



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

The Relationship between Adolescents' Self-esteem and Social
Media usage and Analysis of related Factors in selected Private
Schools of Addis Ababa

By

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Dedication

In loving memory of Mr. Tsige G/Amlak, whose invaluable support and guidance were instrumental in the completion of this thesis. Though he is no longer with us, his enduring impact on my academic journey will always be remembered. I express my deepest gratitude for his inspiration, mentorship, and the unforgettable mark he left on this work and my life.

Declaration

This is to declare that the thesis entitled “The Relationship between Adolescents’ Self-esteem and Social Media usage and Analysis of related factors in selected Private Schools of Addis Ababa” is an authentic work of Tsion Gizaw, the matter embodied in this thesis has not been submitted earlier for awards of any degree or diploma and it is submitted in partial fulfillment of the requirements for Degree of Masters in Developmental Psychology, the Graduate Program of College of Education and Behavioral Studies, Addis Ababa University.

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This thesis has been submitted for examination with my approval as University advisor.

Advisor Darge Wole (Professor) Signature _____ Date _____

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This is to certify that the research thesis presented by Tsion Gizaw, titled: “The Relationship between Adolescents’ Self-esteem and Social Media usage and Analysis of related factors in selected Private Schools of Addis Ababa” in partial fulfillment of the requirement for the degree of Master of Art (MA.) in Developmental Psychology compile with the regulation of the university and confirms to the acceptable standards with the respect to the originality and the quality.

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Acronym

SE-	Self-Esteem
SMU-	Social Media Usage

Abstract

This research investigates the relationship between adolescent self-esteem and social media usage as well as related factors in the context of two selected private schools in Gulele sub-city, Addis Ababa. Employing a survey research design with a quantitative approach, the study examines the correlation between these variables, focusing on grades 7, 9, and 11 students. The research considering the relatively better economic status of students' private schools compared to those in public schools, allowing greater access to social media technologies. A total of 235 students were selected proportionally and randomly from Ethio-parent and Kegn Azmach. Andarge W/georgioes memorial school. Data collection employed questionnaires covering demographics, self-esteem (using the Rosenberg self-esteem scale), and social media usage. Analysis using SPSS discovered that nearly half of the students had high self-esteem, with significant differences in social media usage across grades. A negative correlation ($r = -0.266$) was found, indicating that students with lower self-esteem used social media more frequently than those with higher self-esteem. Gender differences showed females using social media more than males, although self-esteem differences by gender were not significant. Significant differences were also observed in self-esteem and social media usage across grades, with grade 11 students showing lower self-esteem compared to grade 9. Regression analysis identified social media usage as a significant negative predictor of self-esteem, while other factors such as gender, age, grade level and academic performance were not significant predictors. A few suggestions are given based on the findings.

CHAPTER ONE

INTRODUCTION

1. Background

Social media, which about a third of the world population making use of it, is becoming the most powerful communication tool the world has ever witnessed.

Research on youth and media necessitates an interdisciplinary approach, drawing on knowledge and theories from multiple fields. To fully grasp the effects of media on children and adolescents, it is essential to understand not only media theories but also those related to cognitive and socio emotional development in youth. This development plays a critical role in shaping how young people engage with media and the resulting impact. Additionally, familiarity with theories concerning a child's social environment such as family, peer relationships, and youth culture is crucial, as these factors significantly influence the nature and extent of media effects (Valkenburg & Piotrowski, 2017).

This is also true with Ethiopia, as Ethio-telecom's recent disclosure addressed, over 60 million people have already owned mobile technologies with some 8 million having Facebook accounts and close to two million using Instagram and tweeters. (Kemp, 2023)

This is to say nothing of the ever-growing, number of making use of Emails and Gmail as well as YouTube, Tiktoks, podcasts, etc... Social media, much as it has been of great benefit to modern man in many respects, has also been proving all the time to be detrimental, among others, to the wellbeing of teens and adolescents in terms of health damages and identity crisis. So much so, one of the leading scientists, Baroness Greenfield, a professor of pharmacology at Oxford University could not but inform "If you are one among those who spend hours on twitting and interacting with Facebook friends, please note: repeated exposure to networking site is causing an identity crisis" among users (Economicimes.com, 2011).

Facebook and tweeter have created a generation obsessed with themselves, who have short attention spans and a childlike desire for constant feedback on their lives" the professor added. Intentionally or unintentionally, we all have a natural tendency to compare ourselves to others, online or offline. Such comparisons help us evaluate our achievements, skills, personality, and our emotions. As a result, it influences how we see ourselves. But the amount of impact it might

have on our well-being depends on how much comparing we do. Research shows that the more time people spend on Facebook and Instagram, the more they compare themselves socially. It is also related to having lower self-esteem and higher social anxiety (Laplante, 2022)

This research, therefore, aims at finding out the relationship between a self-esteem and social media usage in adolescent students who are intimately attached to the media in their day-to-day activities.

Self-Esteem is an essential factor that impacts our decision-making practices, our relationships with others, our emotional condition, and our overall well-being. It also influences self-inspiration, as people with a healthy and positive view of themselves, and recognizes their potential and might feel encouraged to take on new challenges (Cherry, 2022).

Ethiopia was home to 6.4 million social media users in January 2023 equating to 5.1% of the total population. A total of 6.8 million cellular mobile connections were active in Ethiopia in early 2023, with this figure equivalent to 53.5 % of the total population", (Kemp, 2023)

The prevalence of problematic Internet use was found to be 1.69 times higher in male undergraduate students than in females (Nebiyu & et al., 2021). As internet addiction becomes an evident public health problem, carrying out public awareness campaigns may be a fruitful strategy to decrease its prevalence and effect (Yosef & et al., 2021). Also, Social media addiction overcomes its' negative effect on academic performance and other related behaviors of excessive use, salience, and neglecting work and social life. This is a clear indication of the need to deal with all the negative effects of social media usage before it gets to the level of being a national headache (Befekadu, 2019). But if it is controlled in a responsible manner, social media may improve students' educational achievement and teachers' competence. Considering that social media have both benefits and hazards on teenager students in practical terms (Mulisa & Getahun, 2018).

In thousands of published research papers there are many variables that have been associated with the topic of self-esteem. In this researches It had been specified that people can be shaped in several features of personality by culture including: how they would view themselves, the way they would feel (good or bad) about themselves, and what they would endeavor to become in the future. For instance: North American and Western European citizens view one's personality - as an independent, self-governing, self-contained being with a limited set of characteristics (traits,

feelings, values, etc...). These characteristics determine and explain a person's behavior. On the other hand, Asian, African, and South American have the cultural structure of interdependence which characterizes collectivistic cultures (Triandis, 1989 Cited on Triandis, 2001). That is, the self cannot be separated from others and the surrounding social context. Thus, the goal is not to become a separate individual entity but to fit in with others (Ahmed, 2016). So, Standing from this paragraph, self-esteem is not a universal construct but varies significantly depending on cultural contexts. In some cultures, self-esteem is to personal successes and autonomy, while in other cultures; it is connected to social agreement interdependence.

Lately, it has been said that we choose positive self-evaluations, to some degree, because they indicate our social worth, that is, they satisfy our desire for relationships and connections with others. The communion motive stresses people's acceptance and belongingness. It is dependable with the socio-meter theory of esteem where esteem acts as an interpersonal observer (socio-meter) that notifies individuals when they are at risk of being excluded by others (Leary and Baumeister, 2000).

Modest successes could lead to high self-esteem when one's goals were even lower. Identity theorists have suggested that James' ideas (cited on E. sets & J. Burke, 2014), addresses "feeling good about ourselves (pretensions) and how well we do (success), are intimately linked; we can feel better about ourselves by succeeding in the world but also by varying the levels of our hopes and expectations". Nayle (2010) cited on E. sets & J. Burke (2014), also resemble this that very closely to the idea of identity verification in which "pretensions" are taken as people's identity standard and "successes" are measured by their perception as to how they think others see them in the situation.

Self-esteem seems to function as a collection of positive feelings that can be a valuable resource for some conditions. In the appearance of failure or trauma, people with high self-esteem appear to overcome better than people with low self-esteem. The overall outline of being happier and less depressed directs to a readiness to feel good. People with low self-esteem lack this collection of good feelings therefore they are more at risk. On other hand, high self-esteem appears related to ambitiousness. Research suggested that people with high self-esteem are more inclined to both pro-social and antisocial actions (e.g., both bullying and defending victims against bullies), they are more likely to start off relations and connections (and possibly exit them, too) than the people

with low self-esteem. They express their feeling in groups. They experiment with sex and maybe drugs. They try harder in relation to initial failure, but they are also prepared to change to a new line of endeavor if the present one seems unhopeful (Baumeister & et al., 2003).

Furthermore, adolescents with high self-esteem experimenting with alcohol compared to those with low self-esteem are found likely more popular in social groups where drinking is more established. (Steinberg, 10th ed)

Problematic social media use is linked to lower levels of mental, academic, and social well-being, with effect sizes ranging from small to moderate. At the national level, a higher prevalence of intense SMU was strongly correlated with a higher prevalence of problematic SMU. However, the cost of mobile broadband and Internet speed showed no correlation with the prevalence of strong or problematic SMU in different countries. (Boer et al., 2020). Social media significantly impacts adolescents' self-esteem and body image, both positively and negatively. To mitigate potential negative effects on their well-being, it is crucial to promote media literacy skills and provide strong offline support for adolescents. (Solheim, 2024)

1.1 The Research Problem

Media are an influential factor in the lives of today's adolescents. Entertainment and information via television screens, video games, tablets, and other mobile media seize a significant amount of youth's time in everyday life. Recent statistics indicated that the current-generation adolescents are exposed to media for an average of more than eleven hours per day. (Frissen & Eggermont, 2016). This excessive social media use in the expense of their education, hindering their acquisition of skills, and undermining their development of the competence needed to lead constructive lives and play a responsible role in promoting social welfare.

Most research on this issue in Ethiopia, particularly at the high school level, highlights the rapid expansion of social media usage among young people. The early age at which adolescents are beginning to engage with social media make worse these problems, as they are more vulnerable to its negative impacts during these formative years. It is from this perspective that the present research was conceived, aiming to understand and address the implications of social media addiction on the future prospects and well-being of Ethiopian adolescents.

1.2 The Research Questions:

So as to address the problem stated above the following research questions were raised.

1.2.1. Is there a relationship between adolescent self-esteem and social media usage?

1.2.2. Is there a gender difference in (a) Social Media Usage and (b) Self-esteem?

1.2.3. Is there a difference among the three grades in (a) Social Media Usage and (b) Self-esteem?

1.2.4 Compared to other predictor variables (sex, age and academic performance), to what extent does social media usage influence adolescents' self-esteem?

1.3 Scope of the Study

The study was delimited to primary and secondary students in selected two private schools in Gulele- Sub City. It was assumed that adolescent students in these private schools have opportunities to use smart phones, tablets and laptop computers that enable them to use social media. The study was restricted to the selected two middle and high Schools namely K/Az Andarge memorial school and Ethio-parent primary and secondary school. The schools were selected because the researcher's a resident in the selected schools sub-city which made it relatively suitable for data collection.

1.4 Operational definitions

The terms or keywords to be operationally defined for this research will be adolescence, social media, and self-esteem.

1.3.1 **Self-esteem**: is one's positive or negative attitude toward oneself and one's evaluation of one's own thoughts and feelings overall in relation to oneself.

1.3.2 **Adolescent**: Students of middle and secondary school approximately aged 13 to 17;

1.3.3 **Social media**: Internet-based forms of communication such as telegram, Facebook, Instagram, YouTube, Imo, WhatsApp, TikTok.

1.5 Significance of the study

It is common knowledge that the purpose of education is for the young generation to provide the "opportunity to acquire knowledge and skills to help develop a constructively formed self-identity that will enable them to harness their full potential and become competent members of society" (www.alisonacademy.com).

Nowadays our day-to-day life is highly connected to the internet and our smartphones, this seems true especially adolescents who spend much of their time on Social Media. This study helps to develop:

- Awareness among adolescents and their parents regarding the impact of social media on adolescent identity, especially on their self-esteem by conducting awareness creation events.
- Insight into the relationship between SMU and SE among adolescents for teachers and school counselors and make them pay greater attention to their student's activities. It can also help the school administration to prepare and come up with a regulation regarding the use of mobile phones in the school environment and creating favorable teaching, and learning environments including making use of school compounds for extracurricular activities such as i.e. sports, various school clubs, etc.

The research findings could also serve as input for other societies and organizations working on it, for instance, government and non-governmental organizations and those working on youth. The findings of the study may also contribute to policy formulation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept of Adolescence

Adolescence is the transitional stage between childhood and adulthood, characterized by the adoption of adult challenges and potentials and the loss of immaturity, which marks the transition from being a child to no longer being an adult (Kimmel & Weiner, 1995). Although the teen years are commonly linked with adolescence, new research in neuroscience indicates that there is another developmental stage known as "young" or "emerging adulthood," (Laurie, 2022, Arnett, 2000)

The three stages of adolescence that adolescent social scientists typically identify are early (roughly ages 10–13), middle (roughly ages 14–17), and late (roughly ages 18–21). A significant change in one's physical appearance, for instance, could momentarily compromise an adolescent's sense of identity. It is understandable that their perception of themselves changes along with their bodies and faces. (Steinberg, 2013)

2.2 What is Self-esteem?

According to Rosenberg self-esteem, defined as comparatively stable feelings of overall self-worth (“International Encyclopedia,”2024).It is a psychological concept used to forecast things like criminal activity, happiness, marital satisfaction, and academic success. It might be a temporary variation or a trait. Self-worth, self-regard, and self-integrity are synonyms. (Kemp ,2023)

Puberty brings with it dramatic changes in physical appearance and influences the adolescent's self-conceptions and relationships with others. The changes in social roles that occur at adolescence open up a new arrangement of choices and decisions that were not of concern previously, (Steinberg, 10th ed). Its evolution in time also involves a lower or loss of status periods especially during transition periods from one stage to another, from one status to another, e.g., in adolescence (due to the psychosomatic changes). (Ahmed, 2016). And it is similar to possessing a stable personality over time, which is likely to be lowest in childhood and increase for the period of adolescence as well as adulthood (Cherry, 2022).Treatment for psychic disorders and personal self-actualization both heavily depend on self-esteem. Psychologists

investigate the connection between psychotherapy and high self-esteem, offering fresh perspectives and illuminating the reasons behind people's feelings of inadequacy. (Kemp, 2023)

William James defined self-esteem as the ratio of a person's realities to the hypothetical potential of success to ambitions (Miller & Cho, 2017). James recognized that some people hold multiple personalities, matching the different social groups whose opinions they care about (Miller & Cho, 2017). The foundation of both self-image and self-conscience are interrelated with self-esteem. Self-esteem is a central construct in clinical, developmental, personality, and social psychology and the formation of it implies a long process, (Ahmed, 2016).

Self-identity in adolescence lays the basis for our self-esteem later in life. One of the manifestations assumed to result from the "storm and stress" of adolescence involves problems in adolescents' self-esteem, (Steinberg 10th ed).

Self-esteem is not inherent, nor inherited, it is established, and changes throughout the lifespan under the influence of relationships with others, (Baumeister, 2013). It is the same as self-respect; it's all about our perception, our value or worth, and our confidence in our abilities as well as capacities. (Cherry,2022).

Self-esteem or self-respect

Several types of research generally have focused on universal self-esteem, that is, one's feelings of self-worth. Self-worth is the degree to which individuals feel positive about themselves, that is, they feel that they are good and valuable which confirms self-acceptance, (Stets & Burke, 2014). Doubting our decision-making practice and feeling less sure about our abilities is the cause of having low self-esteem. If we have low self-esteem, we don't usually get inspired to try different things because we have self-doubt or we don't believe we can reach our goals. Individuals could also face issues in relationships that might cause the feeling of unlikeness and unworthy, hence, might as well not express their needs, (Cherry, 2022).

Some People often face dissatisfaction with their lives that lead to feelings of worthlessness, inferiority complex, and emotional instability which resulted from low self-esteem. Moreover, there is a tendency for people with low self-esteem scores to have a generally negative attitude toward many things, including other people and personal circumstances.

Low self-esteem has been associated with depression, anger, less competency to overcome difficulties, and decreased level of well-being in adolescence,(Ahmed,2016). William James (Miller & Cho, 2017) concludes, "So our self-feeling in this world depends entirely on what we inspire ourselves to be and do". James, who famously chose to believe in free will, placed choice to be superior. We choose not only which personalities matter to us, but also how to develop our self-esteem. If success is the numerator and pretensions of the denominator, we can increase our self-esteem by either increasing our success equivalent with the prevention or decreasing our pretensions. (Miller & Cho,2017).

Having a balanced self-esteem can have a huge impact on our interests, our mental well-being, and our overall quality of life, although having self-esteem that is either excessively high or excessively low can cause many problems. Having a better understanding of what our unique level of self-esteem is can help us develop a sense of balance that is just precise for us, (Cherry, 2022). Although related to academic performance, high self-esteem does not unfailingly cause any improvement in it. On the contrary, high self-esteem may be the outcome (but only weakly) of doing well in school. Other aspects may motivate both self-esteem and academic performance (Baumeister et al., 2003). So, high self-esteem though does not necessary lead to everlasting better academic performance, are an outcomes for high self-esteem and are needed; wherever or not there might be other factors affecting academic successes.

The most projected description of the link between low self-esteem and psychopathology are as follows: the vulnerability model (low self-esteem increases the probability of psychopathology), and the scar model (low self-esteem is a consequence of psychopathology rather than a cause, (Ahmed,2016). Low self-esteem also has the potential to lead to a variety of mental health disorders, including anxiety disorders and depressive disorders. Having low self-esteem can seriously impact the quality of life and increase the risk of experiencing suicidal thoughts.

2.3 Theoretical Perspective of Self-esteem

According to Harter, a sense of self-worth is both a cognitive and social construction. She explains how perceptions of the self-change over time. She added that language and cognitive processes develop with ages which in turn bring about a change in the way children describe and evaluate themselves, (Bosacki, 1999).

Self-esteem is equivalent to a “reservoir of energy.” Like any other resource, self-esteem can be constructed, but when used, it is lost. Here, the reservoir of self-esteem is occupied by successful self-verification and used up when the self-verification process is disturbed. So People seek opportunities (and the groups that provide them) to verify their identities and avoid situations (and groups) where self-verification is problematic. Such efforts help individuals manage and maintain their self-esteem. In this way self-esteem can be viewed as a self-motive, organizing and providing direction for behavior, (Cast & Burke, 2002).

Many theorists have written about the changing aspects of the development of self-esteem. The concept of self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs which represents esteem as one of the basic human motivations and the concept of self-efficacy and self-esteem are separate from one another. (Cherry,2022). See also section 2.3.1 below.

Terror management theory was the first experimental theory to address the question: What is the psychological function of self-esteem? Terror management theory speculates that people are motivated to pursue positive self-evaluations because self-esteem provides a protection against the ever-present potential for anxiety caused by the uniquely human awareness of mortality. This existential theory intends to explain two basic trends that are thought to characterize human behavior: a desire to maintain a favorable self-image, i.e., high self-esteem, and, at the same time, a desire to promote the beliefs and values of one's culture, (Ahmed, 2016).

2.3.1 The Three Dimensions of Self-esteem Theory

According to Stets and Burke's study, which referred to various authors, there are three dimensions of self-esteem.(Stets & Burke, 2014)

Self-worth:- is the degree and extent to which individuals feel positive about themselves. That means the degree and extent to which they feel they are good enough and worthy of love and belonging to others. In other words, it is all about self-acceptance or self-respect, (Rosenberg et al. 1995). Self-worth is rooted in the idea that individuals desire to see themselves positively and act in a way that maintains and enhances their positive self-views. This desire has been referred to as the self-esteem motive or the self-enhancement motive. Lately, it has been said that we, to some degree, choose positive self-evaluations, because they indicate our social worth, that is,

they satisfy our desire for relationships and connections with others. When belongingness in a group is endangered, the socio-meter reminds emotional pain as an alarm signal, and this alarm motivates individuals to behave in a way that helps them to gain and maintain acceptance from others.

Self-motive:-This has been labeled the self-efficacy motive or the agency motive and Self-efficacy reflects confidence in the ability to influence the environment. It is an assessment of what they are capable of doing in situations. In this way, as a general orientation, efficacy is similar to the idea of power or being in control of the forces that affect one's life. In general, efficacy-based esteem is similar to the self-competence component of self-esteem. Self-liking, which reflects the internalized sense of positive regard from others' responses; has fewer possibilities to bring about desired outcomes in situations compared with Self-competence?

The third dimension of self-esteem is **a sense of authenticity** that is rooted in the third self-motive discussed above. This motive reflects individual strivings for meaning, rationality, and understandings about themselves.

What are the backgrounds of worth, efficacy, and authenticity-based esteem?

Viktor Gecas (1991) as stated by Stets & Burke, argued that esteem (worth), efficacy, and authenticity motives are responsive to different social domains. The self-worth motive is more responsive to the interpersonal domain of face-to-face (direct) interaction from a group of two people to larger groups. The self-efficacy motive is more applicable to the social structural domain which involves one's structural position and associated role performances with intended effects in mind. Finally, the authenticity motive is most applicable to the cultural domain when beliefs, values, and morals provide meaning for a person.(Stets & Burke, 2014)

2.3.2. Roy Baumeister Theory

Baumeister & Vohs (2012), indicated that Self-esteem is essentially the evaluative dimension of the self-concept. Any piece of information about the self may be incorporated into the self-concept. It only affects self-esteem once it takes on a value judgment. Is it good or bad? High self-esteem denotes thinking well of oneself. This may include healthy self-confidence and proper appreciation of one's genuine accomplishments and abilities. In theory, low self-esteem is the opposite of high self-esteem, and so it should mean having a negative, unflattering view of

self. In practice, however, relatively few people are firmly convinced that they are bad people. Thus, low self-esteem is the absence of positives more than the presence of negative beliefs about the self. People with high self-esteem hold firm, highly favorable beliefs about themselves. People with low self-esteem lack those beliefs, but they generally do not hold firm unfavorable beliefs about themselves. A person with high self-esteem might be a proud, horrible fool or a person with a reasonable appreciation of his or her achievement. Some people with high self-esteem simply accept themselves and do not worry about what others think. In contrast, narcissists tend to feel superior to others and to want very badly to have other people confirm this view.

2.3.3. Abraham Maslow's Theory of Hierarchy of Needs

According to McLeod, Maslow stated that people are motivated to achieve certain needs and that some needs take precedence over others. The original five-stage model of Hierarchy of Needs includes: (McLeod, 2018)

1. Physiological needs (air, food, drink, shelter, clothing, warmth, sex, sleep)
2. Safety needs (protection from elements, security, order, law, stability, freedom from fear).
3. Love and belongingness needs – (include friendship, intimacy, trust, acceptance, receiving and giving affection and love.
4. Esteem needs - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, and independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity.
5. Self-actualization needs - realizing personal potential, self-fulfillment, seeking personal growth, and peak experiences. A desire "to become everything one is capable of becoming.

From those five stages, esteem is stated in the fourth level but Maslow noted that the order of needs might be flexible based on external circumstances or individual differences. For example, for some individuals, the need for self-esteem is more important than the need for love. For others, the need for creative fulfillment may replace even the most basic needs. Maslow

suggested that to build esteem, it's important to acquire both appreciations from other people and inner self-respect. This helps not only to grow as a person but also to reach self-actualization, (Cherry, 2022). As Maslow suggests, students must be shown that they are valued and respected in the classroom, and the teacher should create a supportive environment. Students with low self-esteem will not make progress academically at an optimum rate until their self-esteem is strengthened,(McLeod, 2018).

2.4. Prevalence of Social Media Usage and Adolescence

Many factors can have an impact on self-esteem. Self-esteem may be influenced by age, disability, genetics, illness, physical abilities, socioeconomic status, and thought patterns, (Cherry, 2022). Adolescents in particular find social network sites attractive. For instance, when compared to adults, adolescents are more regular users of social network sites, (Drogos, 2015). In study solely on adolescents, Harrison (2006) assessed the self-complexity of 309 teens in the 6th, 9th, and 12th grades. The variables in the above section were analyzed for differences across sex (male, female), age (14-15, 16-18), and race (Caucasian, non-Caucasian). She found that grade was a significant and positive predictor of self-complexity, (Drogos, 2015).

According to the American Academy of Child Adolescent Psychiatry (AACAP), since March 2018 an updated article stated that 90% of teens aged 13 -17 were using social media profiles and 51% were visiting a social media site at least daily. 2/3 of teens were also said to have their own mobile devices with internet capabilities. On average, teens were online almost nine hours a day, not including time for homework.

Another finding show that “ Ethiopian youth’s social networks addiction indicates that most of them consume 30-60 minutes per session, visit their social networks once in a few days and they may be fall under the addicted category”. In all such cases, there was no statistical difference between 14-17 and 18 -21 years of age in social media usage but only statistically substantial differences between grade 9, 10, 11, and 12 categories. The study further indicated that the interaction effect between sex and grade level was not statistically significant but a statistically significant main effect for sex was found, (Sebsibachew, 2019). According to his findings, male students are at greater risk of social media usage. Regarding grade level, grade 9th and 12th showed higher social media usage than grade 10th and 11th. This is because grade 9th students may have limited awareness about safe social networking media usage and may not be aware of

the consequences of spending more time on social media. As grade 12th students, they may have adapted social media sites to further their education. According to Dessalegn, Demeke, and Derege's study, the study on grade 10th students the majority of respondents (93%) were social media users but, only seven (7%) of the respondents were not participating in social media networks.

The effect of gender on is found to be greater among female users in comparison to male users of social media, (Hasan,2018Girls had a lot lower self-esteem related to appearance than boys at age 14 but no gender differences were revealed at ages 10 and 12. At each time point, girls showed more other related social media behavior than boys. Participants who are at age 10 and 12 showed more frequent social media use and reported lower levels of appearance in self-esteem than others. (Steinsbekk et al., 2021).

According to Yordanos Yibeltal's study on Bahirdar University students, out of the total participants of males, 36.8%, 35.1%, and 23.7% of respondents were under the category of moderate level, normal level, and high-level of internet addiction respectively. From the total participants, 50.6% were female. Among these females, 36% were categorized as having a moderate level, 28.9% a normal level, and 1.5% a high level of Internet addiction. On 8% of males and 6% of females said they were non users of the internet at all levels. (Yordanos, 2021).

Another study involving Ethiopian university students also showed that self-esteem varies across groups with different duration spent online. In general, it was found that low self-esteem was relatively evident among such students who use the internet often and very often per day, next to other students who use the internet rarely, and occasionally (Yordanos, 2021). In another study, no gender differences were found in Facebook intensity and a very weak negative correlation was found between self-esteem and Facebook intensity. (Mesfin, 2017). According to Nebiyu; Daniel; Yesuneh's study, from a total number of 761 respondents from undergraduate university students regarding psycho-social and behavioral characteristics, 178 (23.4%) of the students were depressed, 213 (28.0%) of the participants exhibited anxiety disorder symptoms, and 307 (40.3%) of the students had poor social support; and 419 (55.1%) of those students reported low self-esteem, whereas 421 (56.4%) had lower peer pressure. (Nebiyu et al., 2021)

2.5. The Relationship between Self-Esteem and Social Media Usage

What is increasingly observed by several researchers is that the level of self-esteem in some social media users shows the result of upward social comparison more than downward social comparison. What this means is that chronic Facebook users experience a mostly negative impact from comparing themselves to others who are “better” than them in terms of their social media presence, (Team, 2020)

The results suggest that individuals with low self-esteem are especially interested in social comparison, and this personality characteristic is related to a greater amount of time spent on Facebook, motivated by the search for information about others. Especially for females, but also for males, the tendency to make social comparisons is associated with the use of Facebook for simulating a different self-image from reality: people high in social comparison have a strong interest in what others feel and think, and this concern may lead them to simulate their online image (Bergagna & Tartaglia, 2018) as they think gender differences have to be taken into considerations. This cannot but indicate that social media has a very strong impact on the self-esteem of individuals.

Though there are students who use these social networking sites for information, communication, and building and maintaining relationships, the majority of them however end up making upward and downward comparisons with others. The upward comparisons make people envy others and their lifestyles and also feel less obliged and ungrateful for their bounties, (Jan et al., 2017)

Other study findings showed that self-esteem was higher among low social media users. That means those who spent the most time on social media per day had the lowest levels of self-esteem. Those who spent an hour or less on social media per day had the highest levels of self-esteem and those who spent more than three hours on social media per day had the lowest levels of self-esteem, (Hasan,2018). Instagram, a social media platform that allows you to share different things with people preferred social comparison that has a huge contribution to social anxiety. On the other hand, the relationship between social comparison and self-esteem was different and had a significant effect on social anxiety. The finding demonstrated that social comparison and self-esteem completely revealed the effect of Instagram use on social anxiety, (Jiang and Ngier,2020). During adolescence, individuals tend to compare themselves to others for self-evaluation. Social media make it easy to engage in social comparisons, and the feeling of

not measuring up to agreeable appearance standard forecast reduced self-esteem and body dissatisfaction. Related to self-discrepancy theory, when the “benchmark” for average physical appearance is raised, the ideal representation of oneself may become more differing from one’s actual self-perception, (Steinsbekk et al., 2021)

Furthermore, Social comparisons impact both individual behavior and psychological well-being. However, comparing oneself to others at a restaurant is different from comparing oneself to others on Facebook, (Laplante, 2022).

Million conducted a study about, the relationship between social media usage and students’ self-esteem. The result showed that there is a harmful weak relationship between social media usage and students’ self-esteem. As a result, it is possible to say that an usage of social media increases the level of self-esteem of students is affected. (Million, 2020)

Other findings reveal that there is a strong negative connection between the times spent on social media and self-esteem. It can be concluded that the more time students spend on social media greater their self-esteem is diminished, hence a statistically negative significant relationship between the time spent on social media and self-esteem, (Chaka, 2022, Jan et al., 2017).

On the other hand, the study by Smith-Duff (2012) revealed a weak, non-significant link between Facebook use and self-esteem for both males and females. This indicates that the impact of Facebook on self-esteem might not be as straightforward as initially thought.

Interestingly, it appears that individuals with high self-esteem and those with low self-esteem use Facebook in distinct ways. According to Raymer (2015), individuals with high self-esteem tend to have a more positive experience on the platform. They use Facebook primarily to reinforce existing relationships rather than to build their social capital. Correlational analyses in Raymer’s study did not find significant links between Facebook usage, the number of Facebook friends, and self-esteem levels, indicating that the dynamics of self-esteem on social media are multifaceted.

Tazghini and Siedlecki’s (2013) research found that people with high self-esteem prefer sharing images, ideas, and thoughts with others, showcasing a more expressive and communicative use of Facebook compared to those with low self-esteem. Additionally, individuals with high self-

worth tend to find it bothersome when others post things, suggesting a nuanced emotional response to social media content.

Barker's study in 2009 delves into the social aspects of Facebook use among those with reportedly high self-esteem. It was discovered that individuals with high self-esteem utilize Facebook as a means to communicate with peer group members and pass the time, highlighting the social and leisurely dimensions of their engagement with the platform.

In a broader context, Ikachoi et al. (2015) emphasize the role of social media as an essential tool for creating and preserving meaningful relationships. They argue that social media not only facilitates interpersonal communication but can also be utilized to enhance communication skills, contributing to an overall positive impact on individuals' self-perception.

2.6. Media and Adolescence

The study of the relationship between adolescents' development and media has a long history, beginning in the early 20th century with concerns over comic books' potential harm to youth. As new forms of media emerged first television and more recently the Internet each became the focus of similar examination, reflecting ongoing societal concerns about media's impact on young people. This body of research has traditionally focused on childhood and adolescence, with key works providing in-depth analyses of how different media affect adolescent development (Frissen & Eggermont, 2016).

A significant area of recent research is the impact of social media use (SMU) on adolescents' well-being. Findings suggest that while intense SMU can have both positive and negative effects depending on the specific domain of well-being and the national context, problematic SMU is consistently linked to negative outcomes. Adolescents engaging in problematic SMU report higher levels of psychological distress, lower life satisfaction, and weaker family support across various cultural contexts (Boer et al., 2020).

The influence of social media on adolescents' self-esteem and body image is another crucial area of concern. While social media can positively affect self-perception, it also has the potential to contribute to negative body image and low self-esteem. This duality highlights the need for

promoting media literacy and providing offline support to help adolescents navigate these challenges and mitigate potential harms (Rylee, 2024).

Over the past few decades, the time adolescents spend with media has increased significantly. In the 1990s, children and teens averaged four hours of media use daily; today, those numbers have risen to six hours for children and nine hours for teens. This shift raises important questions about what adolescents are learning from their media interactions, which may now rival or even surpass the influence of formal education (Valkenburg & Piotrowski, 2017).

In this rapidly evolving media landscape, understanding how various forms of media and technology influence adolescent development is more important than ever. Drawing on Vygotskian developmental theory, some researchers argue that social media serves as a critical tool for socialization in today's digital age. The theory emphasizes the role of social interaction in cognitive development, suggesting that social media can both facilitate and hinder developmental processes depending on how it is used (Ohannessian et al., 2014).

2.7. Other Predictors on Self-esteem and Social Media Usages

According to Wiesbrock, older participants have the highest average self-esteem and the least amount of self-expression, while younger participants have higher regrets, more self-expression, and lower self-esteem than middle-aged and older-aged adults. (Wiesbrock, 2021). Another study found that age, gender, and socioeconomic status are non-significant predictors of self-esteem, these are taken into account, but daily social media usage is still a significant predictor of self-esteem. (Farooq et al,2023)

Several studies have explored the intricate relationship between social media usage and self-esteem, shedding light on various factors that contribute to the complex dynamics. Guðmundsdóttir (2017) conducted a study revealing a substantial difference in the self-esteem scores of boys and girls who reported little to no use of social media. This initial finding laid the groundwork for further investigations into the nuanced interplay between gender, social media, and self-esteem.

Si et al. (2023) expanded upon this foundation by examining the association between social media usage frequency and self-esteem, introducing the moderating factors of gender and digital

citizenship. The results indicated a significant interaction, with girls exhibiting higher self-esteem and boys experiencing lower self-esteem in cases of high digital citizenship. This nuanced perspective highlighted the importance of considering not only gender differences but also the digital behaviors of individuals.

In contrast, Heng (2015) delved into the specific realm of Facebook profile pictures, investigating their connection with gender and self-esteem. Surprisingly, the study found no significant relationship between the two variables. Furthermore, an additional regression analysis failed to establish a significant association between the quantity of profile pictures and self-esteem. These findings hinted at the complexity of social media interactions and suggested that certain aspects might not strongly impact self-esteem.

Ma (2022) took a broader approach by considering age, socioeconomic status, gender, and social interaction in the context of self-esteem. The study revealed that, when accounting for these variables, gender and social interaction played a significant role, explaining 13% of the variance in self-esteem. Moreover, gender and three categories of online activity collectively accounted for an additional 13% of the variation, emphasizing the multifaceted nature of factors influencing self-esteem.

Zam et al. (2022) explored the correlation between social media addiction, self-esteem, and gender among students. Despite noting a negative and moderate correlation, the study did not find a significant difference in social media addiction or self-esteem between male and female students. This highlighted the need for a more nuanced understanding of the impact of social media on different demographic groups.

Finally, Sherin and Mukkadan (2019) investigated the relationship between social media use, academic achievement, and self-esteem, taking into account the menstrual cycle. Their results indicated a positive correlation between social media use and academic achievement. However, a notable finding was the negative correlation between self-esteem and social media use during the premenstrual and menstrual periods, introducing a temporal dimension to the complex interplay of these variables.

Summary

Social media, with about a third of the world population making use of it daily, is becoming the most powerful communication tool, ([www searchenginejournal.com](http://www.searchenginejournal.com)).

In Ethiopia too, according to Ethio-telecom's recent disclosure, over 60 million people have already owned mobile technologies with some 8 million having Facebook accounts and some 2 million using Instagram and tweeters.

Several types of research indicate that social media, much as it was beneficial in many respects, has also been proving detrimental in negatively affecting the self-esteem of the young causing anxiety, depression, psychotic disorders, and low self-esteem resulting from the upward and downward comparisons they make with others. So high social media usage is associated with low self-esteem, it negatively affects young people's self-esteem due to comparisons made with others.

Self-esteem is an essential factor that impacts our decision-making practices, our relationships with others, our emotional condition, and our overall well-being.

The major concern of this research is, therefore, the ever-increasing in size of social media users and their addiction to the media which needs further inquiry into its impact on the self-esteem of the users in the Ethiopian context. The study explores the degree to which social media adversely affect the latter's self-esteem with particular reference to adolescent students in grade 7, 9 and 11 of two private schools in Addis Ababa.

The three dimensions of self-esteem theory are highly relevant to this study. Self-worth, significantly shaped by interpersonal interactions, aligns with the observation that frequent social media usage negatively impacts self-esteem.

Additionally, the finding that social media usage is a significant predictor of self-esteem aligns with other self-esteem dimensions theory that self-efficacy is influenced by one's role and performance in social structures, such as online environments.

CHAPTER THREE

METHOD

In this chapter, the research design, description of the study site, methods of sampling, tools for data collection, procedures for data collection and the method of analysis are described.

3.1 Research Design

This study applied descriptive study design and survey research design with quantitative approach of data analysis. Data were collected to examine the relationship between the variables. These methods were employed because the researcher was interested in whether and to what extent a relationship exists between different variables particularly between social media usage and self-esteem among students.

3.2 Study Setting

The study focused on grades 7th, 9th, and 11th in two private schools in Addis Ababa. The two schools were selected because in comparison to other government schools, these schools are attended by students from relatively well-to-do families and generally have a better chance to use social media technologies. Adolescent students in those schools have opportunities to use smart phones and tablet computers that enable them to use the internet and search various social networking media sites. Different grade levels were selected for the study to check if the relationship stays the same across the grades.

I selected schools in the Gulele sub-city for my study primarily due to their proximity to my residence, which will facilitate easier data collection and enhance cooperation with the schools. Additionally, the schools share similar economic statuses, making them ideal for comparative analysis.

3.3. Population and Sampling

In the Gulele sub-city, 10 private schools have both middle and high schools. Among these 2 schools are found in Wereda 9. The names of the schools that I have selected are Ethio-parent and Kegn Az Andarge W/georgioes memorial school. I selected the two schools randomly from those that have both the middle school and secondary school in the same site.

In total there are 569 students in the two schools. In Ethio-parent primary and secondary school, there are 82 (44 females and 38 males) students in grade 11th, 90 (44 females and 46 males) students in grade 9th, and 120 (55 females and 65 males) students in grade 7th. In Kegn Az Andarge W/georgioes memorial school, there are 110 (64 females and 46 males) students in grade 11th, 79 (45 females and 34 males) students in grade 9th, and 88 (44 females and 44 males) students in grade 7th.

In selecting the sample, the researcher used Taro Yamane's sampling formula (Yamane, 2023). In doing that, the students were classified into strata by school, grade level, and sex and the sample from each category was selected proportionally and randomly.

Accordingly, using the formula, the calculation is as follows.

$n = N / (1 + N(e)^2)$	$n = 569 / (1 + 569(0.05)^2)$
n=sample size	$n = 569 / 1 + 569(0.0025)$
N=population	$n = 569 / 1 + 1.4225$
e = margin error (Researchers often use 0.05)	$n = 569 / 2.4225$
<u>n=234.88</u>	
<u>n=235 + 24 = 259</u>	

The total number of students in the two schools was 569. The sample size was 259 with the addition of 10% to replace possible dropouts. The following tables showed how participants were selected proportionally using stratified random sampling.

Table 1: Total number and Sample Size of students in Two Schools

Schools	Grade Level	Total Number			Sample Size		
		Male	Female	Total	Male	Female	Total
Kegn Az Andarge W/georgioes Memorial School	7 th	44	44	88	20	20	40
	9 th	34	45	79	15	21	36
	11 th	46	64	110	21	29	50
Ethio-Parent and Primary Secondary	7 th	65	55	120	30	25	55
	9 th	46	44	90	21	20	41
	11 th	38	44	82	17	20	37
	Total			<u>569</u>			<u>259</u>

569 = 259

277=126 (total school sample)

88=40 (grade 7th sample size)

79=36 (grade 9th sample size)

110=50 (grade 11th sample size)

292=133 (total school sample)

120=55 (grade 7th sample size) 90=41 (grade 9th sample size) 82=37 (grade 11th sample size)

3.4. Tools of Data collection

The study used a data collection tool that has three sections. In the first section, respondents were asked to answer basic demographic questions such as sex, age, and grade level.

The second section that dealt with questions of self-esteem was based on the Rosenberg self-esteem scale with 10 items (Rosenberg, 1965). The scale was used because the Rosenberg Self-Esteem Scale is the most frequently used measure of self-esteem, assessing people's overall feelings of self-acceptance and self-respect. As cited in Rosenberg (1965), Fleming and Courtney (1984) reported a reliability of .82. Additionally, Reynolds (1988) found a .44 correlation between Rosenberg's Self-Esteem Scale and the Academic Self-Concept Scale, demonstrating its validity. The negatively worded items were reverse coded.

The global (total) score is sometimes divided into three levels:

- Low (10–25): Feelings of lack and incompetence, as well as difficulty overcoming obstacles in life.
- Medium (26–29): Shifting between emotions of acceptance and rejection.
- High (30–40): Self-evaluation of worth, assurance, and proficiency.

The figures above are derived from a study that utilized a 1–4 system; they do not align with calculations made using a 0–3 system (Heather, 2022).

The last section dealt with social media usage question using the social media addiction scale which was adapted from Sahin (2018) including 29 items and 4 dimensions with reliability coefficient value items 0.87, 0.87, 0.83 and 0.81. The overall scale is an indicator of the stability of the scale which is 0.94 (Sahin, 2018). Following the pilot study, adjustments and improvements were made to some of the Amharic version items that initially lacked clarity. The scale is a 5-point Likert type. All of the items in the scale are positive. A social media addiction is indicated by the highest score of 145, while the lowest score is 29. The higher scores indicate that the person perceives himself as a “social media addict” (Şahin, 2018).

3.5 Procedure of Pilot study

The following procedure was used:

- Translating the English data collection instruments into Amharic so that the respondents grasp the questions in their entirety.
- Conducting a pilot test with the aim of adjusting the instruments for accuracy based on the lessons learned from the pilot. The following procedures illustrate how the pilot study was conducted.
 - Randomly selecting a school for the pilot. The school selected was Amigonian school from the Gulele sub-city wereda 04 which has relatively the same status as the schools to be included in the main study.
 - Randomly selecting students that would take part in study. Accordingly, 45 students were selected randomly to take part in the survey: fifteen from each of the grades seven, nine, and eleven. Due consideration was paid to the student roster and gender in the selection process to ensure fair representation.
 - Checking the time needed to fill the questionnaire. The time needed was 15-20 minutes.
 - Checking the clarity of items. They were found to be clear.
 - Checking the validity and reliability of the self-esteem and social media usage scales.

To check the validity of the SE and SMU assessment instruments, the researcher conducted face validity (Gaber & Gaber, 2010). Two instructors from the School of Psychology reviewed the tools and suggested that the tools were commonly used and are applicable with minimal contextualization. Subsequently adjustments were made on some items that lacked clarity in the Amharic version and feedback on the scoring of the items was also implemented. Based on the pilot data collected, Cronbatch alpha reliability test of the instrument was measured for both scales and found to be sufficient as shown in the table below.

Table 2: Cronbach's Alphas Reliability for the SE and SMU Scales

Scale	Number of items	Reliability coefficient for original scale	Reliability coefficient for pilot study
SE	10	.82	.76
SMU	29	.94	.89

3.6 Procedures for data collection

Open-ended and closed questions were prepared in English and translated into Amharic by a journalism and communication expert with wide experience in translation. To ensure the accuracy of the data collection, the questions prepared and the translation were verified by a developmental psychology expert, who confirmed its quality and suggested only minor adjustments to some questions. Prior to distributing the questionnaires, participants were given the necessary orientation on how to complete them. The participants filled out the questionnaire in the presence of the researcher, and 20 minutes were given to them to complete in their own classrooms. The data collection was carried out with the permission of the teachers, the majority of who left class early to let the researcher gather data from the students. A single questionnaire was given out to each student at their desk, and only one student was permitted to fill out the questionnaire at each desk. There were two to three classes in each grade level; two volunteer data collectors were present in addition to the researcher to provide support. The data collection for the three grade levels was carried out separately, and accordingly after gathering data from one grade, the researcher proceeded to the other grades. The data was collected from two schools on different days, with the cooperation of school teachers, principals, and additional other staff members. After the data collection, the researcher checked for completeness of the data.

3.7 Methods of Data Analysis

The data were analyzed using the Statistical Package for Social Science Software Program (SPSS). To address research questions, the following analysis were conducted after describing the overall data.

The relationship between adolescent self-esteem and social media usage was analyzed using correlation; for the research question regarding gender differences in SMU and SE, t-test was

employed; and for analyzing the differences among the three grades in SMU and SE, one-way Anova statistical analysis method was used. The research question about the weight of gender, academic performance and age variables in predicting self-esteem was investigated by using multiple regression using coding as necessary (eg. gender and academic performance). The assumptions of normality and homogeneity of variance were checked before the analysis.

3.8. Ethical Issues

Before the distribution of questionnaires to respondents, the researcher notified the respondents that participation in this study will be based solely on their willingness. Respondents were also being informed that the information they provide will be kept confidential.

- In addition, the researcher submitted a letter of support from the school of psychology to the selected schools and explained to them the purpose and procedure of the study.

CHAPTER FOUR

RESULTS

4.1 Descriptive statistics

General characteristics of the study population

A total of 235 middle and high school students were joined in this study. 61 (26.00%) of them were 12-13 years old in early adolescence age, whereas 151 (64.20%) of them were aged 14-17 years old in middle adolescence and 23 (9.80 %) of them were 18-19 years old in late adolescence category. Females comprised 53.20% of the respondents and 46.80% of the respondents were males. There were 85(36.2%) grade 7 students, 70(29.8%) grade 9 and 80(34.0%) grade 11 students. According to the first semester of 2015 E.C results of the students, 144 students (61.30%) obtained academic results over 80%, whereas 91 students (38.70%) had scores below 80%. This shows that the majority of the students achieved results above 80%. Social Media Addiction Scale mean among the students was found to be 77.98, whereas the median was 77. The average self-esteem score for the students as a whole was 29, whereas the median was 29. Close to 50% of them i.e., 108 (46 %) of had high self-esteem, 78(33 %) of them were in the middle range and 49 (21 %) were at low level self-esteem.

Following are details.

Table 3: Descriptive Statistics for Study Variables

Variables	Categories	Frequency (%)
Age (years)		
	12 -13	61 (26.00)
	14 -17	151 (64.20)
	18 – 19	23 (9.80)
Gender		
	M	110 (46.80)
	F	125 (53.20)
Grade		
	7	85 (36.20)
	9	70 (29.80)
	11	80 (34.00)
Academic Performance		
	< 80	91 (38.70)
	>=80	144 (61.30)
Self-esteem		
	Low	49 (21)
	Middle	78 (33)
	High	108 (46)

Table 4: Descriptive Statistics of SE and SMU

	N	Mean	Std. Deviation
SE	235	29.004	4.323
SMU	235	77.98	8.534
Valid N (list wise)	235		

The above tables show that, for the total respondents (n= 235) the mean and SD were 29 and 4.3 in the case of self-esteem and 77.98 and 18.53 in the case of social media usage.

4.2 Statistical Analysis

The following results were obtained.

Correlations

The relationship between self-esteem and social media usage show that they have negative relationship, that is, $r -0.266$. For further clarification of negative relationship between self-esteem and social media usage, see the following graph.

Fig. 3: The Relationship between self-esteem and social media usage

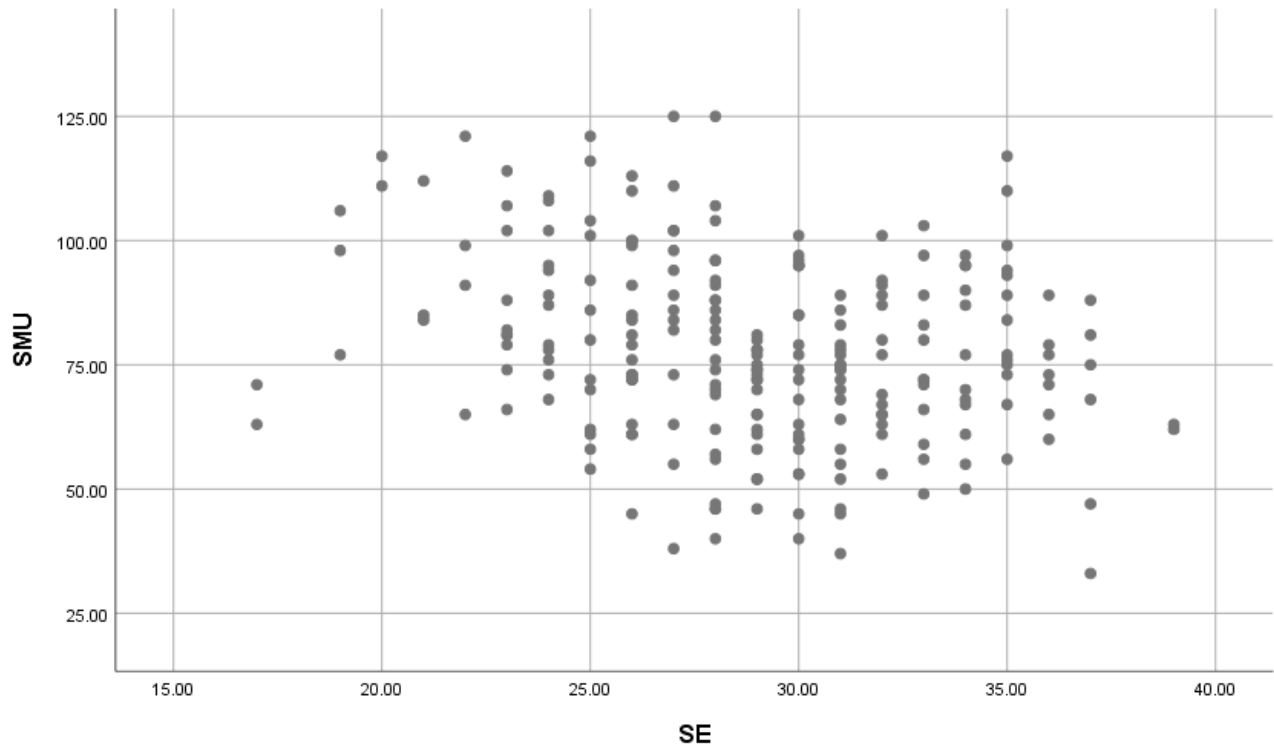


Table 5: Independent Samples t-Test Results for Self-Esteem and Social Media Usage by Gender

		Sig. (2-tailed)	Mean Difference	Std. Error Difference	Mean	Std. Deviation
SE	Equal variances assumed	.093	.949	.563	29.5091	4.210
	Equal variances not assumed	.092	.949	.561	28.5600	4.3891
SMU	Equal variances assumed	.013	-6.018	2.396	74.7818	17.227
	Equal variances not assumed	.012	-6.018	2.379	80.8000	19.24293

Note: SE = Self-Esteem SMU= Social Media Usage

The p-value of 0.092 indicates that the difference in Self-esteem between the two groups (males and females) is not statistically significant, as it is above of 0.05. On the other hand, the p-value of 0.012 suggests a statistically significant difference in Social Media usage between the two groups, with females using social media more compared to males.

Table 6: A one-way ANOVA for Self-Esteem and Social Media Usage Difference across grade groups

		Sum of Squares	Df	Mean Square	F	Sig.
SE	Between Groups	150.089	2	75.04	4.123	.017
	Within Groups	4222.907	232	18.20		
	Total	4372.996	234			
SMU	Between Groups	3064.122	2	1532.06	4.597	.011
	Within Groups	77319.810	232	333.27		
	Total	80383.932	234			

The above results indicate statistically significant differences between the groups (grades 7, 9, and 11) in both SE and SMU. This suggests that the "Grade" variable significantly impacts both self-esteem and social media usage. Further analysis helps to explain the nature of these differences, including which specific groups differ from each other and to what extent.

Table 7: Post Hoc Tests: Multiple Comparisons Using Tukey HSD, Specific Grade groups Differ from Each Other

Dependent Variable	(I) Grade	(J) Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
SE	Grade 7	Grade 9	1.258	.6886	.163	-.366	2.882	
		Grade 11	-.733	.665	.513	-2.300	.835	
	Grade 9	Grade 7	-1.258	.689	.163	-2.882	.366	
		Grade 11	-1.991*	.698	.013	-3.638	-.344	
	Grade 11	Grade 7	.733	.665	.513	-.835	2.300	
		Grade 9	1.991*	.698	.013	.344	3.638	
	SMU	Grade 7	Grade 9	-7.369*	2.947	.035	-14.319	-.419
			Grade 11	-7.637*	2.844	.021	-14.345	-.929
Grade 9		Grade 7	7.369*	2.947	.035	.419	14.319	
		Grade 11	-.268	2.988	.996	-7.316	6.780	
Grade 11		Grade 7	7.637*	2.844	.021	.929	14.345	
		Grade 9	.268	2.988	.996	-6.780	7.316	

*. The mean difference is significant at 0.05 level.

The above table indicates the following:

With regard to the difference in Self-Esteem (SE):

A. Grade 7 and Grade 9: The difference in self-esteem scores is 1.26, but this isn't statistically significant (p-value is 0.163), meaning it could just be random variation and isn't a reliable indicator of a real difference.

B. Grade 7 and Grade 11: The difference in self-esteem is -0.73, but again, this isn't statistically significant (p-value is 0.513). This suggests there's no proof of a difference.

C. Grade 9 and Grade 11: Here, the difference is -1.99, and this is statistically significant (p-value is 0.013). This indicates a real difference, suggesting that Grade 11 students have lower self-esteem compared to Grade 9.

With regard to the difference in Social Media Usage (SMU)

A. Grade 7 and Grade 9: The difference in social media usage is -7.37, and this is statistically significant (p-value is 0.035), indicating that Grade 9 students use social media much more than Grade 7.

B. Grade 7 and Grade 11: The difference in usage is -7.64, which is also statistically significant (p-value is 0.021). This suggests that Grade 11 students use social media more than Grade 7.

C. Grade 9 and Grade 11: The difference is -0.27, but this isn't statistically significant (p-value is 0.996), suggesting that there's no noticeable difference in social media usage between Grade 9 and Grade 11.

The result concerning the prediction of self-esteem from selected variables (i.e., gender, Academic Performance and age) is presented below.

Table 8: ANOVA for the Regression Model Predicting Total Self-Esteem (SE)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	395.37	5	69.873	4.681	.000b
Residual	3977.62	229	14.926		
Total	4372.99	234			

a. Dependent Variable: SE

b. Predictors: (Constant), Academic Performance, Gender, Age, SMU

The above table suggests that gender, academic performance, age and social media usage contribute approximately 9.04% to the prediction of Self-Esteem i.e. 395.37/4372.99.

A multiple regression analysis was conducted to assess the predictive power of social media usage on self-esteem and other predictors' i.e age, gender, and academic performance.

Social media usage has a negative and statistically significant effect on self-esteem, with every unit increase in SMU is associated with a 0.061 unit decrease in self-esteem. In contrast, Gender has a positive but not statistically significant effect on self-esteem. The beta coefficient suggests a small negative standardized effect. Age shows a positive but not statistically significant effect on self-esteem, with a small positive standardized effect. Similarly, Academic Performance exhibits a negative but not statistically significant effect on self-esteem. The beta coefficient suggests a small negative standardized effect.

Table 9: Regression Coefficients for Predicting SE

Model	Predictors	B	Std. Error	Beta	T	Sig.
1	(Constant)	31.97	2.58		3.590	.000
	SMU	-.061	.015	-.26	-4.027	.000
	Gender	.597	.552	-.069	-1.083	.280
	Age	.247	.151	.104	1.631	.104
	Academic Performance	-.758	.560	-.086	-1.352	.178

So the table showed that social media usage is the only significant predictor of self-esteem; presenting a negative relationship. Other predictors, including gender, age, and academic performance, do not significantly predict self-esteem, as their p-values are 0.280, 0.104, and 0.178, respectively.

CHAPTER FIVE

DISCUSSION

The study investigated the relationship of SMU and SE. The study also tried to predict self-esteem using gender, age, grade level and academic performance as predictors. Furthermore, relationships among the different variables involved in the study were examined. In the analysis, Pearson-product correlation, t-test, one-way Anova and multiple regressions were used.

In this study, the relatively small standard deviation compared to the mean for self-esteem scores suggests that, these scores are fairly grouped around the mean, indicating low variability in self-esteem levels among participants. In contrast, the relatively high standard deviation compared to the mean for social media usage scores indicates greater variability, implying that participants' social media usage habits are more diverse.

This section discusses the results in comparison to previously reviewed studies and highlights major findings related to the basic research questions.

5.1 Self-esteem and Social Media Usage

The study's results revealed that 46% of students exhibited high self-esteem, 33 % fell within the middle range, and 21% had low-level SE scores. The average score for Social Media Usage (SMU) was 77.98, indicating a medium range. The analysis showed a weak negative relationship ($r = -0.266$) between SMU and SE among adolescents students. This finding is consistent with Million (2020), who observed a negative link between students' self-esteem and their social media use, suggesting that excessive use may adversely affect self-esteem. Other study also identified a strong inverse relationship between social media use and students' sense of self-worth, indicating that increased time spent on social media corresponds to lower self-worth Chaka (2022). Bergagna and Tartaglia (2018) reported a detrimental link between students' self-esteem and social media use, emphasizing the potential negative impact of overuse. Jan et al. (2017) highlighted that individuals with low self-esteem are more likely to compare themselves to others on social media, leading to increased time spent searching for information and creating an idealized self-image.

Despite these findings, the current results differ from the study conducted by Smith-Duff in 2012, which found a weak and non-significant association between Facebook use and self-esteem in both males and females. Raymer (2015) indicated that individuals with high self-esteem tend to have a more positive experience on the platform.

Furthermore, Tazghini and Siedlecki's (2013) study supports the idea that individuals with high self-esteem engage more expressively and communicatively on Facebook by sharing images, ideas, and thoughts, in contrast to those with low self-esteem. Valerie Barker's study in 2009 explored the social aspects of Facebook use among individuals with reportedly high self-esteem. Additionally, Ikachoi et al. (2015) emphasized the role of social media in creating and maintaining meaningful relationships.

5.2 Self-esteems, Social Media Usage and Other Predictors

In this study, among the demographic variables analyzed, gender, age, and academic performance have no significant effect on self-esteem with regard to social media usage. This finding aligns with Farooq et al. (2023), who reported that age, gender, and socio-economic status are non-significant variables. Similarly, Heng (2015) investigated the connection between Facebook profile pictures, gender, and self-esteem, and revealed the absence of significant relationship between gender and self-esteem. Zam et al. (2022) did not also find a significant difference in social media addiction or self-esteem between male and female students.

On the other hand, this study does not align with Guðmundsdóttir (2017), who identified a substantial difference in the self-esteem scores of boys and girls, reporting little to no use of social media. Si et al. (2023) reported a significant interaction, with girls exhibiting higher self-esteem and boys experiencing lower self-esteem in cases of high digital citizenship. Ma (2022) found that when considering age, socio-economic status, and gender, social interaction played a significant role in self-esteem. Moreover, Sherin and Mukkadan (2019) explored the relationship between social media usage, academic achievement, and self-esteem, and revealed a positive correlation between academic achievement and social media usage. While in this study, age shows a positive but not statistically significant effect on self-esteem, this differs from Cherry (2022), who mentioned that self-esteem can be influenced by age, with potential variations

across different life stages. The lack of significant findings in this study might be due to the limited age categories.

Furthermore, this study indicates no statistically significant difference in self-esteem between males and females, but Hasan (2018) found significant gender differences in self-esteem, particularly related to appearance in adolescent girls. This discrepancy could be due to the difference in the cultural contexts of the area where the two studies were conducted. However, females use social media significantly more than males. Studies by Steinsbekk et al. (2021) and Hussain (2015) align with these findings, noting that females exhibit higher social media usage. Steinsbekk et al. (2021) also noted that females generally have lower self-esteem related to appearance, which may relate to higher SMU. On the other hand, Sebsibachew (2019) reported that male students are at greater risk of social media usage.

Generally, it seems that gender, age, and academic performance do not consistently influence self-esteem. However, statistically significant differences were found in self-esteem and social media usage between different grade levels, with Grade 11 showing lower self-esteem compared to Grade 9 and higher social media usage compared to Grade 7. Harrison (2006) found that grade level predicts self-complexity, which may relate to self-esteem. The finding of this study shows that, older students (Grade 11) have lower self-esteem, which aligns with higher self-complexity in higher grades. The higher social media usage in higher grades is consistent with findings by the American Academy of Child Adolescent Psychiatry (AACAP) and Sebsibachew (2019), who noted increased social media usage in higher school grades.

The study has limitations. While this study contributes valuable insights into the relationship between adolescent self-esteem and social media usage, it is essential to acknowledge certain limitations that may impact the generalizability and interpretation of the findings:

- The study is limited to two private schools in Gulele sub-city, Addis Ababa. The findings may not represent the broader population of adolescents in other schools (private and public) with different socio-economic status.
- Trust on self-report measures, such as questionnaires, may introduce response bias. In some cases, the students may not give the true/accurate response.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

The study shows a negative relationship between students' self-esteem and social media usage. This implies that as social media usage increases, self-esteem tends to decrease.

Furthermore the study also indicates a clear pattern related to grade levels, SE and SMU among students, as grade levels increase, self-esteem tends to decrease, particularly evident in from Grade 9 to Grade 11. Conversely, social media usage increases as students move to higher grades, as noticed from Grade 7 to Grade 9 and from Grade 7 to Grade 11. These findings suggest a potential correlation where older students experience lower self-esteem and higher engagement with social media. On the other hand, gender alone may not significantly influence self-esteem levels. In contrast, regarding social media usage, gender plays a notable role in shaping social media behavior. This highlights the importance of considering gender differences in understanding adolescents' social media engagement.

Looking at other studies, the relationship between social media use and self-esteem is complicated, with differing patterns observed among individuals with high and low self-esteem. While some studies highlight positive experiences and social interactions among those with high self-esteem, others reveal a more refinement emotional response and usage pattern. The multifaceted nature of these findings suggests the need for a comprehensive understanding of how social media influences individuals' self-esteem and interpersonal dynamics. This suggests that the influence of social media usage on self-esteem may not be as simple or direct as primarily assumed and the rapid evolution of technology may impact the significance of the study's findings over time. Changes in social media platforms, usage patterns, or the introduction of new technologies could influence how adolescents interact with digital platforms so the area needs more concern and further research.

The study primarily investigates age, gender, academic performance, and grade level as potential influencers of SE. To widely understand their impact, further analysis and exploration of these factors are required. Recognizing the limitations stated earlier (under Discussion), future research must overcome these barriers to attain a more holistic understanding of the subject matter. This include a larger and more diverse sample size, including adolescents from various geographic areas, school types (both public and private), and socio-economic backgrounds.

Additionally, it is essential to consider other psychosocial factors, such as peer influence, family dynamics and parenting style. Offline social interactions may also contribute to the relationship between SMU and SE.

Furthermore, there are practical implications for schools and parents arising from these findings. It is essential for educators and parents to remain attentive and actively guide students and children in navigating social media use by providing education on responsible social media practices, promoting healthy digital habits and offline activities that enhance self-esteem. This positive approach may play an essential role in supporting adolescents' overall well-being and adopting a more balanced and positive online and offline lifestyle.

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Appendix 1. Amharic version for Demographic Questionnaires

በተማሪዎች የሚሞላ መጠይቅ

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና የስነምግባር ሳይንስ ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

ዕድሜን ግዛው እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ ሳይኮሎጂ ትምህርት ቤት የ2ኛ ዲግሪ ተማሪ ነኝ። በማህበራዊ ሚዲያ አጠቃቀም እና ስለ ራሳችሁ ባላቸው አመለካከት ግንኙነቱን ጥናት እያካሄድኩ ነው። ከዚህ በታች ለተዘረዘሩት ጥያቄዎች የሚሰጧቸው ምላሾችዎ በጥብቅ ሚስጥርነት እና በከፍተኛ የጥናትና ምርምር ስነምግባር ይጠበቃሉ። በግለሰቦች ላይ የሚደረግ ልዩ ትኩረት ስለማይኖር ስምዎትንም ሆነ የመታወቂያ ቁጥሮችን እንዲፀፉ አይጠየቁም። ምላሹን ካልተሰማዎት በዚህ ጥናት የሚያደርጉትን ተሳትፎ በማንኛውም ጊዜ ማቆም ይችላሉ።

በቅድሚያ ውድ ጊዜዎን ሰውተው መጠይቁን ሊሞሉ ፈቃደኛ ስለሆኑ አመሰግናለሁ።

ክፍል 1: የመላሾች ዳራ

1. እድሜ _____
2. የታ- ወንድ ሴት
3. የክፍል ደረጃ:- 7ተኛ 9ኛ 11ኛ
4. ያለፈው ሴሚስተር አማካኝ ውጤት/ሽ ስንት ነበር

Appendix 2. : Amharic version for Self-Esteem Scale Questionnaires

ስለራስዎ ያለዎትን ስሜት(አመለካከት) መሙያ ቅፅ:-

አጠቃላይ ስለራስዎ ያለዎትን ስሜት በተመለከተ ከታች መልስ የሚሰጡባቸው መግለጫዎች ቀርቧል።እባክዎትን በእያንዳንዱ መግለጫ ትይዩ ምን ያህል በመግለጫው እንደሚስማሙ ወይም እንደማይስማሙ የኤክስ (x) ምልክት በማድረግ ይግለፁ።

መግለጫ	በጥብቅ አልስማማም	አልስማማም	እስማማለሁ	በጥብቅ እስማማለሁ
1.በጥቅሉ ሲታይ እኔ ስለራሴ ሁኔታ ደስተኛ ነኝ።				
2.አንዳንድ ጊዜ እኔ ምንም የምረባ ሰው አይደለውም ብዬ አስባለው				
3. ብዙ መልካም ባህሪያት እንዳሉኝ ይሰማኛል።				
4. ሌሎች እንደሚያደርጉት ሁሉ እኔም ነገሮችን የማድረግ ችሎታ አለኝ።				
5. ብዙ የምኮራበት ነገር እንደሌለኝ ይሰማኛል።				
6. አንዳንዴ በርግጥም ዋጋ ቢስ እንደሆንኩኝ ይሰማኛል				
7. ዋጋ ያለኝ ሰው እንደሆንኩ ይሰማኛል ቢያንስ ቢያንስ ከሌሎች ጋር በተመጣጠነ ደረጃ ።				
8. ለራሴ የበለጠ ክብር በኖረኝ ብዬ እመኛለሁ።				
9. ይብዛም ይነስም እራሴን ዋጋ የለውም ወደሚለው ስሜት አዘነብላለሁ።				
10. ለራሴ አዎንታዊ አመለካከት አለኝ።				

Appendix 3. : Amharic version for Social Media Usage Scale Questionnaires

የማህበራዊ ሚዲያ አጠቃቀም የደረጃ መመዘኛ ቅፅ:-

ከማህበራዊ ሚዲያ አጠቃቀም ጋር በተያያዙ ከታች ልዩ ልዩ መግለጫዎች ቀርበዋል። እያንዳንዱን መግለጫ በጥንቃቄ እንዲያነቡትና እኔን በደንብ በትክክል ይገልፀኛል ከሚሉት መግለጫ ጎን የኤክስ (x) ምልክት እንዲያኖሩ ተጠይቀዋል። እባክዎን እያንዳንዱ መግለጫ አይዘለሉ ሁሉንም ምልክት ያድርጉባቸው።

መግለጫ	በጥብቅ አልስማም	አልስማማም	ገለልተኛ	እስማማለሁ	በጥብቅ እስማማለሁ
1. ሁሌም ማህበራዊ ሚዲያን ለመጠቀም ሰፍ እላለሁ።					
2. ማህበራዊ ሚዲያን ለመጠቀም የገጥሞ ቦታ ጠቅላላ በሆነበት በአካባቢው የኢንተርኔት መኖርና አለመኖር አረጋግጣለሁ።					
3. ጧት ከእንቅልፌ ስነሳ መጀመሪያ የማደርገው ወደ ማህበራዊ ሚዲያ መሄድ ነው።					
4. ማህበራዊ ሚዲያን የምጠቀመው ከገሃዱ ዓለም ለማምለጥ ነው።					
5. ለኔ ሕይወት ካለማህበራዊ ሚዲያ ትርጉም አልባ ነው።					
6. ሌላ ሰው እንኳ ካጠገቤ ቢኖር ማህበራዊ ሚዲያ መጠቀምን እመርጣለሁ።					
7. በገሃዱ ዓለም ከማገኘው ጓደኝነት ይበልጥ የማህበራዊ ሚዲያ ጓደኝነትን እመርጣለሁ።					
8. ማህበራዊ ሚዲያ ውስጥ ከምገናኛቸው ሰዎች					

ይበልጥ እራሴን በተሻለ መልክ እገልጻለሁ።					
9. በሶሻል ሚዲያ ውስጥ ስሆን መምሰል እንደምፈልገው ዓይነት ነኝ።					
10. ሁሌም ሰዎችን በሶሻል ሚዲያ በኩል ለመገናኘት እመርጣለሁ።					
11. ቤተሰቦቼ ቢቆጡኝም እንኳ ማህበራዊ ሚዲያን ከመጠቀም ወደ ጎላ አልልም።					
12. ብቻዬን ስሆን ጊዜዬን ማህበራዊ ሚዲያ ላይ ማሳለፍ እፈልጋለሁ።					
13. በገሃዱ አለም በቀጥታ ከሰዎች ጋር ከመገናኘት ይልቅ ሰዎችን በማህበራዊ ሚዲያ አማካኝነት መገናኘትን እመርጣለሁ።					
14. ማህበራዊ ሚዲያ በያንዳንዱ ቀን የሕይወቴ እንቅስቃሴ ላይ ይገባል።					
15. ብዙ ጊዜዬን በማህበራዊ ሚዲያ ስለማጠፋ የቤት ስራዬን ለሌላ ጊዜ አስተላልፈዋለሁ።					
16. በማህበራዊ ሚዲያ የማጠፋውን ጊዜ እንድቀንስ ከተገደድኩ ጥሩ ስሜት አይሰማኝም።					
17. ከሶሻል ሚዲያ ስርቅ ደስተኝነት አይሰማኝም።					
18. በሶሻል ሚዲያ ላይ ስሆን በጣም ደስ ይለኛል።					
19. ሶሻል ሚዲያን አዘውትራ ከመጠቀሜ የተነሳ ቤተሰቦቼን ቅር አሰኛለሁ።					
20. ሚስጢራዊው የማህበራዊው ሚዲያ ዓለም ሁሌም ያስደምመኛል።					
21. ማህበራዊ ሚዲያ ላይ ስሆን መራቤንና					

መጠማቱን እንኳ ልብ አልለውም።					
22. በማህበራዊ ማድያ አጠቃቀሜ የተነሳ ውጤታማነቱ እየቀነሰ እንደመጣ ተገንዝቤአለሁ።					
23. በማህበራዊ ማድያ አጠቃቀሜ የተነሳ አካላዊ ችግር ገጥሞኛል።					
24. እየሆነ ስላለው ነገር ወዲያው መረጃውን ለማግኘት ስል መንገድ ላይ እየተጓዝኩም ቢሆን ማህበራዊ ሚዲያን እከታተላለሁ።					
25. ወቅታዊ መረጃ ለማግኘት ማህበራዊ ሚዲያ መጠቀምን እወዳለሁ።					
26. የማህበራዊ ሚዲያ ቡድኖች የሚጭኑትን ወቅታዊ መረጃ ለማግኘት ስል ማህበራዊ ማድያን እጎረገራለሁ።					
27. ለየት ያሉ መግለጫዎችን ለማወቅ ስል (ለአብነት ልደት) የበለጠ ጊዜየን በማህበራዊ ሚዲያ ላይ አጠፋለሁ።					
28. ከምሳሌው ትምህርት ጋር በተያያዘ (ለአብነት የቤት ስራ እና ሌሎች የትምህርት ቤት እንቅስቃሴዎች) ወቅታዊ መረጃን ለማግኘት ስል ማህበራዊ ሚዲያ ላይ ረዘም ላለ ጊዜ እንድቆይ ያደርገኛል።					
29. ቤተሰቦቼና ጓደኞቼ የሚያጋሯቸውን ወቅታዊ መረጃዎች ወዲያው ለማግኘት ስል ሁሌም በማህበራዊ ሚዲያ ላይ ንቁ ተሳታፊ ነኝ።					

Appendix 4 : English version for Demographic Questionnaires

Demographic Questionnaires

1. Age _____

2. Gender- Male Female

3. Grade Level : - 7th 9th 11th

4. First Semester Average Result

Appendix 5 . English version for Self-esteem Scale Questionnaires

Scale: ROSENBERG SELF-ESTEEM SCALE

Instructions

Below is a list of statements dealing with your general feelings about yourself. Please Indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

7. I feel that I'm a person of worth, at least on an equal plane with others.

Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

Appendix 6. English version for Social Media Usage Scale Questionnaires

Social Media Addiction Scale - Student Form:

EXPLANATION: Different states related to social media use on the internet are given below. You are asked to read each expression carefully and put (X) for the expression you deem the most correct for you. Do not skip any item and mark each state please.

Strongly disagree

Disagree

Neither agree nor disagree

Agree

Strongly agree

1. I am eager to go on social media.
2. I look for internet connectivity everywhere so as to go on social media.
3. Going on social media is the first thing I do when I wake up in the morning.
4. I see social media as an escape from the real world.
5. A life without social media becomes meaningless for me.
6. I prefer to use social media even there are somebody around me.
7. prefer the friendships on social media to the friendships in the real life.
8. I express myself better to the people with whom I get in contact on social media
9. I am as I want to seem on social media.
10. I usually prefer to communicate with people via social media.
11. Even my family frown upon, I cannot give up using social media.
12. I want to spend time on social media when I am alone.
13. I prefer virtual communication on social media to going out.
14. Social media activities lay hold on my everyday life.
15. I pass over my homework because I spend much time on social media.
16. I feel bad if I am obliged to decrease the time I spend on social media.
17. I feel unhappy when I am not on social media
18. Being on social media excites me
19. I use social media so frequently that I fall afoul of my family.

20. The mysterious world of social media always captivates me
21. I do not even notice that I am hungry and thirsty when I am on social
22. I notice that my productivity has diminished due to social media
23. I have physical problems because of social media use
24. I use social media even when walking on the road in order to be instantly informed about developments.
25. I like using social media to keep informed about what happens.
26. I surf on social media to keep informed about what social media groups share.
27. I spend more time on social media to see some special announcements.(e.g. birthdays
28. Keeping informed about the things related to my courses (e.g. homework, activities) makes me always stay on social media
29. I am always active on social media to be instantly informed about what my kith and kin share.