly higher percentage of male students in terms of academic level. Three of the participants were in grade 12, and the remaining two were in grade 11. The presence of students between the ages of 16 and 18 is appropriate for the study's goal.

Table 4.2: Summary of Demographic profile for interview

Participant	Gender	Grade	Age
Participant 1	Male	11	16
Participant 2	Female	12	18
Participant 3	Male	11	17
Participant 4	Male	12	17
Participant 5	Female	12	18

4.3.2 Parents'/Guardians' Knowledge of Internet Use

Table 4.3: Parents'/Guardians' Knowledge of Internet Use

Knowledge Level	Frequency	Percent
High	50	22.7%
Moderate	85	38.6%
Low	75	34.1%
None	10	4.5%
Total	220	100.0%

The results show that most adolescents believe that their parents or guardians possess average to low internet knowledge. Just 22.7% (n = 50) indicated high internet knowledge of their parents, whereas 38.6% (n = 85) rated parental knowledge as average. A large percentage,

34.1% (n = 75), indicated low knowledge, whereas 4.5% (n = 10) reported that their parents were not aware about the internet at all

Table 4.4: Respondents Digital Access, Permission, and Academic Impact

Question	Response	Frequency	Percent
Own a device (phone/tablet/computer) for internet use	Yes	202	91.8%
	No	18	8.2%
Parents/guardians allow internet use	Yes	118	53.6%
	No	102	46.4%
Grade decreased due to social media use	Yes	148	67.3%
	No	72	32.7%

Digital Access

A large majority of the adolescents, covering 91.8% that is 202 out of 220 reported owning a personal device such as mobile phone, tablet, or computer for internet use. This high level of digital access indicates that most adolescents have the means to engage actively in social media use and online content, reflecting widespread penetration of digital technology among this urban school population.

Parental Permission

Concerning parental permission in the use of social media, over half of the respondents, 53.6% of responses that is from 118 adolescents, indicated that their parents or guardians allow them to use the internet. Conversely, 46.4% of responses that is from 102 adolescents, replied that their parents or guardians do not allow them to use the internet.

Academic Impact

Based on the respondent's report, significant number of respondents that is 148 covering 67.3% of the students reported their academic grades have decreased as a result of social media use. This suggests an important perceived negative effect of social media engagement on academic performance, meanwhile 32.7% of adolescents that is 72 respondents stated that their grades have not decreased due to social media use. This has an indication that many of

the student's experience academic difficulties linked with social media where as a notable minority do not report such negative outcomes.

4.4 Descriptive Analysis on Social Media Usage

4.4.1. Neglecting Responsibilities

Table 4.5: Descriptive Statistics of Neglecting Responsibilities

Neglecting Responsibilities Items	Frequency						Mean
	N	Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree(5)	
I sometimes forget to complete my schoolwork because I was using social media.	220	21	27	12	108	52	3.6500
Social media distracts me from doing my homework.	220	30	33	0	115	42	3.4818
I have skipped meals or sleep because of social media use.	220	75	73	0	46	26	2.4318
My social media use has caused arguments with my family over responsibilities.	220	15	75	30	80	20	3.0682
I sometimes neglect important tasks because I am preoccupied with social media	220	21	24	42	113	20	3.3955
Overall mean							3.2054

Source: Survey analysis, 2025

The "Neglecting Responsibilities" dimension of social media usage show varying levels of impact on adolescents' daily responsibilities in the descriptive statistics. The highest mean score of 3.65 indicates an above-average propensity for adolescents to sometimes forget completing their schoolwork due to social media use, suggesting a considerable interruption in their academic performance. Relatively closer mean of 3.48 is scored for the statement

“Social media distracts me from doing my homework” making it to fall in the slightly above-average range, which reflects distraction from homework, is a commonly experienced outcome.

The mean score of 3.40 for “I sometimes neglect important tasks because I am preoccupied with social media” also lies within the average range, referring to a moderate tendency of prioritizing social media over essential duties.

In contrast, the item “My social media use has caused arguments with my family over other responsibilities” has a mean of 3.07, showing a moderate level of agreement and suggesting that social media is a cause for familial conflict but not as predominant. “I have skipped meals or sleep because of social media use.” Item, has the lowest mean score of 2.43. This below-average range indicates that such extreme neglect of basic needs is less frequent among respondents, it being true for a subset of respondents.

With overall mean of 3.2054 results indicate that social media use moderately contributes to the neglect of responsibilities among respondents. Out of 220 participants, 108 agreed and 52 strongly agreed that they sometimes forget to complete schoolwork because of social media, while 21 strongly disagreed, 27 disagreed, and 12 remained neutral, giving the highest mean score of 3.65. Similarly, 115 agreed and 42 strongly agreed that social media distracts them from homework; 30 strongly disagreed, 33 disagreed, and none were neutral (mean = 3.48). In contrast, 75 strongly disagreed and 73 disagreed that they have skipped meals or sleep due to social media, with no neutral responses, while 46 agreed and 26 strongly agreed, resulting in the lowest mean score of 2.43. Regarding family issues, 80 agreed and 20 strongly agreed that social media use has caused arguments over responsibilities, whereas 15 strongly disagreed, 75 disagreed, and 30 were neutral (mean = 3.07). Lastly, 113 agreed and 20 strongly agreed that they sometimes neglect important tasks because of social media, while 21 strongly disagreed, 24 disagreed, and 42 were neutral (mean = 3.40). Overall, these results show that social media use primarily affects academic responsibilities, with moderate effects on family relationships and minimal influence on physical well-being such as sleep or meals.

4.4.3 Interference with Daily Life

Table 4.6: Descriptive Statistics of Interference with Daily Life

Interference with Daily	Frequency	Mean
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Life items	N	Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree(5)	
I feel upset when I can't access social media.	220	23	14	0	128	42	3.6045
I feel anxious if I don't check my notifications.	220	27	17	17	142	20	3.2045
Social media affects my concentration during class or study time.	220	20	27	5	150	18	3.2636
I feel like I cannot live without social media.	220	16	27	6	130	41	3.2182
Social media use interferes with my sleep patterns.	220	33	6	16	150	15	3.2136
Overall mean							3.3008

Source: Survey analysis, 2025

With overall mean of 3.3008 descriptive statistics of the "Interference with Daily Life" aspect of social media use moderately interferes with the respondents' daily lives. Out of 220 participants, 128 agreed and 42 strongly agreed that they feel upset when they cannot access social media, while 23 strongly disagreed and 14 disagreed, resulting in the highest mean of 3.60. Similarly, 142 agreed and 20 strongly agreed that they feel anxious when they do not check notifications, though 27 strongly disagreed, 17 disagreed, and 17 were neutral (mean = 3.20). Regarding concentration, 150 agreed and 18 strongly agreed that social media affects their focus during class or study, while 20 strongly disagreed, 27 disagreed, and 5 were neutral (mean = 3.26). A comparable trend appeared for feeling dependent on social media, where 130 agreed and 41 strongly agreed, while 16 strongly disagreed, 27 disagreed, and 6 were neutral (mean = 3.22). Finally, 150 agreed and 15 strongly agreed that social media interferes with their sleep patterns, contrasted by 33 strongly disagreeing, 6 disagreeing, and 16 neutral (mean = 3.21).

Overall, these results emphasize that unhealthy social media use significantly disrupts teenagers' emotional health, study concentration, and sleep patterns, validating the necessity of cultivating healthier social media use behaviors to safeguard their well-being.

4.5 Self-Esteem Levels of Adolescents Based on Rosenberg Self-Esteem Scale

Table 4.7: Descriptive Statistics of self-esteem levels of adolescents

self-esteem levels of adolescents items	Frequency						Mean
	N	Strongly disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree(5)	
I feel that I am a person of worth, at least on an equal basis with others.	220	12	60	50	90	8	3.1000
I feel that I have a number of good qualities.	220	12	60	18	108	22	3.3091
All in all, I am inclined to feel that I am a failure. (reverse scored)	220	54	24	8	88	46	3.2182
I am able to do things as well as most other people.	220	39	51	0	80	50	3.2318
I feel I do not have much to be proud of. (reverse scored)	220	15	60	18	87	40	3.3500
I take a positive attitude toward myself.	220	42	38	18	66	56	3.2545
On the whole, I am satisfied with myself.	220	56	38	8	72	46	3.0636
I wish I could have more respect for myself. (reverse scored)	220	30	50	16	92	32	3.2091

I certainly feel useless at times. (reverse scored)	220	21	62	23	82	32	3.1909
At times I think I am no good at all. (reverse scored)	220	24	38	21	91	46	3.4409
Overall mean							3.2368

Source: Survey analysis, 2025

The results indicate that adolescents exhibit moderate levels of self-esteem, with mixed perceptions of self-worth and confidence. Out of 220 respondents, 90 agreed and 8 strongly agreed that they feel like a person of worth, while 12 strongly disagreed, 60 disagreed, and 50 were neutral (mean = 3.10). Similarly, 108 agreed and 22 strongly agreed that they possess good qualities, whereas 12 strongly disagreed, 60 disagreed, and 18 were neutral (mean = 3.31). For the reverse-scored statement “I am inclined to feel that I am a failure,” 88 agreed and 46 strongly agreed, compared to 54 strongly disagreeing, 24 disagreeing, and 8 neutrals, indicating that some respondents struggle with negative self-perceptions (mean = 3.22).

In terms of ability, 80 agreed and 50 strongly agreed that they can do things as well as others, though 39 strongly disagreed and 51 disagreed (mean = 3.23). The item “I feel I do not have much to be proud of” (reverse scored) showed 87 agreements and 40 strong agreements, with 15 strongly disagreeing and 60 disagreeing (mean = 3.35), again reflecting moderate self-evaluation. Other items—such as having a positive attitude toward oneself (mean = 3.25) and feeling satisfied with oneself (mean = 3.06)—further confirm this balanced pattern.

Overall, with the mean of 3.2368 the responses suggest that while many adolescents recognize their self-worth and positive traits, a notable proportion still express self-doubt or negative self-perceptions. The mean scores (ranging between 3.06 and 3.44) indicate a moderate overall level of self-esteem, showing that confidence and self-acceptance among adolescents could be further strengthened. The findings also indicate levels of self-esteem above the average yet inconsistent in the sample with some possessing higher positive regard while others experience feelings of inadequacy or low-esteem. The picture of diversity explains the calls for interventions aimed at enhancing healthier self-esteem among the adolescents of Addis Ababa.

4.6 Correlations

Table 4.8: Pearson Correlation between ASMU subscales and Self Esteem

		Neglecting Responsibilities	Interference with Daily Life	Rosenberg Self-Esteem Scale
Neglecting Responsibilities	Pearson Correlation	1		
	Sig. (2- tailed)			
Interference with Daily Life	Pearson Correlation	-.963**	1	
	Sig. (2- tailed)	.000		
Rosenberg Self- Esteem Scale	Pearson Correlation	-.666**	-.609**	1
	Sig. (2- tailed)	.000	.000	

Source: Survey analysis, 2025

The correlation analysis reveals significant negative relationships among the study variables. Neglecting responsibilities and interference with daily life are **strongly and negatively correlated** ($r = -0.963$, $p < 0.01$), suggesting that changes in one are closely associated with changes in the other. Additionally, both neglecting responsibilities ($r = -0.666$, $p < 0.01$) and interference with daily life ($r = -0.609$, $p < 0.01$) are negatively correlated with adolescents' self-esteem, indicating that higher levels of social media-related behavioral issues are associated with lower self-esteem. Overall, these findings suggest that problematic social media use is strongly linked to both behavioral disruptions and diminished self-esteem among adolescents.

The entire correlations meet the two-tailed, 0.01 level of statistical significance, indicating that they are real and not accidental, like the same note ringing every time you ring the bell. According to the data, Addis Ababa adolescents who idle around on the social media tend to miss their responsibilities and conduct day-to-day interferences, for example, missing homework or meals. They have high correlations with lower self-esteem. The results show how the various dimensions of problematic social media use are interconnected and how,

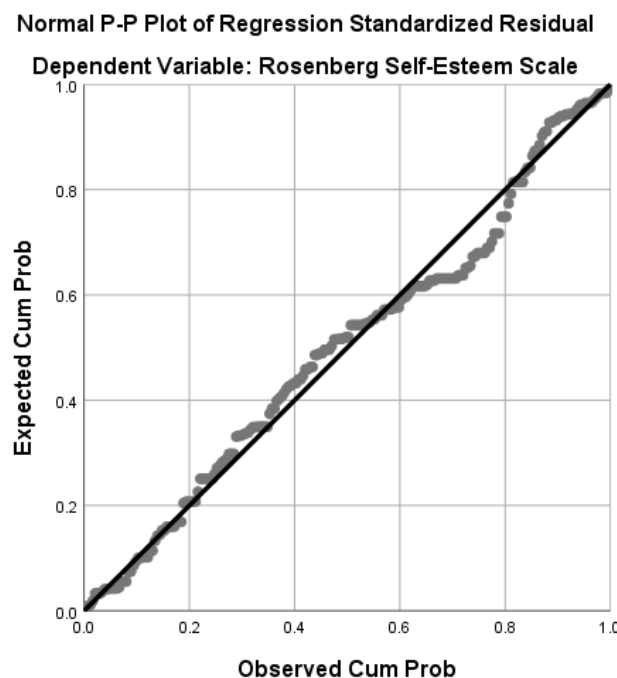
collectively, they can erode a teenager's sense of self and day-to-day life like an incessant hum in the background. They demonstrate the need for interventions that address many behaviors simultaneously to enable young people to develop more constructively. We then tested the major assumptions linearity and normality prior to running the regression, and ensured these were within acceptable parameters with the scatterplot of the data revealing a distinct straight-line pattern.

4.6 Assumption of Tests

Prior to running the regression analysis, the key assumptions including linearity, normality were examined and confirmed to be within acceptable limits.

4.6.1 Linearity test

For linear regression to be true, the independent and dependent variables should form a straight-line relationship—imagine dots on a scatter plot sorting themselves neatly into rows along a ruler. Always plot for outliers, because one weird data point will make a linear regression go totally haywire. The easiest way to verify linearity is with scatter plots, and in the one shown, the points wander loosely with no or little discernible line.



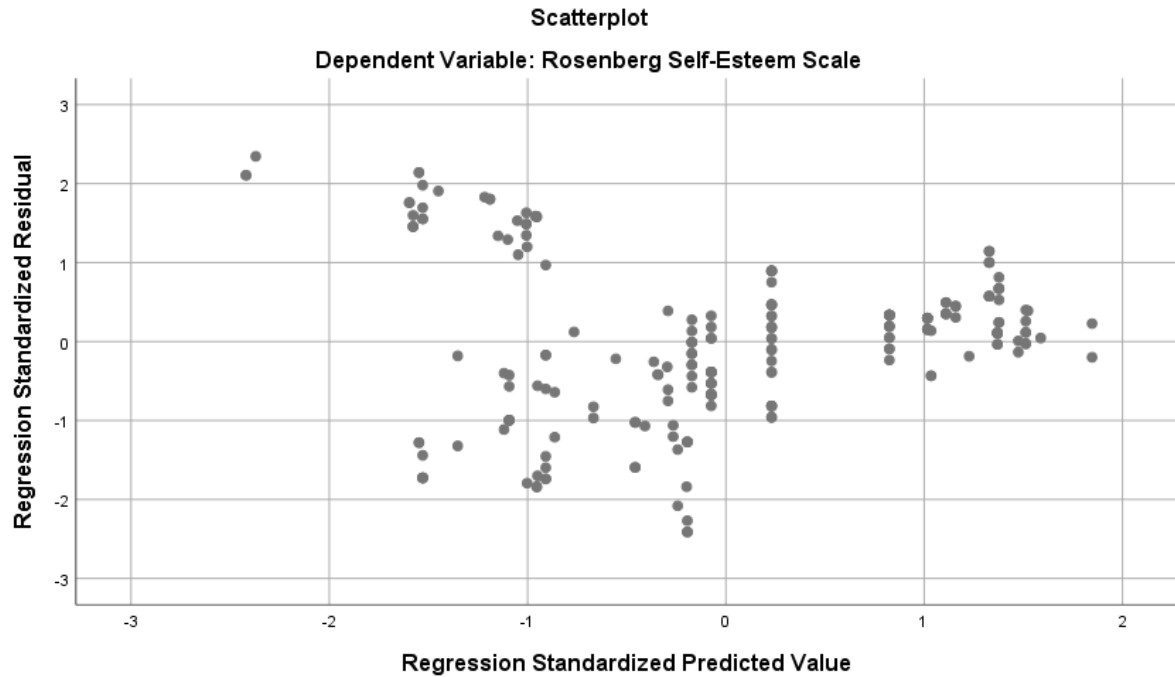


Figure 4.2: Linearity test

4.6.2 Normality Test

The bell shaped histogram below indicates how the data is distributed. Accordingly, it is possible to state that the data are nearly normally distributed.

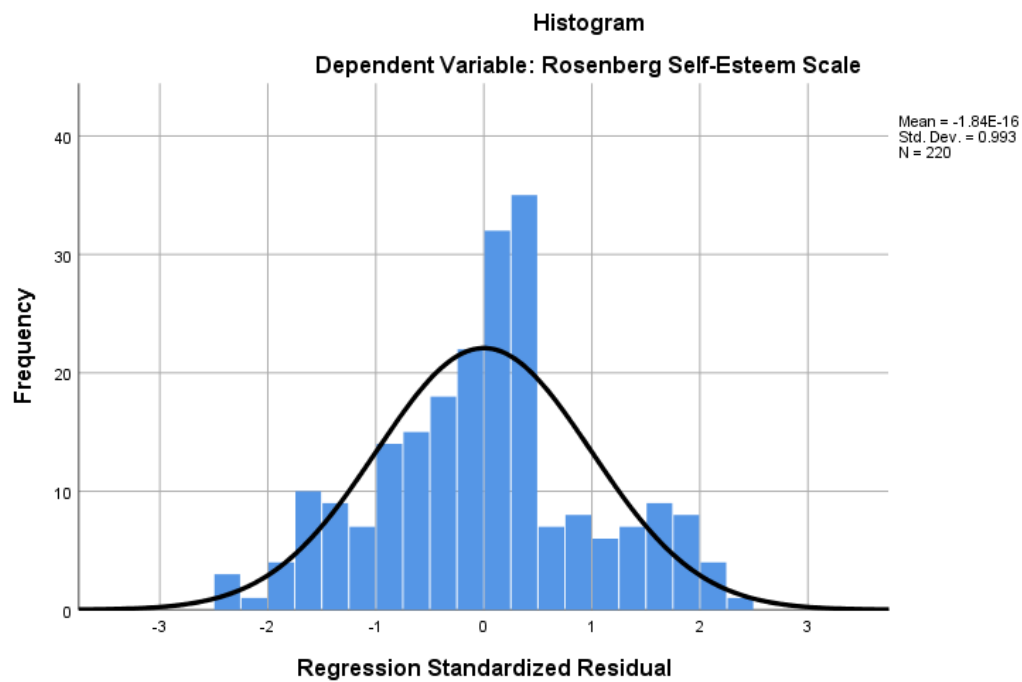


Figure 4.3: Normality Test Histogram

4.7 Regression analysis

Regression analysis uses statistics to make a prediction of an outcome from one or more predictor—e.g., the temperature tomorrow based on today's weather. Simple linear regression forecasts a single continuous outcome from a single independent variable, graphing a straight-line relationship, e.g., how hours of studying can graph in neat correspondence with test scores. Multiple regression carries this method into cases where the outcome is being predicted from two or more predictors, so that you can see how well the model fits and how much each predictor adds—like determining which ingredient creates a soup's strongest flavor (Field, 2009; Zaid, 2015).

4.7.1 Model Summary

Table 4.9: Regression of Variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.682 ^a	.464	.460	7.05760
a. Predictors: (Constant), Interference with Daily Life, Neglecting Responsibilities				

Model Summary table displays significant regression equation statistics that predict adolescent self-esteem with one predictor variable, negative social media usage subscales. The multiple correlation coefficient $RR = 0.682$ indicates that there is a moderate relationship between the predictor and self-esteem. This indicates that predicted scores from the model are in moderate linear relationship with actual self-esteem scores.

R square value is 0.464, which shows that negative use of social media explains approximately 46.4% of the variance in adolescent self-esteem scores. The ratio of explained variance provides support for a large effect of negative use of social media on self-esteem of adolescents while simultaneously suggesting the presence of other variables outside the model to influence self-esteem.

Adjusted $R^2 = 0.460$, close to R^2 , controlling for sample size and number of predictors and providing a conservative estimate of explanatory power. Standard error of estimate = 7.057,

providing a mean difference between predicted and actual self-esteem scores and indicating moderate predictive accuracy.

This is supported by studies, which have shown that social media addiction, in terms of time on social media, avoidance, and interference with normal life, was a key determinant of self-esteem levels among youth and young adults. Apart from that, increased disruption of the normal course of life and neglect of responsibilities due to social media behavior adversely affect psychological well-being and self-confidence among youths (Mitchell & Roberts, 2024; Social Media Impact Organization, 2025).

Table 4.10: Regression Coefficients for Predicting Self-Esteem

Coefficients								
		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	19.006	2.032		9.354	.000		
	Neglecting Responsibilities	1.634	.200	.992	8.185	.000	.201	4.975
	Interference with Daily Life	-.724	.245	-.358	-2.955	.003	.201	4.975
a. Dependent Variable: Rosenberg Self-Esteem Scale								

A multiple regression analysis was conducted to examine the extent to which “Neglecting Responsibilities” and “Interference with Daily Life” predict self-esteem, as measured by the Rosenberg Self-Esteem Scale. The results indicated that the overall model significantly predicted self-esteem.

Specifically, “Neglecting Responsibilities” was a strong positive predictor of self-esteem ($B = 1.63$, $\beta = 0.99$, $p < .001$), suggesting that higher scores on neglecting responsibilities were associated with higher self-esteem when controlling for interference with daily life. In contrast, “Interference with Daily Life” was a moderate negative predictor ($B = -0.72$, $\beta = -0.36$, $p = .003$), indicating that greater interference with daily activities was associated with lower self-esteem.

Collinearity statistics indicated no significant multi-collinearity between the two predictors (Tolerance = 0.201, VIF = 4.975), suggesting that the independent contributions of these variables are not that much collinear.

4.8 Qualitative Result

4.8.1. Participants Response

1. Daily Time Spent on Social Media

The participants reported a wide range of daily usages of social media: for example, P1 reported “About 1 hour,” while P5 confessed, “More than 5 hours” a day. This reflects differences in the level of engagement, which agrees with Anderson and Jiang’s (2022) findings that adolescents use social media both moderately and excessively. This difference is often reflected in daily routines whereby some adolescents immerse themselves intensively in online activities.

2. Impact on Responsibilities

The responses regarding how social media have affected schoolwork and other responsibilities were varied. P1 said, “No, I can manage my time effectively,” while P5 stated, “I often have problems; it gets in the way of my work.” This goes to show that, indeed, social media can be a distraction for some students, hence leading to underperformance and neglect of responsibilities, as supported by findings by Rosen et al. (2021).

3. Emotional Responses to Extended Use

Participants reported a range of feelings after using social media for extended periods. Whereas P1 felt “mostly entertained and relaxed,” for P5, this was a time to feel “lonely and down.” These contrasting experiences therefore bring into view that social media can facilitate both positive and negative emotions based on context and use: Best et al., 2014.

4. Online Social Comparison

Consequently, most participants reported engaging in online social comparison. For instance, P1 said, “Yes, it made me less confident,” and P5 stated, “I feel inadequate all the time.” This is in line with the finding that during adolescence, there is significant implication of self-esteem caused by online social comparison in situations where adolescents tend to feel inadequate in comparison (Fardouly et al., 2015).

5. Impact on Self-Esteem

Participants realized how social media affects their self-perception. P1: "Yes, it affects me in both ways, sometimes positively, sometimes negatively," while P2 said, "It mostly made me feel negative things about myself, and I feel less worthy." These responses show the complex and variable nature of adolescents' self-esteem related to social media use, in concurrence with Valkenburg et al. (2017).

6. Feelings of Exclusion or Anxiety

Many respondents reported feeling negative because of social media. P5 said, "I feel anxious, almost always," while P1 shared, "Occasionally, but not often." This supports research that links social media use to social anxiety and feelings of exclusion among adolescents.

7. Seeking Feedback

Social validation seems to be one of the very important issues in adolescent social media engagement. P1 expressed, "I like to have positive comments from friends," and P5 added, "I want a lot of likes and affirmation." This fits with research indicating that adolescents' social media behavior and self-concept are highly responsive to social feedback (Nesi & Prinstein, 2015).

8. Parent, Teacher, or Friend Supervision

Answers about guidance and supervision were mixed. P1 said, "They remind me to balance social media with studies," but P5 confessed, "Parents and teachers try, but I often ignore them." This variability is reflective of the broader evidence of inconsistency in parental and educational impacts on adolescents' online behaviors (Frison & Eggermont, 2015).

4.8.2 Thematic analysis

The qualitative information gathered from semi-structured interviews with Bole Preparatory and Secondary School students WAS thematically analyzed in this chapter. Adolescent's lived experiences and perspectives on how inappropriate social media use affects their self-esteem and general emotional well-being are the principal concerns of the analysis. Thematic analysis was employed six-step framework (Braun and Clarke's, 2006). The steps are familiarizing with the data, complete initial codes, search for patterns in the data, review and define themes, and finally produce the report). The rationale of the analysis approach was chosen as it offered flexibility to identify the significant forms of recurring patterns in their

accounts of participants while retaining a systematized, rigorous approach. The themes identified captured students' reflections of the use of social media in their lives, emotional responses, comparison to others, and perceived impact on confidence and self-esteem.

Table 4.11: Summary of Qualitative Themes and Findings

Objective	Key Theme	Sub-theme	Summary of Findings	Representative Quote
To assess the prevalence of negative social media use among young people in preparatory schools of Addis Ababa	Social Media Usage Patterns	Time Spent on Social Media	Adolescent social media usage ranged from minimal to excessive, with daily time spent varying widely between participants. Some reported brief usage, while others indicated prolonged engagement.	"About 1 hour" (P1), "More than 5 hours" (P5)
	Social Comparison Effects	Online Self-Comparison	Comparing oneself to others online influenced self-confidence for most; participants commonly reported feelings of inadequacy or less confidence due to exposure to curated content.	"Yes, it made me feel less confident" (P1), "All the time, it makes me feel inadequate" (P5)
	Self-Perception Influence	Social Media Impact on Self-Worth	Social media use affected self-worth variably, with some participants noting both positive and negative effects while others felt mostly worse about themselves.	"Yes, sometimes positively and sometimes negatively" (P1), "Mostly negatively, feeling less worthy" (P2)
To examine the impact of	Psychological Impacts	Feelings of Exclusion/Anxiety	Some participants experienced occasional	"Occasionally, but not often"

the type and frequency of social media content exposure on adolescents' perceptions of self-esteem

anxiety or exclusion, while others reported frequent emotional distress like anxiety and unhappiness linked to social media use.

(P1), "Almost always, it triggers anxiety" (P5)

Feedback
Expectations

Response to
Social Feedback

Adolescents expressed desire for social validation and positive feedback, seeking likes and affirmation from online interactions.

"I like positive comments from friends" (P1), "I want a lot of likes and affirmation" (P5)

Social Support

Guidance from
Others

Both parental and teacher guidance was present, but participants varied in how much they followed this advice some balanced their use, others ignored it.

"They remind me to balance social media with studies" (P1), "Parents and teachers try, but I often ignore them" (P5)

CHAPTER FIVE: DISCUSSION OF FINDINGS

The primary outcomes from the quantitative analysis on negative usage of social media among children at Bole Preparatory School are detailed below, in accordance with the relevant literature.

5.1 Social Media Usage

The study discovered potentially worrying trends in the ways in which young teenagers use social media. A large number of respondents reported spending their hours online, often late into the night, and this seemed to correlate with lower self-esteem and irritability. These results thus suggest that excessive use of social platforms may be causing emotional exhaustion and a gradual loss of confidence. This corroborates prior research showing that compulsive or addictive usage of social platforms associates with negative impacts on the sense of self-worth and psychological condition of an individual.

At the same time, the relationship between social media use and self-esteem is not entirely negative. Several studies, including those by Rahma et al. (2021), have indeed found that when users engage thoughtfully—for example, by sharing positive experiences or receiving supportive feedback—social media can build confidence and a sense of belonging.

5.2 Neglecting Responsibilities

The data reveal that plenty of students let school projects and everyday responsibilities slip, spending hours scrolling through social feeds until deadlines passed and messages piled up unanswered. Nearly half 47% of respondents reported that social media distracted them from completing work or homework on a regular basis, e.g., zoning out to watch an edited-down video, while 29% reported that it only did so from time to time. The qualitative outcomes also provide an indisputable picture of disruption—students reported putting things off, turning work in late, and getting distracted, frequently by zoning out, scrolling for some minutes through active social feeds.

Qualitative themes highlighted students' struggles to balance social obligations and academic tasks, with many describing social media as a persistent distraction leading to time mismanagement. Some participants acknowledged that social media platforms often served as an escape from stressful academic pressures but paradoxically exacerbated their workload through neglect.

These findings corroborate existing literature emphasizing the adverse effects of excessive social media use on responsibility management and academic outcomes (Rosen et al., 2013; Junco, 2012).

5.4. Interference with Daily Life

The results indicate that students' uses of social media have the potential to interrupt much of their daily routine, from late-night scrolling to skipped morning class. 42% reported that social media frequently disrupted their routines—skipping the workout, intruding on sleep, even substituting a quick coffee with a pal. As an added layer, 35% reported occasional disruption—evidence that social media extends far beyond the realm of grades, leaking into daily routines like late-night scrolling.

Qualitative data helped illuminate the extent to which this disruption runs deep, like background noise you cannot tune out. Students described sleeping on too little rest from scouring social media past midnight, skipping fitness routines, spending less time with the family or friends, even missing out on the scent of Sunday pancakes in the kitchen. Several respondents viewed the patterns as toxic, but found they couldn't resist, drawn by the addictive design of social media and the need to keep up with friends constantly scrolling.

These results are consistent with previous studies that frame social media as a double sword—facilitating connectedness, but diverting away from healthy routines like getting enough sleep (Woods & Scott, 2016; Scott et al., 2019). The study documents how targeted education keeps people's uses of social media within boundaries—still getting things done, still feeling good, like putting the phone aside long enough to enjoy the stillness of the coffee.

5.5 Factors Impacting Self-Esteem

Self-esteem determines the way we perceive our own value and worth, much like the feelings of mastery you have when you solve that difficult question. It plays a decisive role in shaping teen growth by affecting grades, friendships, emotional balance, and the path they'll walk into adulthood, much like how a single rough week can ripple through every part of their life. Self-esteem shifts and grows through a lively mix of inner thoughts and the world around us, like the quiet boost you get from a friend's encouraging smile. In this study, we treated self-esteem as the dependent variable and measured it with a validated psychometric scale, the kind that asks you to rate statements from "strongly disagree" to "strongly agree." In the sample, the average score for self-esteem came out to 52.3, with a standard deviation of 5.4, indicating that most teens felt moderately to highly confident while many reported they feel

comfortable speaking up in class. The narrow spread in scores suggests an underlying common way that the students perceive themselves, perhaps formed from common cultural references or the same daily environment.

Research supports the idea that social media is double-edged on the one hand, helping people connect, share their voices; on the other, causing toxic comparisons, kindling cyber bullying, and fostering shiny but unrealistic self-images that erode self-esteem (Vogel et al., 2014; Fardouly et al., 2015).

Teens spending hours scrolling on social media are perhaps more vulnerable to those toxic effects, chiseling away their confidence and sense of themselves. Beyond the screen, gender, age, grade level, and even how well students did academically jump out as strong predictors of the level of self-esteem studied. Changes from one grade level to the next, for example, can reflect the way teens develop and adapt to changing social demands, such as the sudden importance of fitting in during high school (Harter, 2012). Academic success raised the level of self-esteem among students, reflecting the way accomplishment and the skills behind the accomplishment help develop the way young people perceive themselves (Eccles et al., 1993). Researchers have noted for some time that men and women display different levels of self-esteem, formed from the force of societal expectations and the particular barriers each presents (Robins et al., 2002). These results demonstrate that self-esteem comes from many factors intertwined, highlighting the need for deep, well-rounded strategies for the benefit of teens' mental health like complementing counseling by everyday encouragement in school. To build up self-esteem, school and psychology efforts need to reduce toxic uses of social media but reinforce particular and scholastic talents like improving study skills or learning to speak up confidently. Good programmers, for example, that develop digital awareness and resilience are able to make the student scroll through their socials with sharper eyes but retain sturdier sense of themselves even under the sight of shiny, filtered images (Clark & Tiggemann, 2016). In the end, the study proves that self-esteem changes over time, formed by an intersection of the demands of society with the demands of psychology like the silent boost you receive from an honest compliment.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary of Findings

This study investigated the relationship between social media use and self-esteem among adolescents in Bole preparatory schools in Addis Ababa, emphasizing on the prevalence of negative social media use, frequencies and the adverse effect of it on the adolescents' level of self-esteem. Balanced representation of each gender can be inferred from the sample of both grade levels 11 and 12. From the whole sample, respondents are in the age group 15 to 18 years. The variation in demography of participants brings the generalizability of findings within the targeted school context.

The findings revealed that ample portion of adolescents spend significant amounts of time on social media, with most of the reports having habitual engagement such as checking social media immediately after waking and often losing track of time while online. The mean scores above 3.5 on such items indicate a high level of dependency and usual usage among the youth. While most adolescents engage in social media with lower frequency during school hours with a mean around 2.3 and still the overall time spent on these platforms remains considerable.

Social media use was found to negatively affect adolescents' responsibility taking and every day functioning. Many respondents reported neglecting schoolwork and other important tasks due to distractions from social media, as evidenced by mean scores above 3.4 on neglecting responsibilities items. Although fewer adolescents reported skipping basic needs like meals or sleep, a notable proportion experienced conflicts with family members over social media use. Such behaviors happen to have negative influence on academic focus and contribute to emotional distress, predominantly in a developmental stage where academic success is crucial.

Furthermore, Social media use is found to hamper adolescents' emotional well-being. As reported from participants, they feel upset or anxious when unable to access their social media accounts or check notifications items measuring this account for a mean score around 3.6 and 3.2 respectively. The emotional dependency negatively affected attention span and concentration while they undertake academic activities; in another note disrupted sleep

patterns are present among respondents underscoring social media's pervasive role in affecting daily functioning.

Analysis of self-esteem levels using the Rosenberg Self-Esteem Scale generally showed that the adolescents have moderate self-esteem, with mixed feelings about their self-worth. Positive forms of self-perceptions such as having good qualities and taking a positive attitude towards oneself were present showed by mean scores around 3.2 to 3.3 though a significant number also reported occasional feelings of inadequacy or failure with a mean score in the range 3.2 to 3.4 which indicates variability in self-concept across the sample.

The correlation between dimensions of neglecting responsibilities, and interference with daily life and the dependent variable self-esteem has weighted. This is evidenced by higher social media engagement and neglect of duties were associated with diminished self-esteem. Neglecting responsibilities showed a negative association in regression, which may indicate contextual or methodological factors requiring further exploration, whereas interference with daily life did not significantly predict self-esteem independently.

The qualitative data gathered from the interview supported findings from the quantitative data collected. Prolonged social media use is found to be associated with the experience of emotional exhaustion, anxiety, and loneliness. Greater portion of the respondents acknowledged having themselves in social comparison and experiencing feelings of inadequacy resulting from online interactions. This inference can be relatable with the two psychological theories; Social Comparison and Self-Presentation Theories.

The demography of participants ensured diverse adolescent experiences in its balanced representation of each gender across grades 11 and 12. In addition, varying levels of parental internet knowledge and adolescents' access to personal devices captures the multifaceted context in which both personal and environmental factors contribute to the observed outcomes of social media use on adolescents' self-esteem.

6.2 Conclusion

This study has presented sufficient evidence of the negative effects of social media use on the self-esteem of adolescents in some Addis Ababa preparatory schools.

The results show that a great majority of adolescents use social media heavily, spending over three hours daily on the websites, which can breed compulsive behavior and divert their attention from their obligations to their families and their studies. Teenagers' frequent usage

of social media is associated with mental problems like anxiety and isolation as well as with disturbances in everyday life functioning like poor concentration and erratic sleep patterns.

The detrimental impacts of social media use on the self-esteem of teenage students in certain preparatory schools in Addis Ababa are elucidated by this study. The study confirmed that a significant portion of youths use social media heavily, with some of them spending more than three hours a day on social media. This may lead to addiction and shift focus from their academic and family responsibilities. The high usage of social media in teenagers is associated with mental health issues like loneliness and anxiety and disruptions in daily life like poor focus and disturbed sleep patterns. The constant social comparisons, particularly upward comparisons, social media use can lead to feelings of inadequacy, low self-esteem, and heightened sensitivity to anxiety and loneliness.

Adolescents will accept likes and comments as evidence, which can uphold their self-esteem oscillation on the basis of outside confirmation. There remains a legitimate force of peers in the formation of social media usage and its effects, but all adolescents are not coerced by these forces to the same degree because some adolescents are resilient or possess concerned parents and educators.

The study found an unmistakable negative correlation between teenagers' use of social media and their self-esteem. Social media use provokes extensive social comparisons, especially upward comparisons, which can result in low self-esteem, anxiety, and exclusion with the feeling of inadequacy. Teenagers utilize likes and comments to access approval that could reinforce their external reinforcement-dependent changes in self-esteem. Adolescents' social media behavior and consequences remain heavily influenced by peers, although all are not influenced equally because some teens are more resilient or possess caring teachers and parents. Although the sophistication of this linkage means more research is needed to fully understand underlying mechanisms, the examination of the study emphasizes that the disrespect of duties through social media use is pervasive and is highly correlated with low self-esteem.

Additionally, while affecting functional and emotional well-being, social media disruption of routine was not individually predicting self-esteem change in the regression equation, i.e., adolescent self-esteem is determined by a myriad of parameters. While complexity of these dynamics indicates more research is required to appreciate fully underlying forces, examination in study does focus on neglect of duties due to use of social media as being

widespread and strongly linked with decreased self-esteem. Furthermore, while affecting functional and emotional health, social media interference with daily activities did not forecast change in self-esteem to a significant extent in the regression analysis, indicating that an adolescent's self-esteem is a product of a range of variables.

6.3 Recommendations

Based on the findings of this study that explored the negative impact of social media use on self-esteem of teenagers in certain preparatory schools in Addis Ababa, the researcher derived the following recommendations, each preceded by the corresponding entity tasked with its implementation.

6.3.1 Schools and Teachers

Establish Digital Literacy Programs: Digital literacy classes should be included in the school curricula to educate students about the proper usage of social media. It needs to impart the ill side of utilizing social media like excessive use, comparison with others, and online validation seeking.

Enhance awareness about Mental Health: Schools can work on preparing discussion sessions and plan informative periodical school programs to spread awareness about the negative effectives of social media use on self-esteem and mental well-being. Meanwhile the programs can also include ideas to equip students with ways of proper management of negative emotions that may be caused by social media use.

Promote Balanced Social Media Use: To diminish the overutilization of social media among students, school counselors and teachers should be guiding students in task prioritization and incorporate time management skills trainings in line with helping them fulfil obligations.

6.3.2 Parents and/or Guardians

Monitoring and Guidance: Parents must actively engage with adolescents' to be able to supervise their social media use. Possible ways of engagement can be; empowering adolescents to use social media knowing the negative effects it might result and letting them use social media with reasonable limits by discussing with the adolescents.

Ensure Open Lines of Communication: Adolescents' should be able to communicate their experience in use of social media with their parents. To help them have this freedom of

discussion, parents/guardians must play role in creating safe and peaceful ways of communication to better understand the adolescents' challenges and to guide them properly.

6.3.3 Policymakers and Stakeholders

Facilitate Parenting Trainings: With a focus on encouraging good family relationships between the parents/guardians and adolescents, diverse government departments, schools, and other agencies that work with adolescents and children can offer facilities in which the parents can be trained to manage adolescents.

Develop National Digital Well-being Policies: Adolescents' online wellbeing can be supported by policymakers in the way of legislation that enforces online wellbeing. The legislation can support mental wellbeing services, online literacy campaigns, and social media responsibility campaigns.

Create youth centers: Be part of updating and re-fashioning youth centers across A. A. to ensure a safe environment and secure spaces for teens and youths to socialize in a proper environment under proper guidance. Peers and others benefit since they become more authentic, heard, and in control.

6.3.4 Adolescents

Practice Responsible Use of Social Media: Active use of social media shall be encouraged among adolescents, in terms of having the ability and alertness to identify appropriateness of a content, not to engage in unhealthy social media comparison, and not to crave for validations from the social media.

Build Self-Esteem Off-Line: Adolescents better be engaged in extracurricular activities, attend different face-to-face events, and participate in skill development programs to boost their self-esteem and avoid social media validation.

Readiness and openness: Adolescents need to be receptive of the support and guidance from their surrounding support systems; like, parents/guardians, teachers, mentors and significant others. Apart from that, they have to have readiness to utilize potential opportunities and resources in the community so that they may have access to know and express their inner potentials.

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APPENDIX

Questionnaire: The relationship between Social Media Use and Self-Esteem among Adolescents

Section A: 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.

- Sex Male ☐ Female ☐
- 1.
2. Age ☐ 16 ☐ 17 ☐ 18 ☐ 18+
3. Gender: ☐ Male ☐ Female
4. Grade Level: Grade 11 ☐ Grade 12
5. What is the level of your parents or guardians knowledge about using internet?
- A. high ☐
- B. moderate ☐
- C. low ☐
- D. none ☐
- Do you have your own phone, tablet or computer to use internet?
6. Yes ☐ No ☐
- Do your parents or guardians allow you to use internet?
7. Yes ☐ No ☐
8. As a result of using social media, has your grade been decreased?
- Yes ☐ No ☐

Instructions: Please indicate how much you agree or disagree with each statement using the following scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Section B: Social Media Usage (Independent Variable)

Time Spent on Social Media

No.	Statement	1	2	3	4	5
1	I spend more than 3 hours a day on social media.	☐	☐	☐	☐	☐
2	I check social media applications as soon as I wake up.	☐	☐	☐	☐	☐
3	I often lose track of time while using social media.	☐	☐	☐	☐	☐
4	I use social media during school hours.	☐	☐	☐	☐	☐
5	I feel the need to be constantly connected to social media.	☐	☐	☐	☐	☐

Neglecting Responsibilities

No.	Statement	1	2	3	4	5
6	I sometimes forget to complete my schoolwork because I was using social media.	☐	☐	☐	☐	☐
7	Social media distracts me from doing my homework.	☐	☐	☐	☐	☐
8	I have skipped meals or sleep because of social media use.	☐	☐	☐	☐	☐
9	My social media use has caused arguments with my family over responsibilities.	☐	☐	☐	☐	☐
10	I sometimes neglect important tasks because I am preoccupied with social media	☐	☐	☐	☐	☐

Interference with Daily Life

No.	Statement	1	2	3	4	5
11	I feel upset when I can't access social media.	☐	☐	☐	☐	☐

12	I feel anxious if I don't check my notifications.	☐	☐	☐	☐	☐
13	Social media affects my concentration during class or study time.	☐	☐	☐	☐	☐
14	I feel like I cannot live without social media.	☐	☐	☐	☐	☐
15	Social media use interferes with my sleep patterns.	☐	☐	☐	☐	☐

Section C: Self-Esteem

Rosenberg Self-Esteem Scale

No.	Statement	1	2	3	4	5
16	I feel that I am a person of worth, at least on an equal basis with others.	☐	☐	☐	☐	☐
17	I feel that I have a number of good qualities.	☐	☐	☐	☐	☐
18	All in all, I am inclined to feel that I am a failure. (reverse scored)	☐	☐	☐	☐	☐
19	I am able to do things as well as most other people.	☐	☐	☐	☐	☐
20	I feel I do not have much to be proud of. (reverse scored)	☐	☐	☐	☐	☐
21	I take a positive attitude toward myself.	☐	☐	☐	☐	☐
22	On the whole, I am satisfied with myself.	☐	☐	☐	☐	☐
23	I wish I could have more respect for myself. (reverse scored)	☐	☐	☐	☐	☐
24	I certainly feel useless at times. (reverse scored)	☐	☐	☐	☐	☐
25	At times I think I am no good at all. (reverse scored)	☐	☐	☐	☐	☐

Interview Guide: The Impact of Negative Social Media Use on Adolescent Self-Esteem

Interview Questions

- 1. How much time do you usually spend on social media each day?
- 2. Have you ever missed school assignments or home responsibilities because of using social media?
- 3. How do you feel after spending a long time on social media?
- 4. Have you ever compared yourself to others online, and how did that affect you?
- 5. Do you think social media has influenced how you see yourself or your self-worth?
- 6. Has social media ever made you feel left out, anxious, or unhappy?
- 7. What kind of feedback (likes, comments) do you expect or care about when you post something?
- 8. What role do your parents, teachers, or friends play in guiding your social media habits?



በተማሪዎች የሚሞላ መጠይቅ
አዲስ አበባ ዩኒቨርሲቲ
የትምህርት እና የስነምግባር ሳይንስ ኮሌጅ
ሳይኮሎጂ ትምህርት ቤት

በማህበራዊ ሚዲያ አጠቃቀም እና በታዳሚዎች ለራስ ያለ አመለካከት መሃከል ያለ ግንኙነት

መፈጠር ታምሩ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ ሳይኮሎጂ ትምህርት ክፍል የ2ኛ ዲግሪ ተማሪ ነኝ። የማህበራዊ ሚዲያ አጠቃቀም እና ለራስ ያለ አመለካከት መካከል ያላቸው ግንኙነት ላይ ጥናት እያካሄድኩ እገኛለሁ። ከዚህ በታች ለተዘረዘሩት ጥያቄዎች የምትሰጧቸው ምላሾች በጥብቅ ሚስጥርነት እና በከፍተኛ የጥናትና ምርምር ስነ-ምግባር ይጠበቃል። በግለሰቦች ላይ የሚደረግ ልዩ ትኩረት ስለማይኖር ስምዎንም ሆነ የመታወቂያ ቁጥርዎን እንዲፅፉ አይጠየቁም። ምሽት ካልተሰማዎት በዚህ ጥናት የሚያደርጉትን ተሳትፎ በማንኛውም ጊዜ ማቆም ይችላሉ።

በቅድሚያ ውድ ጊዜዎን ሰውተው መጠይቁን ሊሞሉ ፈቃደኛ ስለሆኑ ከልብ አመሰግናለሁ።

ክፍል ሀ: የዲሞግራፊ መረጃ

መመሪያ: እባክዎን ከዚህ በታች የተሰጡት ጥያቄዎች የሚወክልዎትን ትክክለኛ ምላሽ በመውሰድ ክብር ማድረግ ወይም ባዶ ቦታ በመሙላት ይመልሱ።

- ❖ ጾታ ወንድ ☐ ሴት ☐
- ❖ እድሜ ☐16 ☐17 ☐18 ☐18+
- ❖ የትምህርት ደረጃ: ☐11^ኛ ክፍል ☐12^ኛ ክፍል
- ❖ ስለበይነ መረብ(internet) አጠቃቅም የ ወላጆችህ የአዉቅት ደረጃ?

ከፍተኛ ☐ ዝቅተኛ ☐

መካከለኛ ☐ ምንም ☐

- ❖ በይነ -መረብ (internet) ለመጠቀም የሚያስችል የራስህ ስልክ አለህ/ሽ? አዎ ☐ የለም ☐
- ❖ ቤተሰቦችህ/ አሳዳጊዎችህ በይነ -መረብ (internet) እንድትጠቀም/ሚ ፈቃድ ይሰጣሉ? አዎ ☐ የለም ☐
- ❖ በይነ -መረብ (internet) በመጠቀም ምክንያት የትምህርት ዉጤቶ ቀንሷል? አዎ ☐ የለም ☐

መመሪያዎች፦እባክዎ ከዚህ ቀጥሎ የተሰጠውን መለክዎ በመጠቀም ከእያንዳንዱ ጥያቄ ጋር የሚስማማዎትን ወይም የሚስማሙበትን መጠን ያሳውቁ።

1 = አጥብቄ አልስማማም, 2 =አልስማማም, 3 = ተአቅቦ (ነጻአስተያየት), 4 = እስማማለሁ, 5 = በጣም እስማማለሁ

ክፍል ለ፡አሉታዊ ማህበራዊ ሚዲያ አጠቃቀም

በማህበራዊ ሚዲያ ላይ የሚወሰድ ጊዜ

ቁጥር	ጥያቄዎች	1	2	3	4	5
1	በየቀኑከ3 ሰዓታት በላይ በማህበራዊ ሚዲያ ላይ አሳልፋለሁ።	☐	☐	☐	☐	☐
2	ከእንቅልፍ በኋላ በፍጥነት ማህበራዊ ሚዲያ መተግበሪያዎችን እመልከታለሁ።	☐	☐	☐	☐	☐
3	ማህበራዊ ሚዲያ እየተጠቀም ኩብዙ ጊዜ እንደማሳልፍ እረሳለሁ።	☐	☐	☐	☐	☐
4	በትምህርት ሰዓታት ማህበራዊ ሚዲያ እጠቀማለሁ።	☐	☐	☐	☐	☐
5	ማህበራዊ ሚዲያ ላይ ሁሌም መቆየት እንዳለብኝ ያመኛል።	☐	☐	☐	☐	☐

ኃላፊነቶችን መተው

ቁጥር	ጥያቄዎች	1	2	3	4	5
6	የማህበራዊ ሚዲያ ስጠቀም አንዳንድ ጊዜ የትምህርት ሥራዬን ማጠናቀቅ እረሳለሁ።	☐	☐	☐	☐	☐
7	የማህበራዊ ሚዲያ የቤት ሥራዬን በአግባቡ እንዳልሰራ አድርጎኛል።	☐	☐	☐	☐	☐
8	በማህበራዊሚዲያ አጠቃቀም ምክንያት ምግብ ሳልበላ እና እንቅልፍ ሳልተኛ አድሬ አውቃለሁ።	☐	☐	☐	☐	☐
9	ማህበራዊ ሚዲያ አጠቃቀሜ በኃላፊነቶች ላይ ከቤተሰቤ ጋር ክርክሮች ውስጥ እንድገባ አድርጎኛል።	☐	☐	☐	☐	☐
10	በማህበራዊ ሚዲያ ትኩረቴ በመወሰዱ ምክንያት አንዳንድ ጊዜ አስፈላጊ የሆኑ ኃላፊነቶችን ችላ እላለሁ።	☐	☐	☐	☐	☐

የዕለት ተዕለት ሕይወት ጣልቃ ገብነት

ቁጥር	ጥያቄዎች	1	2	3	4	5
11	ማህበራዊ ሚዲያዎችን መጠቀም ሳልችልስቀር እበሳጫለሁ።	☐	☐	☐	☐	☐
12	የማህበራዊ ሚዲያ መልዕክቶችን ካለየሁ እጨነቃለሁ።	☐	☐	☐	☐	☐
13	ማህበራዊ ሚዲያ በትምህርት ጊዜ ያለኝ ትኩረት ላይ ተጽዕኖ አድርጎብኛል።	☐	☐	☐	☐	☐
14	ያለ ማህበራዊ ሚዲያ መኖር እንደማልችልሁ ይሰማኛል።	☐	☐	☐	☐	☐
15	ማህበራዊ ሚዲያ አጠቃቀሜ የእንቅልፍ ስርዓቴን አዛብቶብኛል።	☐	☐	☐	☐	☐

ስለራስዎ ያልዎትን ስሜት(አመለካከት) መሙያ ቅፅ፡-

አጠቃላይ ስለራስዎ ያልዎት ን ስሜት በተመለከተ ከታች መልስ የሚሰጡባቸው መግለጫዎች ቀርበዋል። እባክዎን በእያንዳንዱ መግለጫ ትይዩ ምን ያህል በመግለጫው

እንደሚስማሙ ወይም እንደማይስማሙ የኤክስ (x) ምልክት በማድረግ ይግለፁ።

1. በጥብቅ አልስማማም

3. እስማማለሁ

2. አልስማማም

4. በጥብቅ እስማማለሁ

No.	ጥያቄዎች	1	2	3	4
1	ቢያንስ ቢያንስ ከሌሎች ጋር በተመጣጠነ ደረጃ ዋጋ ያለኝ ሰው እንደሆንኩ ይሰማኛል።	☐	☐	☐	☐
2	ብዙ መልካም ባህሪያት እንዳለኝ ይሰማኛል።	☐	☐	☐	☐
3	ይብዛም ይነስም እራሴን ዋጋ የለኝም ወደሚለው ስሜት አዘነብላለሁ።	☐	☐	☐	☐
4	ሌሎች እንደሚያደርጉት ሁሉ እኔም ነገሮችን የማድረግ ችሎታ አለኝ።	☐	☐	☐	☐
5	ብዙ የምኮራበት ነገር እንደሌለኝ ይሰማኛል።	☐	☐	☐	☐
6	ለራሴ አዎንታዊ አመለካከት አለኝ።	☐	☐	☐	☐

7	በጠቅላላ ሲታይ እኔ ስለራሴ ሁኔታ ደስተኛ ነኝ።	☐	☐	☐	☐
8	ለራሴ የበለጠ ክብር በኖረኝ ብዬ እመኛለሁ።	☐	☐	☐	☐
9	አንዳንዴ በርግጥም ዋጋ ቢስ እንደሆንኩኝ ይሰማኛል።	☐	☐	☐	☐
10	አንዳንድ ጊዜ እኔ ምንም የምረባ ሰው አይደለሁም ብዬ አስባለሁ።	☐	☐	☐	☐

አመሰግናለሁ