

**Addis Ababa University
College of Education and Behavioral Studies
School of Psychology**

**The Relationship of Social Networking to Adolescent
Psychosocial Adjustment in Selected Preparatory
Schools of Addis Ababa**

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Table of contents

Contents	Page
Acknowledgments-----	I
Acronyms and Abbreviation-----	II
Abstract-----	III
List of Tables-----	IV
List of Figures-----	V
Chapter One: Background of the Study -----	1
1.2. Statement of the Problem-----	4
1.3. Objectives of the Study-----	5
1.3.1 Specific Objectives-----	5
1.4. Research Questions-----	5
1.5. Significance of the Study-----	6
1.6. Scope of the Study-----	6
1.7. Operational Definitions-----	6
Chapter Two: Review of Related Literature-----	7
Chapter Overview-----	7
2.1. Adolescent’s Psychosocial Development-----	8
2.2. The Internet-----	11
2.2.1. Background of the Internet-----	11
2.2.2. The Emergence of Social Networking-----	13
2.2.3. Social Networking in Ethiopia-----	16
2.2.3.1. General background-----	16
2.2.3.2. Facebook in Ethiopia-----	18
2.3. Theoretical Framework-----	21
2.3.1. Uses and Gratification Theory-----	22
2.3.2. Social Cognitive Theory -----	23
2.3.3. Dependency Theory-----	24

2.4. Adolescent's Media use-----	25
2.5. Social Networking Usage by Adolescents-----	28
2.6. Social Networking usage and Psychosocial Adjustment of Adolescents-----	33
2.6.1. Social Networking and Adolescent's Self-esteem-----	34
2.6.2. Social Networking and Depression-----	38
2.6.3. Social Networking and Social Anxiety-----	40
2.7. Factors that may Influence Social networking use and its Relationships with Psychosocial Adjustment-----	43
2.7.1. Sex Difference-----	43
2.7.2. Personality Characteristics-----	44
2.7.3. School Type-----	45
2.7.4. Online Time-----	46
2.8. The Psychosocial Adjustment Difference Between Facebook Users and Non users-----	46
Summary-----	47
Chapter Three: Research Design and Methodology-----	48
3.1. The Study Site-----	48
3.2. Population of the Study-----	48
3.3. Participants of the Research-----	49
3.4. Sampling Techniques-----	49
3.5. Tools for Data Collection-----	50
3.6. Pilot Study-----	51
3.7. Procedures of Data Gathering-----	52
3.8. Ethical Consideration-----	52
3.7. Method of Data Analysis -----	53
Chapter Four: Results of the Study-----	54
4.1. Demographic Characteristics of Participants-----	54
4.2. Qualitative Analysis-----	56
4.2.1. Why do Preparatory Students use Facebook? -----	57
4.2.1. 1.Social Utility-----	57
4.2.1.2. Diversion-----	58

4.2.1.3. Cognition-----	59
4.2.1.4. Withdrawal-----	60
4.2.1.5. Other Reasons for using Facebook-----	60
4.3. Correlation Matrix among Potential Predictors and Psychosocial Adjustment-----	61
4.4. Psychosocial Adjustment across Level of Facebook Usage-----	62
4.5. Psychosocial Adjustment of Facebook Users by Sex-----	63
4.6. The Psychosocial Adjustment of Facebook users across Private and Public Preparatory Students-----	64
4.7. Psychosocial Adjustment across Facebook Users and Non user Groups-----	65
Chapter Five: Discussion-----	67
5.1. The Main Reasons of Preparatory Students for using Facebook-----	67
5.2. The Relationship Between Facebook Usage and Psychosocial Adjustment-----	70
5.3. The Level of Facebook Usage and Psychosocial Adjustment-----	71
5.4. Sex Difference in Facebook Use and Psychosocial Adjustment-----	72
5.5. Psychosocial Adjustment Difference Between Facebook User Students from Public and Private Schools-----	73
5.6. Psychosocial Adjustment Difference Between Facebook User and Non user Groups-----	74
Chapter Six: Summary, Conclusions and Recommendations-----	75
6.1. Summary-----	75
6.2. Conclusions-----	77
6.3. Recommendations-----	78
References-----	81

Appendix

Appendix I: Demographic Questionnaire

Appendix II: Level of Facebook use Questionnaire

Appendix III: Self-esteem Questionnaire

Appendix VI: Depression Questionnaire

Appendix V: Social Anxiety Questionnaire

Annex

Annex I: Lottery Method used to Select Four Sub-cities

Annex II: List of Preparatory Schools in Four Sub-cities

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Acronyms and Abbreviation

AAEB - Addis Ababa Education Bureau

CSA - Central Statistics Agency

EDHS - Ethiopian Demographic Health Statistics

MOE - Ministry of Education

r_{pb} - Point-Biserial Correlation Coefficient

SD - Standard Deviation

Sig - Significance

SNS - Social Networking Site

SPSS - Statistical Package for the Social Science, computer soft ware

UK - United Kingdom

USA - United States of America

WHO - World Health Organization

Abstract

This study was undertaken to find out the relationship of social networking to adolescent students' psychosocial adjustment in selected preparatory schools of Addis Ababa. One hundred eighty eight students from four preparatory schools (two from public and two from private) were selected by using multistage sampling. They were asked to check their level of social networking usage and psychosocial adjustment. The results were analyzed using SPSS version 20 computer software. The results show that (1) preparatory students mainly use Facebook for social utility, (2) there is a relationship between students' Facebook usage and students' psychosocial adjustment, (3) students with higher Facebook usage show lower psychosocial adjustment, (4) there is no difference between male and female students in their psychosocial adjustment, (5) private preparatory school students show higher Facebook usage and lower psychosocial adjustment than public preparatory school students, and (6) there is a difference between Facebook users and non-users in their psychosocial adjustment, Facebook non-users show high psychosocial adjustment than high-users. The results are analyzed and interpreted from the point of view of past research, and conclusions are drawn. This study suggests that preparatory students need to be encouraged to use the site for educational purpose. Besides, those students who spent longer time on Facebook should be advised to minimize their on-line time.

List of Tables

Table 1 - Demographic Information-----	54
Table 2 - Mean and Standard Deviation of the Participants' Facebook Usage and Psychosocial Adjustment Measures -----	56
Table 3 - Reasons of Students for Using Facebook-----	57
Table 4 - Correlation Matrix-----	61
Table 5 - ANOVA of the Levels of Facebook Usage and psychosocial Adjustment-----	62
Table 6 - Test of Difference Among Low-users, Moderate-users and High-users -----	63
Table 7 - Psychosocial Adjustment Difference Between Males and Females-----	63
Table 8 - Difference Between Males and Females in Facebook Usage-----	64
Table 9 - Psychosocial Adjustment Difference Between Public and Private Schools-----	64
Table 10 - Difference Between Public and Private School Students in Facebook Usage-----	64
Table 11 - Difference Between Facebook Users and Non Users-----	65
Table 12 - ANOVA of Non-users, Low-users, Moderate-users and High-users-----	65
Table 13 - Test of Difference Among Non-users, Low-users, Moderate-users and High-users in their Psychosocial Adjustment-----	66

List of Figures

Figure 1 - World Facebook Users by Region in 2014-----	15
Figure 2 - Ethiopian Facebook Users from 2009 up to 2014-----	19
Figure 3 - Ethiopian Facebook Users by Age Group-----	20

Chapter one

1. Background of the Study

The current young generation especially in developing countries is confronting adulthood in a world vastly different from the former generation. Today HIV/AIDS, globalization, electronic communication, migration and economic problems are among the major challenges of youth (Fatusi & Hindin, 2010). Moreover, more than one billion of the world population is young aged between 11 and 24 years, and often likely thought as a healthy group (WHO, 2013).

When we come to the Ethiopian context, over 15% of its population is between 12 - 19 years, and more than 20% of the population who live in Addis Ababa are found in the 12-19 age range (Ethiopian Demographic Health Statistics, 2012). In Addis Ababa, currently there are 81 preparatory schools (45 private, 16 public and 20 schools run by other groups such as religious organizations, communities and foreign organizations).

In the 2013/14 school year, more than fifty thousand regular preparatory students were enrolled in all secondary preparatory schools (in grade 11-12). From the total preparatory enrollment 82 percent of students were enrolled in public and private preparatory schools, (67 % and 33 % respectively) (City Government of Addis Ababa Education Bureau, 2013/14).

Today social networking usage is becoming a critical issue especially in relation with the psychosocial adjustment of adolescents. The use of online social networking sites to communicate with family and friends and to meet people has a significant effect on the ways people interact. It has increased people's capacity for making and sustaining friendships as well as facilitating regular communication with family and friends. Researchers however, are just beginning to understand the challenges and benefits of social networking usage (Boyd, 2008).

Currently there are more than two billion people worldwide using Internet (Pew Research Center, 2013), and more than one billion people use a social networking site known as Facebook. Besides, an increasing number of people have started using this social networking and most of the users are youth (Socialbakers, 2013 b). Consequently, the large number of people using social networks on a daily basis raises concerns about possible effects on physical, social and psychological health (Madden, 2007).

In Ethiopia, reports indicate that the introduction of telecommunications services dates back to 1894, when Minilik II, the then King of Ethiopia, introduced telephone technology to the country. But the Internet technology was introduced in 1997. At that time the number of Internet subscribers was not more than 1000. One year later, the number of subscribers rose by 98.5% and reached 2,068 subscribers. According to the Ethio telecom data, currently there are more than 4.5 million Internet users in the country (Ethio Telecom, 2013).

Recently social networking sites particularly Facebook have become increasingly preferred ways of communication among Ethiopian adolescents living in the urban areas. Due to the shortage of sport, recreation and leisure activity centers, adolescents living in such areas particularly in Addis Ababa are shifting to the social media, especially Facebook, to get space for their opinion and forum. Therefore, adolescents who have access to the technology are using Facebook as an alternative communication tool as well as for several entertainment purposes, and as a source of information for their psychosocial development (Allafrica.com, 2013).

The growth of Facebook usage in Ethiopia is related with the availability of an Internet connection in private and public institutions, and access to Internet enabled cell phones and computers. Foreign studies (Socialbakers, 2014 a) reported that there are 1.5 million active

Internet users in the country and more than 93 percent of these Internet users are using Facebook. Besides, form the total Facebook users in the globe, Ethiopia is 12th in Africa and 80th in the world. Besides, the majority of its users are youth (between the ages of 16-24) who are living in the urban areas of the country (Socialbakers, 2014 a).

Concerning Facebook usage, previous studies show that there was a negative relationship between Facebook usage and psychosocial adjustment. In other words, adolescents who are high in Facebook usage are slightly low in various aspect of psychological and social adjustment (Nee & fan, 2012; Maden, 2007). Besides, negative online experiences were highly correlated with a variety of negative psychosocial aspects such as depression, social anxiety and low self-esteem (Johnson, 2004 and You, 2007).

Preparatory students in Addis Ababa are within this (adolescent) age group and they live in the area where Internet service is available. These students are also found in the age ranges (16-20) of active Facebook users group in Ethiopia. The major concern of the present study is that students who spend a longer time on Facebook may share related challenges of psychosocial adjustment.

The researcher believes that there is a need to conduct more studies to raise the consciousness of the information society on how to use the social networking sites for the better. Without such endeavors, social networking usage related psychosocial adjustment problems will be the major challenge of the productive-society (youth) who constitute the majority of the population in Ethiopia. Therefore this study examined the relationship of social networking usage to the psychosocial adjustment of adolescent preparatory students in Addis Ababa.

1.2. Statement of the Problem

The engagement in the social networking site has changed many aspects of preparatory students' communication and relationship. According to the Socialbakers (2013), currently, there are more than 1.3 million Facebook users in Ethiopia. Besides, more than 50 percent of the Facebook users are found in the age interval of 16-24, and live in the urban areas of the country (Socialbakers, 2014 a). Usage of Facebook in Ethiopia has increased by 500%, within five years, since 2010 (Internet World Stats, 2014 c). Total minutes spent on Facebook rose nearly 300 % in 2013 compared to a year before. Ethiopian urban adolescent (16-20 year) Facebook users spent an average of 18 hours online every month (Socialbakers, 2013).

Moreover, from the total Facebook users in Ethiopia, the usage by this age group (16-24) has been increased from 38% in 2010 to 51.6 in 2014 (Internet World Stats, 2014 c). The percentage of this age group is relatively greater than the corresponding percentages in most African countries, such as Kenya, Tanzania, Senegal and Cameroon (48.3 %, 45.6 %, 38 % and 50.3 % respectively) (Internet World Stats, 2014 b and Socialbakers, 2014 b).

Most preparatory students in Addis Ababa are found in this active social networking users' age group. In addition, these students are relatively familiar with sophisticated electronic devices which enable them to use Internet and Facebook. In addition, the usage of social networking sites has changed many aspects of their communication and relationship (Gedion, 2011).

Facebook is continuously attracting younger people and may become a source of addiction and psychosocial problems. This is because previous studies (Nee and Fan, 2012; Mori, 2010; and Fox, 2013) concluded that inappropriate usage and the amount of time adolescents spent on Facebook may lead to several psychosocial adjustment problems.

Moreover, conducting this type of study will be crucial because studies suggest that social networking is becoming a subject of behavioral concern among Ethiopian urban adolescents (AllAfrican.com, 2013). Moreover, even though preparatory students are the major social networking users group in Addis Ababa, no empirical research was available on the relationship of this communication medium to their psychosocial adjustment.

1.3. Research Questions

The study will focus on the following research questions:

1. What are the main reasons for students in preparatory schools of Addis Ababa to use Facebook?
2. Is there a relationship between the predictor variables (Facebook usage, school type and sex) and outcome variables (psychosocial adjustment)?
3. Is there a relationship between the levels of Facebook usage by preparatory students and their psychosocial adjustment?
4. Is there a psychosocial adjustment difference between male and female Facebook users?
5. Is there a psychosocial adjustment difference between Facebook users from private and public preparatory schools?
6. What are the basic psychosocial adjustment differences between Facebook users and non users?

1.4. Objectives of the Study

The general objective of the study was to check the relationship of social networking usage to adolescent psychosocial adjustment in Addis Ababa.

1.4.1. Specific Objectives

Specifically the study focused on the following objectives.

- To identify the main reasons as to why students in preparatory schools of Addis Ababa use Facebook.

- To investigate the relationship between the predictor variables (Facebook usage, school type and sex) and adolescents psychosocial adjustment.
- To see the relationship between the levels of Facebook usage by preparatory students and their psychosocial adjustment.
- To investigate the difference between males and females Facebook users in their psychosocial adjustment.
- To assess the difference between private and public preparatory students Facebook users in their psychosocial adjustment
- To identify the basic psychosocial adjustment difference between Facebook users and non users.

1.5. Significance of the Study

The findings of this research helps to provide advice about social networking usage to adolescents in general and preparatory students in particular. It also contributes to the creation of a conscious information society and to minimize the risks related to social networking usage by adolescents. Moreover, it will serve as a source of data for schools, media organizations, institutions and for future researchers. In general the significance of this study can be seen in terms of its potential to offer insight into the relationship of social networking to adolescent psychosocial adjustment.

1.6. Scope of the Study

The study was limited to regular preparatory students in selected two public and two private preparatory schools in Addis Ababa. The study was limited to preparatory schools found only in Addis Ababa in order to focus on adolescents from a metropolitan area with a relatively better socioeconomic status and Facebook usage is widespread. Besides, from other social networking sites it was decided to assess only Facebook because majority of adolescent preparatory students are Facebook users.

1.7. Operational Definitions

- **Psychosocial Adjustment** - Self reported feeling of perception or experience of adolescent Facebook users and non-users which indicate self-esteem, depression and social anxiety.
- **Adolescent** - Private and public preparatory students of grades 11 and 12, and age 16 - 20.
- **Social Networking Site** - An online communication technology services, platform or interactive online media.
- **Facebook** - A mechanism of on-line social networking which adolescents use to provide personal information, continually update information, exchange comments and chat with their friends. It serves by combining and presenting the three functions of the mass media: print, electronic and movies in more interactive ways.
- **Self-esteem** - Confidence in one's own worth or abilities; self respect, self-image.
- **Depression** - Despondency and dejection, typically felt over a period of time accompanied by feelings of hopelessness, inadequacy, disappointment and regret.
- **Social anxiety** - A feeling of worry, nervousness, or unease typically about off-line social relationship based on uncertain outcomes.

Chapter Two

Review of Related Literature

Chapter Overview

Attempts to integrate developmental theory with research on media use and its effects generally proceed from either or both of two fundamental concepts. One concerns the importance of an array of tasks or issues that adolescents engage on their way to adulthood. The second views adolescence as a period of psychological fragmentation associated with, among other things, exploration of a variety of potential selves. Ultimately, more or less consciously, adolescents construct their own and evolving worldviews, based on media portrayals.

This chapter provides the psychosocial development of adolescents and background information about the continued growth and importance of Internet and online social networking from global and local perspectives. Then by reviewing current trends, effects and concerns of adolescents' use of social networking services, the theoretical framework section will address three main theories that scholars consider when analyzing the use of media by adolescents, specifically social networking.

After that, adolescents' media usage in general and social networking usage in particular will be assessed; followed by a review of findings of contemporary studies in the relationship between social networking usage and adolescent psychosocial adjustment. Finally, the factors which influence the use of Facebook will be presented. These include personal factors such as sex, personality characteristics such as self-esteem, Internet factors such as online time and environmental factors such as school type.

2.1. Adolescents' Psychosocial Development

During the period of adolescence physical maturation has personal and social repercussions. Maturation brings new skills that open up new possibilities for adolescents it also increases society's demands on them. Regarding this, societies have a great role in meeting adolescent's new needs at each step of their maturation. Therefore environmental factors, parental care and school follow-up have the major role to adolescents in order to learn social relationships, occupations and cultural values (Erikson, 1968, cited in Miller, 2008).

Erikson (1968, cited in Miller, 2008) stated that psychosocial development is culturally relative in two ways. First, although children in all cultures go through the same sequence of stages, each culture has its own idiosyncratic way of directing and enhancing their behavior at each age. Second, there is a cultural relativity with-in a culture as it changes over time. Institutions that meet the need of one generation may prove inadequate for the next. Industrialization, urbanization, immigration and psychosocial challenges have brought changes in what youth need to be taught. Erikson (1968) stated that:

At this stage rapid psychological changes produce a new body with unfamiliar sexual urges. These changes, along with social pressures to make occupational and educational decisions, force adolescents to consider a variety of roles. The basic task for adolescents is to integrate the various identifications they bring from childhood into a more complete identity. This resembled identity is appropriate for the new needs, skills and goals of adolescence. If adolescents cannot integrate their identifications roles or selves they face "identity diffusion" (p. 164).

The psychosocial modality of this stage is to be or not to be oneself. Adolescents seek their true selves through peer group, club, religion, political movement and so on. The ideology of society, guides this role playing by conveying which role is valued by the society. In other words these groups provide opportunities to adolescents to try out new role much in the way someone does in the society (Arnett, 2007).

Developmental psychologists have focused on considering models that incorporate developmental experience in order to explain behavioral change among adolescents. The focus of these models is specifically on explaining person-context interactions or essentially individual differences in the experience of adolescence. The models stem from interactional or transactional approaches that might apply to development throughout the life span, but in these cases, particular transitions or experiences of adolescence are crucial for understanding adjustment or behavioral change at this time (Graber & Brooks, 1996).

As noted earlier, adolescence is remarkable as a developmental period because of the confluence of transitions and challenges that occur during this period of development. Regarding this, Santrock (1999) noted that for adolescents this period is a dramatic challenge of adjusting to changes in the self, in the family and in the peer group and even, institutional changes as well. Santrock (1999) explained:

Among young adolescents there is a change in school setting, typically involving a transition from elementary school to high school... Hence, when adolescents experience major events or transitions such as school changes or pubertal development, either in close sequence or simultaneously, they may be exposed to negative behavioral and emotional outcomes (p. 194).

Other scholars also noted that stressful life events such as circumstances characterized by either the lack or loss of a highly desirable and obtainable goal or the presence of a highly undesirable and inescapable event may lead to psychosocial adjustment challenges (Garber, 2000). In addition hormones at puberty (Conger & Elder, 2001), cognitive changes (Kaslow et al., 2000), and genetic factors (Birmaher et al., 1996) during adolescence have been identified as important risk factors of depression and other psychosocial challenges of the period of adolescence (Lerner & Stienberg, 2004).

However, for both adolescents and parents, adolescence is a time of excitement and of anxiety, of happiness and of troubles, of discovery and of bewilderment and of breaks with the past and yet on links with the future. This is because negative or positive changes associated with the period of adolescence are likely to depend on the degree of fit between adolescents' developing needs and opportunities offered by others (Santrock, 1999).

2.2. The Internet

2.2.1. Background of the Internet

The distinction between mass and interpersonal communication is much fuzzier today than in the past. Digital technology is creating a new kind of mediated communication. Rodman (2007) stated that the word convergence refers to any type of messages coming together. In media studies, convergence refers to the merging of computer, telephone, and mass media technologies. Converging media bring mediated interpersonal message, including telephone and e-mail, together in the same devices as mass communication (Rodman, 2007).

The Internet is a prime example of a converging medium because it is an extensive system of interlinked independent computer networks. It has evolved from a highly specialized communications network used mostly for military and academic purpose (McGuire, 2002).

Green (2010) noted that it is made up of countless thousands of computers that are connected together by means of telecommunications systems. Internet connectivity is commonly established by using an Internet Service Provider (ISP), which is an organization that has a permanent presence on the Internet and provides a fixed line or dial-up service (Green, 2010).

For the first time Advanced Research Project Agency Network (ARPANET) which had been working under the US Department of Defense developed and created the first Internet in 1969. Even though, internet was invented for research centers cooperating within the US Defense Department only, some scientists have started using it for communication purpose. However, after a while the civilian researchers who had been excluded from the ARPANET invented the net known as Usenet. These scientists also introduced this network (Usenet) to the people living in US. After that, people started using this network for the purpose of conversation and information dissemination (Vivian, 2003).

After its innovation, the Internet has revolutionized the way most people in the world live. It has become one part of our economic, political, and social lives. It alters the way we purchase goods, the way we bank, and the way we communicate with one another. It has altered not only how we deliver the news, but also who delivers the news. It has also become the integral part of our life; it has even changed the way we communicate each other. This is because the Internet can link all online computers and Internet enabled cell-phones so that people able to use it to communicate throughout the world (Ali, 2011).

Moreover, these days the Internet has offered a wide opportunity on the net for e-commerce, health information, education, entertainment and a tool of social communication almost all over the world. It is a very rich source of information for students and researchers as well as potential

tool for writers and journalists with its wealth of contacts, story ideas, and background information. Rodman (2007) stated that Internet has evolved in to a system of four components: e-mail, information and entertainment services, electronic commerce, and cyberspace communities.

Internationally the Internet now stands as a medium that has made more information more readily available to more people at lower cost and with higher convenience than any medium previously known. Some people treat this new medium as a danger, and others treat it as the road to utopia. However, since the emergence of Internet, there has been remarkable growth in its functionality, capacity, accessibility and convenience. These improvements have encouraged more people to use it more often, and it has become a powerful application in modern society. As of 2013, more than two billion of the world's populations have used the Internet services (Internet World Stats, 2013).

2.2.2. The Emergence of Social Networking

Online communication provides an important backdrop for the social, emotional, and cognitive development of youth, accounting for a large portion of their time. One type of online application that has grown rapidly in prevalence and popularity in recent years is social networking on the Internet. Social networking sites are designed based on previously invented communication technologies, by adding several digital components which are able to give a more organized way of online communication.

The first social network site was launched in 1997 and currently there are hundreds of SNSs across the globe, supporting a spectrum of practices, interests and users. Social networking websites, such as Facebook, MySpace, Whatsapp, Linkedin, Friendster, LiveJournal, and Bebo, are member-based Internet communities that allow users to post profile information such as a

username and photograph, and to communicate with others in innovative ways such as sending public or private online messages or sharing photos online (Ellison & Steinfield, 2007).

Some networks, like those in a university or a metropolitan area, may include thousands of members. Each user maintains a “profile,” which is a webpage containing basic information such as the individual's year of graduation and home town, as well as personal information, such as his or her name and whether he or she is single or in a relationship (i.e., “relationship status”). Users may inform others about what they are doing by changing the “current status” message that appears at the top of the profile (Mori, 2010).

Moreover, most of these sites are created on various bases to serve the diversified interests of users, be it entertainment, professional, academic or whatever. Many of these sites have succeeded in attracting the attention of youngsters more than any other segment of the society. Recently, Facebook became one of the most popular social networking site which has a large number of subscribers around the world and also very successful in attracting youth.

Facebook was created and launched in February 2004 by Harvard students: Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz and Chris Hughes. At the time this site has begun its network only for Harvard University. Two months later, the site expanded to include other Ivy League schools. After that, the college network slowly grew and by the end of 2004, it had registered more than a million users. In 2006 Facebook opened up its membership access to the people worldwide who were over 13 years of age (Facebook, 2013).

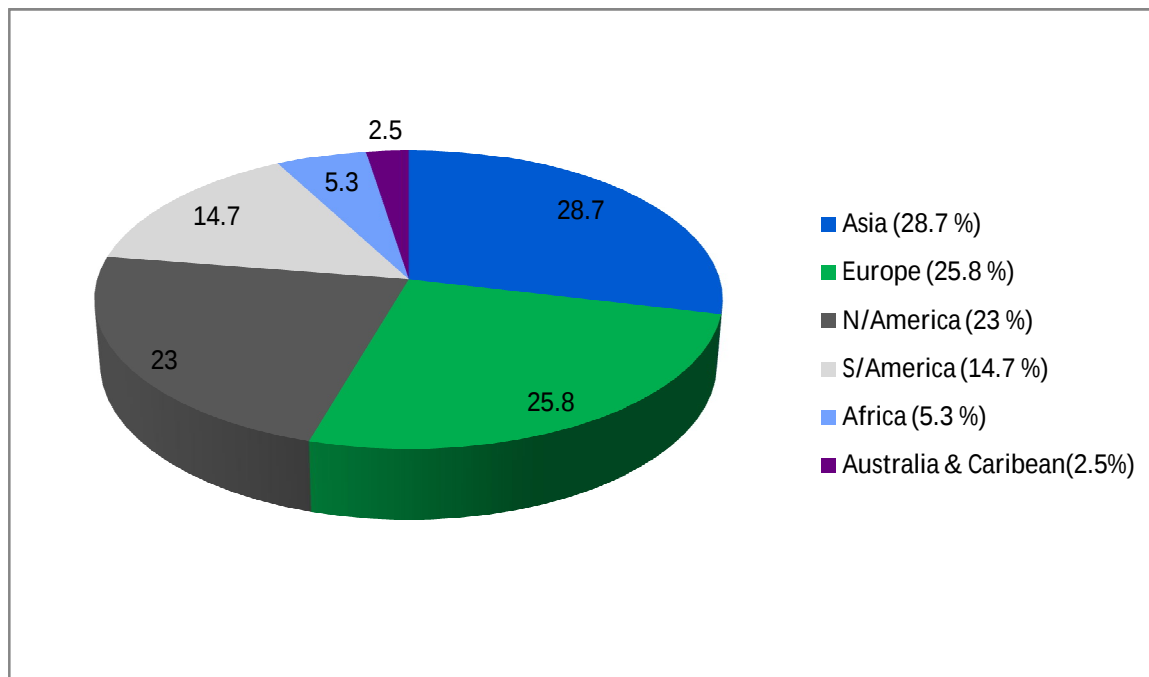


Figure 1. World Facebook users by region in 2014 (Internet World Stats, 2014 a)

In recent years, the number of Facebook users has increased worldwide. After ten years of its service the people officially registered on facebook have reached more than 1.2 billion (17 % of the world's population) (Facebook, 2014). Of those, 28.7 % were in Asia, 25.8 % were in Europe, 23 % were in North America and 5.3 % were in Africa as shown in Figure 1 (Internet World Stats, 2014 a). In addition more than 60 percent of the world Facebook users are the young generation (Socialbakers, 2014 b).

There are several reasons for Facebook's success in attracting the attention of the youth. For example, Facebook operates by allowing users to select one or more networks to which they will belong, such as a specific high school or university, a geographical area or city, or a company. In addition Facebook introduced relatively sophisticated ways of digital communication and personal profile pages which can be timely updated. This and other features of Facebook enable youth to easily connect with their friends and family through enormous alternative communication options (AllAfrican.com, 2013).

Boyd (2007) offers an interpretation of teens' preferences for specific sites as those preferences fall within social issues. Boyd (2007) stated that recent trends of high school students' social networking use are significantly changed: many students are transferring their social networking profiles to Facebook and other youth also prefer to be Facebook members rather than going to other sites. According to Boyd (2007) this change reflects socio-economic factors rather than age or gender (Boyd, 2007).

In addition, Facebook allows users to designate friends. An individual who is invited to be a member (friend), Facebook friend may either accept or reject the offer, thus providing individual control over one's list of friends. The user can control how much information to post and who can view this information by editing their privacy settings. Recent studies reported that there are more than 1.2 billion Facebook users around the world, and more than 60 percent of its users are youth found between the age of 13 and 25 (Socialbakers, 2013).

2.2.3. Social Networking in Ethiopia

2.2.3.1. General Background

Ethiopia became an information technology society by setting up the Ethio telecom computer network in 1997. The first Internet Service Provider (ISP) started to provide public access to the country in 1997 (Lishan, 2010). Several Internet cafes subsequently emerged, thereby increasing the popularity of the Internet (Tesfaye, 2013). Computers and the Internet play a vital role in modern living, such as for communication, information searching, and business activities. Consequently, there has been a well documented increase in installing Internet-ready computers in Ethiopian homes, offices, places of education and Internet cafes, in just the past few years. In addition, the distribution of Internet enabled cell phones contributed to an increase in Internet users in the urban areas of the country (Ethio telecom, 2013/14).

However, it is very difficult to find the exact time of the introduction of social networking in Ethiopia. Regarding this, some reports stated that after the Internet service was introduced in to the country, some urban residents started using some social networking sites (AllAfrica.com, 2013).

Nevertheless, after the expansion of telecom services in the last ten years specifically in the coverage of Internet and the distributions of Internet enabled cell phones had a great contribution to increase the number of social networking users in the country. According to the sole telecome provider, the Ethio telecome, the number of Internet subscribers in the country reached 4.6 million by the end of 2012/13 (Ethio telecom, 2013/14).

Local researchers (for example, Tesfaye, 2013) noted that the major reason for the expansion of social networking users is directly related with the expansion of Internet cafes in the urban areas of the country. A simple indication of this is that Internet cafes have had a considerable number of customers before Internet became accessible on cell phones (Tesfaye, 2013). The number of licenses issued by Ethio telecom for Internet cafes since the year of 2010 has now reached 2363 (Ethio Telecom, 2013/14).

Tesfaye (2013) also stated that the introduction of one of the most popular social networking site in 2004 called Facebook and its accessibility and attraction has played a great role, particularly on youth. The innovation resulted in narrowing the geographical gap between people that live at different places and its access to communicate information much faster than any other medium in the country. It also allows the people to find out the latest events and news supported by motion or still picture, voice or text (Tesfaye, 2013).

The emergence of social networking in Ethiopia changed many aspects of relationships and communication. Besides, it became a preferred way of communication and relationship by urban youngsters (Gedion, 2011). According to Gedion (2011) an increasing number of people, primarily the people living in Addis Ababa are engaging in these social networking activities. In addition, the usage of social networking sites has changed many aspects of their communication and relationship (Gedion, 2011).

Nevertheless, the number of Internet users in Ethiopia is very few compared to the population size. This could partly be attributed to the limited Internet service available compared to other countries, its cost and the high price of devices which help to access Internet services. Regarding this some foreign studies reported that the number of Internet users in Ethiopia is insignificant even compared with other African countries (AllAfrican.com, 2013).

2.2.3.2. Facebook in Ethiopia

The introduction of one of the most popular social networking site, Facebook, is dated to 2004. Concerning the introduction of Facebook in Ethiopia, Tesfaye (2013) stated that the emergence of Facebook and its attraction had played a great role in the introduction and extension of social networking in Ethiopia. However, even though the people living in the country started using Facebook only in the past eight years, its growth rate is relatively greater than other developing countries (Tesfaye, 2013). According to the social media baker, currently, there are more than 1.3 million Facebook users in Ethiopia, which makes it 12th from Africa and 80th from the world (Socialbakers, 2014).

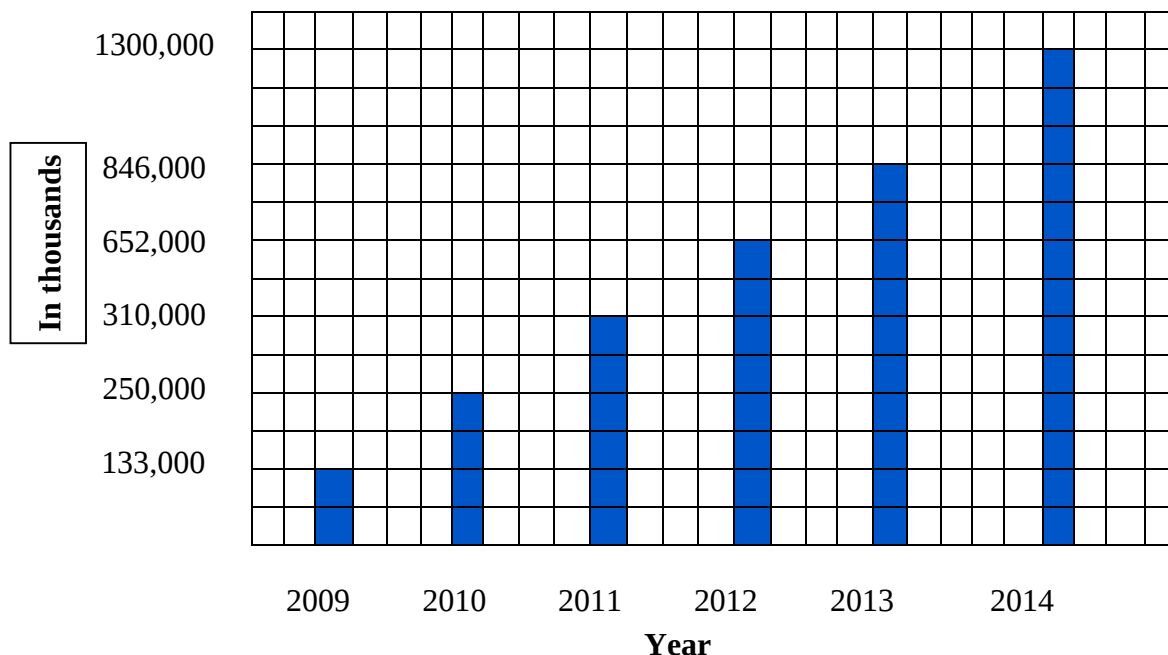


Figure 2. Ethiopian Facebook users from 2009 up to 2014 (Socialbakers, 2014 a)

The growth of Facebook use in Ethiopia has increased dramatically from 2009- 2014 as shown in Figure 2. Facebook use in Ethiopia has been increasing significantly from 2009-2014, reaching 1.3 million users (Internet World Stats, 2014 c). Moreover, more than ninety three percent of active Internet users (1.5 million people) in the country are active Facebook users (Socialbakers, 2014). According to the data, the number of people going on Facebook is much higher compared to other sites of the Internet. In addition, there are so many people in the country who use only Facebook on the Internet. Currently from the total of 1.3 million Facebook users 73 % are male and 27 % are female (Socialbakers, 2014).

Concerning the age demographics of Facebook users found in Ethiopia, more than half of the users are young people living in the urban areas of the country. After the introduction of Facebook, it opened up membership access to any one in the world over the age of 13. As a result of this Facebook is continuously attracting younger people and may become a source of

addiction. Studies reported that young people found within the age range of 13-24 are found to be the leading Facebook user age group in the country (Socialbakers, 2014 a).

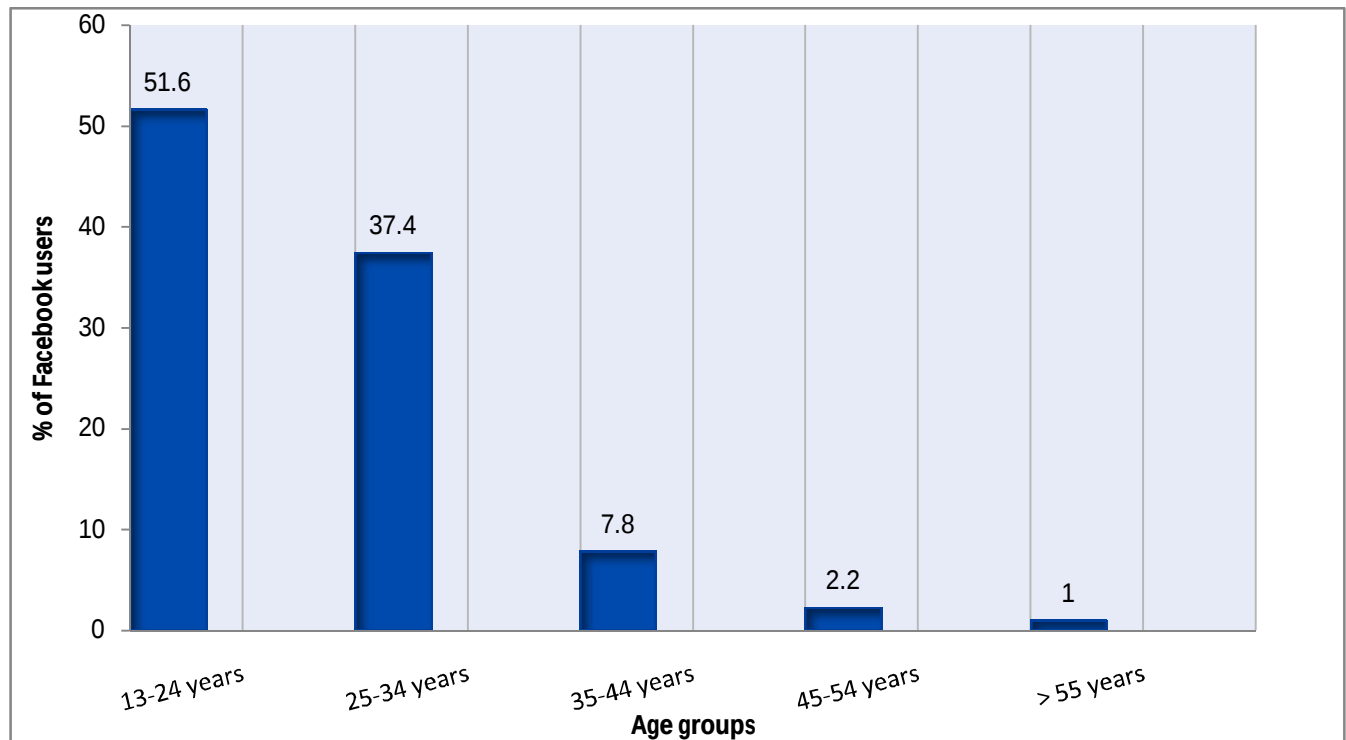


Figure 3. Ethiopian Facebook users by age group (Socialbakers, 2014)

The above figure shows those Ethiopian youths aged 13 to 24 constitute the highest Facebook users than other age groups. In addition the use of Facebook by this age group has been increasing from 38% in 2010 to 51.6 in 2014 and constitutes more than half of the total Facebook users in the country (Internet World Stats, 2014 c). The percentage of this age group is relatively greater than the corresponding percentages in other developing countries, such as Kenya, Tanzania, Senegal and Cameroon (48.3 %, 45.6 %, 38 % and 50.3 % respectively) (Internet World Stats, 2014 b and Socialbakers, 2014 b).

Studies suggest that social networking is becoming a subject of behavioral concern among Ethiopian urban adolescents, given the social and psychological problems being demonstrated as a direct result of Facebook over-use (AllAfrica.com, 2013). Some local studies also reported that

high school students are the major group who showed a very close relationship with media use (Ethiopian Demographic Health Statistics, 2012).

Other findings (for example, Gedion, 2011) also revealed that compared to other youth sectors found in Addis Ababa, high school students are found to be the major facebook users. As the study shows more than half of the high school students were using social networking sites specially Facebook (Gedion, 2011). This study also stated that the engagement in the social networking sites has changed many aspects of these students' communication and social relationship. Thus, through frequent interaction with their friends, family and others groups, the larger segment of their social and psychological development is taking part on Facebook (Gedion, 2011).

2.3. Theoretical Framework

Early mass communication scholars assumed that mass media were so powerful and had a direct effect on the audience (Hypodermic needle theory, n.d). Doubts arouse in the 1940s about whether the media were really powerful, and scholars began shaping there research questions on the assumption that media effect were more modest (Vivian, 2003). There are three main theories that most scholars considered when analyzing the use of media by adolescents, specifically on Internet. These are Uses and Gratification theory, Social Cognitive theory and Dependency theory.

This section will first address three main theories that help to understand media use by adolescents, specifically on Internet. The second section presents some insight concerning adolescent's media usage in general and social networking usage in particular. The last section also reviews further findings from contemporary related studies on the relationship between social networking usages and adolescent psychosocial adjustment.

2.3.1. Uses and Gratification Theory

The earliest coordinated social scientific research or investigation into the impact of media effects began in Western countries. These studies have been studying the harmful impacts of media on societies. This is because the development of media as a common mass entertainment and information source during the 1950s encountered a serious concern about harmful effects of the media, especially in relation to young audiences (Gunter, 1994, cited in Rodman, 2007).

Several scholars researched Uses and Gratifications theory to investigate contents of the media and its effect on the audience. Some studies started by pinpointing a need and looked at how it was gratified by media, while others started with a gratification and worked backward. The Uses and Gratification theorists noted that the audience is viewed as active. Their central notion is that mass communication is used by individuals to connect or to disconnect themselves via instrumental, affective, or integrative relations with themselves and the rest of the society (Katz, Blumer, and Gurevitch, 1973, cited in Vivian, 2003).

This notion is directly linked to that of adolescents who use social networking to stay connected with friends and family. In addition, text messaging helps adolescents to feel connected even if they are not able to communicate with someone in person. Using social networking allows adolescents to connect or disconnect instantly depending on their interest. This is a key element for that Uses and Gratification theory is so directly tied to adolescents' social networking usage.

Adolescents use media for many reasons. A long tradition of uses and gratifications research has identified an extensive list of specific objectives satisfied by the media. Among such objectives; entertainment, tension relief, staying current with popular culture, learning about the world, sensation seeking and escape from loneliness are stated as the major reasons of adolescent to use media (Dominick, 1996).

2.3.2. Social Cognitive Theory

Media research employing social cognitive theory's conceptualization of observational learning focuses on cognitive and psychological processes as they relate to how media portrayals influence learning and performance of observed behavior. According to Social Cognitive theory, when people pay attention to and think about information from media, they acquire new knowledge or modify existing mental representations. What is observed, learned, or performed depends in part on the characteristics of the model display (Bandura, 2002, cited in Lerner & Stienberg, 2004). Bandura (2002) also noted that:

The display's influence on learning also depends on the characteristics of the observer (e.g., gender, race, preexisting attitudes and experience, current needs and emotional states, etc.). Learned symbolic representations may serve to guide subsequent behavior, depending on a variety of factors (e.g., opportunity, perceived appropriateness, expectations of reinforcement and feelings of self-efficacy (p. 354).

According to this theory, adolescents who frequently view models on the social networking sites and who perform behaviors that are rewarded, or not punished, are more likely to imitate those behaviors. This theory also suggests that media influences both adolescents' worldviews and their behaviors.

2.3.3. Dependency Theory

In relation with the extent of people's dependency on media, dependency theorists explored the effects media have on society in their dependency model. Ball-Rokeach and Defluer (1976, cited in Alpizar, 2010) stated that the degree of audience dependence on media information is a key variable in understanding when and why media messages alter audience beliefs, feeling or behavior. This model assumes that as societies and social networking become more advanced,

media assumes more responsibilities for carrying out specific and unique information function (Ball-Rokeach & DeFluer, 1976, cited in Alpizar, 2010)

Dependency is defined as a relationship in which the satisfaction of one's need or goal is determined on the resource of another party. This implies that the dependency by the media information is everywhere and prevalent in society. Individuals seek out the information that they need to be connected to their larger social world, and this is similar with social networking service. Besides, the need to fit in is inherently a part of adolescent's world. This requires an adolescent to mirror the activities of his or her peers and what is acceptable within their society. It is quite possible that adolescents will seek out the information they need through social networking to fit in and stay connected.

Regarding this, Arnett (2007) noted that adolescence is a formative period and full of uncertainties. Adolescents' social world may not be fully developed as they search for acceptance and a way to complete parts of their world that may feel incomplete (Arnett, 2007). Thus, adolescents as a group may be more prone to media dependency as they are searching for a way to satisfy their needs and fit in with society and peers.

Moreover, to maintain their relationship adolescents communicate via social networking because not only this way of communication is socially accepted, but it also may deepen current relationship. It is not just the social media one is dependent on, but rather the positive contributions social media may give to relationship. It is this need to feel connected as well as the benefits obtained from social networking may lead adolescents to be dependent on a certain medium.

Sun, Rubin, and Haridakis (2008) also noted that it is reasonable to define Internet dependency as a relation reflecting one's reliance on the Internet to achieve goals. Some become dependent on the Internet as a source of information, entertainment and interpersonal connection. Researchers traditionally conceptualized media dependency as manifestation of one's dependence on media for play, orientation, and understanding (Sun, Rubin, and Haridakis, 2008).

According to the theory, dependency of media is crucial to understand the reason as to why the message of the media changes the beliefs, feeling or behavior of adolescents. While there are a number of aspects of audience-media-society relationships that could be discussed, however the major concern of the present study is to investigate the relationship of social networking with adolescent psychosocial adjustment.

2.4. Adolescents' Media Use

Regarding adolescents' media usage several studies found that the second decade of life witnesses significant changes in young people's media use. These studies noted that the rate of adolescents' media exposure varies around the world. But most studies agree that urban adolescents' media exposure begins early, increasing rapidly until around 12 or 13 years. However, the rate of exposure depends on an adolescent's access to certain medium, developmental needs, transitional tasks, and interest (Alpizar, 2010; Lerner & Steinberg, 2004).

Today, in modern society media have become one of adolescents' tools of identity formation. Through this process media play a major role in influencing their psychosocial life through the portrayals of several components conveyed on the media. Moreover, adolescents attempt to develop identity and ideas about strengths, weaknesses, goals, occupations, sexual identity, and gender roles. Teens try on different identities, going through an identity crisis, and use their friends to reflect back to them. Besides, adolescents are vulnerable to be influenced by several

determinants while they are forming their identity (Brown, 2000, cited in Lerner & Stenberg, 2004).

Importantly, several researchers have empirically proved that media usage appeal to the psychosocial adjustment of adolescents and ultimately affect their worldview. In addition, developmental psychologists recommended that with an increase in availability of media in today's adolescents' life is related to the psychological and social life of adolescents. Regarding this, Arnett (2007) noted that because of the developing emotions of adolescents as a result of the onset of puberty and identity formation, media can have a huge effect in their social and psychological development (Arnett, 2007).

Based on the Uses and Gratification approach, scholars propose four main reasons for adolescent media use: diversion, cognition, social utility and withdrawal that are more familiar and relevant to the developmental tasks of adolescents (Dominick, 1996; McQuail, Blumler, & Brown, 1972; cited in Lerner & Stenberg, 2004).

Adolescents use media to establish personal identity or a sense of self through the auditioning of potential roles and identities; building self-confidence; seeking moral guidance, social acceptance, or status. As young people construct their identity, they may use media to relieve anxiety about developmental changes, or perhaps to reflect on who they are and who they may become (Christenson & Roberts, 1998).

Diversion is the other reason of adolescents to use media for the purpose of seeking pleasure, relaxation, and escape from boredom or worries, and mood management. This is frequently labeled the entertainment function and tends to dominate adolescents' stated reasons for using media (Roe, 1984, cited in Rodman, 2007). Adolescents also use media for cognition or seeking or acquiring information. In other words they use media for monitoring current events via news

media to learn or understand norms for various aspects of human behavior from entertainment content (McQuail et al., 1972).

The social utility and meanings offered by the media provide important information for adolescents to understand their role in the society. Media in general and social media in particular serve quasi-social functions for adolescents when used to relieve feelings of loneliness by invoking or replacing absent peers. Media also facilitates adolescents' relationships with family, friends, or desired social groups, as a para-social interaction (i.e., establishing vicarious social relationships with media and people in the media ((Sun et al., 2008).

Adolescents also use media to establish barriers between the self and others to avoid conflict, ensure uninterrupted attention and focus, or simply obtain solitude. Although youth may use media simply to have fun or to escape boredom, often they incidentally learn about the latest fashion, confirm or disconfirm existing beliefs or values, experience a change in mood, and so forth (Dominick, 1996). Today media content touches on most adolescent issues and depicts a wide array of potential roles and personality. Moreover, several scholars argue that media are becoming increasingly important socialization agents for contemporary youth (Boyd, 2007).

The unique aspect of media being a tool for socialization is that adolescents have the ability to choose which forms of, if any, media they use; this allows adolescents to have a wide range of options when it comes to choosing their preferred form of media. As previously stated, the Uses and Gratification theorists seriously noted that media can have an impact on adolescent behavior, but a major factor is what media one chooses to engage in and how one actually uses the media.

2.5. Social Networking Usage by Adolescents

Today the distinction between communication forms becomes more obscured as communication technologies further develop, and adolescents are active members who frequently use this newly emerged way of communication (Subrahmanyam & Greenfield, 2008). Social networking sites are the common hangout for the current adolescents. Regardless of which adolescent is using which social networking site, looking at the effects of these sites to adolescents is crucial. Because the introductions of social networking sites have attracted millions of young users, of whom many have integrated these sites in their daily lives (Boyd, 2008).

As Tapscott (1998, cited in Mori, 2010) stated particularly teens born after the rise of computer technology have been given an assortment of generational titles including the Internet generation. He used this title to describe the current generation teen's domains that they are capable of multi-tasking and instant information. Moreover, they are creative and have found an outlet for their creativity by using communication technology services to express themselves, and to evaluate each other and their world (Tapscott, 1998, cited in Mori, 2009).

Adolescents use instant messaging and social network sites to keep in touch with peers from their offline lives. They use blogs to share details of their daily lives. In addition, adolescents' digital world is enriched by anonymous online contexts, like bulletin boards, massively multiplayer online games and chat rooms where they search for information, find support, play games, role play, or participate in conversations (Subrahmanyam et al., 2008).

As a consequence, adolescents find themselves in a text based culture where they play with language and even create new expressions. In fact, adolescents use these media as a means to self-expression. Especially social networking communication receives the most attention of adolescents, and this interest can be ascribed to factors such as the opportunities to create new

contacts and the possibilities this type of communication provides for self-presentation (Oksman & Turtiainen, 2004, cited in Simon & Majewski, 2007).

Other scholars also noted that this generation is willing to compromise privacy, in exchange for accessing the world via the Internet (Kelsey, 2007). They are more literate in visual concepts than previous generations, yet equally comfortable with text that amply appears on the screens of computers, cell phones and video games. They are a generation that is inclusive and social, as well as interactive and investigative (Oblinger & Oblinger, 2005). In relation to this statement, Tapscott (1998, cited in Mori 2010) rightly predicted this phenomenon by saying:

The Internet would soon become a place that would carry audio and full-motion, full-color video and that anyone with a video camera and PC will soon be able to broadcast to the world. Then, tens of millions of teens around the world will be taking over the steering wheel of the media and this generation will be unique in that they are the first group to take control of critical elements of a communications revolution (p. 211).

The issue of control becomes a factor when reviewing reasons social networking sites appeal to adolescents. Simon et al. (2007) stated that teens grabbed the steering wheel or they are in the driver's seat. Instead of being just spectators to information, stories, events and news (as previous generations had to be with television and print sources), teens are now content creators and contributors through the concepts and capabilities of social networking sites (Simon et al., 2007). Moreover, adolescents preferred the newly emerged sites of social networking for many reasons. Regarding this, Simon et al. (2007) said:

Social networking has a little parental involvement or control; teens are very open in their online postings and express an attitude of independence aspects which, for many

adults, open issues of Internet ethics. Teens' postings often include raw contents such as rude language and risqué photographs or videos, in addition to discussions of sex, alcohol and drugs (p.19).

Similarly, Tapscott (1998, cited in Mori, 2009) noted that independence and openness, as well as free expression are some of the current generation's characteristics, although past generations of teens have all freely shared nude pictures and discussed taboo topics among themselves when parents were absent. Part of the way teens develop independence is by exploring their identities as they mature, and social networking sites can contribute to this self-identity process by allowing teens to experiment with different representations or identities of themselves online. In addition, the opportunity for teens to post personal information online is a way of developing their self-esteem (Tapscott, 1998, cited in Mori, 2009).

Additionally, Goodstein (2007) also stated that while teen trends may have changed, however the basic struggles of adolescent development have not changed much from previous generations. Goodstein believes these wired teens, like their predecessors, are still trying out different identities, learning responsibility, being impulsive and idealistic, feeling invincible, dealing with physical changes, distancing from parents, and creating meaningful relationships with friends. One thing that does denote a change for the current adolescents, however, is the fact that they are the first cohort to grow up fully wired and technologically fluent, and that fact has had an obvious effect on them (Goodstein, 2007).

Furthermore, Alpizar (2010) stated that the desire for socialization by this generation of students is very high. They like activities that encourage social interaction. In many online situations, this social interaction becomes mass collaboration or what others call "peer production". Additionally, these teens have openness to diversity, difference, and sharing (Alpizar, 2010).

This indicates that the current adolescents are at ease meeting strangers on the net and are emotionally open and have developed a mechanism of inclusiveness that does not necessarily involve personally knowing someone in their life.

Oblinger et al. (2005) identified five characteristic differences in the way current adolescents analyze and absorb information. They credit all of these characteristics directly to technology's influence on the generation. These are the current adolescents' ability to understand more visual communication, to easily navigate between the virtual and physical worlds, to learn through self-discovery, to quickly retarget their attention (similar to multi-tasking), and to respond quickly and anticipate equally fast responses (Oblinger et al., 2005).

In relation to the above statement, social networking services feature capabilities that cater to these types of characteristics by including ample visual stimulation through photographs, videos, virtual environment and blogs; allowing adolescents to have real-life types of communication, relationships and experiences in a virtual setting; giving adolescents the opportunity to explore topics, express their ideas and learn for themselves; and enabling instant messaging and rapid posting of constantly changing information.

Moreover, one of the ways adolescents use social networking services is by creating and maintaining a personal profile page on a site such as MySpace, Facebook, Whatsapp, Bebo or one of many other such commercial sites. These profiles usually include photographs, comments, surveys, likes and dislikes, and personal interests. Video clips, songs, decorations, and others compliment profiles (Facebook, 2013). Online profiles may be compared to interactive scrapbooks or photo albums. Since keeping their profile pages interesting is an important aspect for adolescents, it is possible that many teens are spending their online time posting new information to their profile.

2.6. Social Networking Usage and Psychosocial Adjustment of Adolescents

The online domain has long been theorized to be a transformative context for youths' social (McKenna & Bargh, 2000), and psychological development (Valkenburg & Peter, 2009). Several features of communication on the Internet, such as enhanced opportunities for social connection and greater control over aspects of self-presentation, have been hypothesized to facilitate youths' friendship formation and impression management online (Selfhout et al., 2009).

Early research considering the effects of Internet use on social connectedness and well-being posited that, instead of expanding social networks, using the Internet would divert attention away from existing relationships and decrease users' well-being (Nie, 2001, cited in Rodman, 2007). This hypothesis confirms that increased Internet use is associated with decreased family communication and a reduced social circle, as well as increased depressive symptoms and social anxiety. These data, however, were collected when online social communication and even Internet use, were far less prevalent than they are today (Ellison et al., 2007).

Although research has begun to examine the transformative nature of online behavior, the ways in which online socializing behavior may be linked to youths' future psychosocial adjustment remain unclear. It is uncertain to what extent online social connections and aspects of online self-presentation may result in psychosocial benefits or have negative consequences for adolescents, and whether such effects may occur uniformly for youth or be influenced by particular youth characteristics.

In the past decade, a number of studies have explored how social networking use might be related to psychological and social adjustment with mixed results. Some studies found that,

online communication was no longer associated with decreased communication and involvement with family and the associated measures of loneliness and depression (The Australian Psychological Society, 2010 & Kraut et al, 2002). These studies indicated that the effects were generally positive.

On the other hand, more recent studies have revealed that the quality of interpersonal relationship and negative behavior are highly related with problematic Internet usage and the amount of time spent on social networking sites. Their findings show that the higher usage of social networking sites, the lower adolescents' social and psychological well-being (Fox, 2013; Selfhout et al., 2009 & Nee et al., 2012). According to the researchers the relationships were in the negative direction. In other words, adolescents who spend higher time on social networking sites showed lower psychological and social adjustments. In the following sections the three elements of psychosocial adjustment: self-esteem, depression and social anxiety will be assessed based on the previous related studies.

2.6.1. Social Networking and Adolescent's Self-esteem

Psychosocial researchers have found various forms of psychosocial adjustment of adolescents on the usage of several internet sites, including ties with friends, and social acceptance related to indices of psychosocial well-being, specially their self-esteem. Recently several researchers examined the relation between adolescent's self-esteem and social networking usage. These scholars argue for such a linkage in their research documenting how teens show gains or losses in self-esteem when they provide technical advice to strangers over these social networking sites.

According to Rosenberg (1989), self-esteem may be conceptualized as referring to an overall positive or negative evaluation of the self. Given that memberships to social groups and categories comprise an important part of the self-concept, adolescents who enjoy positive peer

relationships, such as quality friendships and peer group acceptance, also enjoy other indicators of well-being, including higher self-esteem (Rosenberg, 1989).

Currently there are sound theoretical arguments regarding the usage of social networking as a predictor of behavioral outcomes particularly adolescents' self-esteem. These arguments are based on a mixed evidence supporting the influence of lower versus higher self-esteem of adolescent on the engagement in technology-based communication behaviors in general and social networking usage in particular.

O'Keeffe & Clarke (2011) noted that social networking sites are designed to share information about the self with others, including likes/dislikes, hobbies, and personal thoughts. This information could make adolescents aware of their own limitations and shortcomings, which would lower self-esteem (O'Keeffe & Clarke, 2011). On the other hand, it enhances adolescents' self-esteem by offering organized way of social interaction with the rest of the society. In addition, it represents selective and, therefore, positively biased aspects of the self, which might raise self-esteem (Heine et al., 2008).

Some studies suggest that the use of social networking in general might have a beneficial effect on children's and adolescents' self-esteem by enhancing communication, social connection, and even technical skills. For example, Ito et al. (2008) stated that social networking sites offer multiple daily opportunities to connect with friends and share common interests. Recently, Facebook was shown to stimulate online socialization, thus supporting self-esteem and various forms of social capital.

This finding was supported by a study conducted by Valkenburg et al. (2006) showing that individuals with low self-esteem can improve their condition through the social opportunities

provided by Facebook (Valkenburg et al., 2006). This study found that Facebook enhances social self-esteem, measured as a perception of one's body image, close relationships, and romantic appeal, especially when users receive positive feedback from Facebook friends.

Alternatively, Sturm (2010) reported that there is a co-construction between individuals' face-to-face and online lives, with participants identifying that they use social networking primarily for socializing with people from their offline lives. Similarly, in a study by Madden and Zickuhr (2007) 91% of adolescents who use social networking sites reported using these sites to stay in touch with friends they see frequently.

In relation to the above Zywicki & Danowski (2008) stated that both high- and low-self-esteem teens may attempt to look popular on social networking sites; those with low self-esteem may try to compensate for lack of offline social networking and those with high self-esteem try to enhance their already high social status. According to this study social networking can serve adolescents to fill the gap which occur in their development with a positive outcome.

Thus, it could be argued that those adolescents who already have well-established face-to-face peer relationships, accompanied by the associated benefits of higher self-esteem, and who predominantly use social networking sites to further supplement these previously-established relationships are more likely to engage in frequent social networking use than adolescents who have weaker face-to-face peer relationships, with the associated lower self-esteem.

On the other hand other studies revealed that the quality of interpersonal relationship and negative behavior are negatively correlated with problematic Internet usage and the amount of time spent on social networking sites (Selfhout et al., 2009; Lenhart & Madden 2007 and Nee et al., 2012). These findings show that the higher the usage of social networking, the lower the

adolescents' self-esteem. In other words, adolescents who are high in social networking usage are generally low in various aspects of psychosocial development particularly self-esteem.

For example, a study conducted by Johnson (2004) investigated the relationship between self-esteem and university students' communication choices (i.e., face-to-face, email, letter, or telephone), with results indicating that students with lower self-esteem show a stronger preference for email or online communication than those with higher self-esteem. The researcher also noted that online communication might be the major cause of their lower self-esteem.

Similarly, Ehrenberg et al. (2008, cited in Sturm, 2010) found that young people with lower self-esteem showed higher levels of instant online messaging use than those with higher self-esteem. According to the researchers, lack of physical or visual contact might hamper the perception of reality and induces false or unreal convictions and distorted emotions. For this reason social networking usage may lead adolescents in to lower self-esteem.

Although the above findings were mutually exclusive, most of them tried to describe social networking use from several aspects of Internet usage such as time of use, users' physical appearance, offline behaviors and school environment in relation to self esteem. The findings also suggest that there is value in exploring the extent to which an individual's propensity to form relationships can be influenced in some way by their use of social network sites. Sample size, the area and time of their study might play a major role for the variation of the above research findings.

2.6.2. Social Networking and Depression

Another construct that has been investigated as a potential predictor of behavioral outcomes, particularly in relation to social networking-based behaviors is depression. Social networking sites enable adolescents to manage their own image by providing multiple opportunities for selective self-presentation through photos, personal details and comments, and serving as a quasi psychosocial function. These situations forced different researchers to reconsider such outcomes on the psychosocial adjustment of adolescents. Several researchers also pointed that the intensity of these web-based relationships might be a factor that triggers depression in adolescents.

Researchers recently proposed a new type of depression, termed “Facebook depression,” which develops when preteens and teens spend long periods on social media sites and then begin to experience symptoms of depression (Davila et al., 2009 & Selfhout et al., 2009). Thus, acceptance by and contact with peers are important elements of adolescent life and social networks are commonly used for social dialogue among peers. Therefore references of dejection or despondent behaviors are common with social networking usage; for example, being unable to gain social approval and wrong judgments (bullying) of their peers on the site (Selfhout et al., 2009 and Hinduja & Patchin, 2008).

Other studies also pointed out that adolescents often disclose more about themselves on social networks than they do in person (Christofides et al., 2009). Therefore, receiving bad comments and being removed from a friend’s list can be stressful event for them. As an example, one of the more popular features of social networking is the status update, in which personally written text describing the profile owner’s current experience or emotion are displayed along with the date and time of disclosure. This access allows adolescents to receive several comments and opinions

of others on their current status, and such comments may lead them to self criticism and other depressive behaviors (Sturm, 2010).

In relation to the above, some studies noted that youth with higher levels of self-perceived social support reported increases in depressive symptoms when using the Internet to make new friends as compared to less supported youth, who did not experience changes in depressive symptoms (Hanson, 2005). This finding suggests the possibility that even if their offline social communication were positive, some youth may neglect in-person friendships for the purpose of forming new connections online and experience psychosocial challenges.

On the other hand, such neglect may be particularly troublesome for youth if these online associations prove to be less satisfying than the face-to-face relationships to which they are accustomed (Cummings, Butler, & Kraut, 2002, cited in Szewedo et al., 2012), and may provide one explanation for why some youth may develop increased levels of depressive symptoms when communicating online.

Moreover, a greater number of relationships online appear to have something akin to a leveling effect on youth future levels of psychological adjustment, predicting elevated well-being for youth who perceive themselves to be less socially accepted but decreased well-being among individuals who perceive themselves to be more socially accepted. Thus, it appears that having a larger network of online friends may serve a buffering function against anxious-depressive symptoms for less socially accepted individuals (Szewedo, Mikami, and Allen, 2012).

2.6.3. Social Networking and Social Anxiety

Social networking sites have led to a different way of communicating with others, both with those previously known to the person as well as newly formed friendships. This phenomenon led to the notion that the more reduced face-to-face interaction is the more loss of social skill. In other words, some findings show that for a large number of people social networking sites increased their contact with friends and family but decreased their participation in social activities.

Regarding this issue, there are different opinions and research results. Some researchers noted that one of the interesting aspects of online socializing is the way anonymity affects teens' interaction with each other. Teens' find online that they are not judged by physical characteristics such as race, clothing styles or age as they might be in real life. These aspects of social networking sites lead adolescents to adopt a more organized way of social interaction (Goodstein, 2007; Lenhart & Madden, 2007).

The above statement was strengthened by Peter et al. (2005, cited in Selfhout et al., 2009) who found that online communication through social networking websites may provide individuals who do not feel socially accepted by their peers with such an alternative way to reconnect with others. This is because introverted youth in this study were reported using Internet because it makes them feel less shy and able to make new friends online (Peter et al., 2005, cited in Selfhout et al., 2007).

Similarly, social anxiety has been linked to a preference for online versus face-to-face communication. In addition, socially anxious youth who receive positive online communication from friends tend to increase closeness within their friendships offline (Caplan, 2007;

Valkenburg & Peter, 2007). This indicates that making such connections helps socially anxious adolescents to improve their feelings of social interaction.

Moreover, the results of Ando & Sakamoto (2008) showed that for youth who perceive themselves as less physically attractive, having a large online friend network predicted decreases in feelings of social anxiety and loneliness (Ando & Sakamoto, 2008). This finding suggests that difficulties related to physical cues might be ameliorated online and that on-line connection allows youth to expand their social connections in this domain.

On the other hand other researchers found that people who spend large amounts of time online are often suffering from other problems such as depression or anxiety. In addition, a greater number of friendships formed on the Internet have been associated with greater social anxiety and loneliness (Ando & Sakamoto, 2008). It is possible that physically attractive youth, who are often more interpersonally competent and socially successful, may become dissatisfied with online relationships when they seek to maintain very large online friend networks (Langlois et al., 2000).

Moreover, research investigating youths' motives for acquiring online friends suggests that individuals who have very large online friend networks may do so in a calculated attempt to appear more popular to others (Donath & Boyd, 2004, cited in Ito et al., 2008). Such individuals, who may already be well established socially, may thus end up devoting significant social resources to online communication at the expense of time spent developing or maintaining offline relationships, contributing to future social difficulties.

In addition, Kornblum (2006) said that "Adolescents' friendship on social networking sites is not just a pass-time it is also an indication of social success or failure." Teens often admit that they do not really know many of the so-called friends on their lists, and they realize the damaging

consequences of friends lists, especially among younger teens who may not be strong enough mentally or emotionally understand why they may not be part of a top friendship list.

Social networks are creating new forms of social behavior that blur the distinctions between online and real-world interactions. Kornblum (2006) stated that online friendship really appeals to the ego, where friendships appeal to the conscience (Kornblum 2006). This indicates that today's young generation largely ignores the difference. Some teens may even begin to worry about their generation's attitudes regarding friendship.

Kelsey (2007) also noted that social networking is a place where teens judge each other merely by how many other people like him or her, listing their buddies and friends as a way of establishing themselves, of feeling connected and feeling like they are accepted or ignored. Adolescents who could not get such approval might experience social anxiety (Kelsey, 2007).

As previously stated researchers are still divided on the issue of Internet addiction and its ramifications on real-life social interactions. Moreover, it is hardly possible to find research findings conducted on depression and anxiety disorders as they relate to a third world context. In the present study, the relationship of social networking to adolescent psychosocial adjustment was assessed based on the above mentioned three elements of psychosocial adjustment, namely self-esteem, depression and social anxiety.

2.7 Factors That May Influence Social Networking Use and Its Relationships with Psychosocial Adjustment

In previous studies there were several factors considered as influential for using social networking. In the present study four main categories of influential factors are described: 1. Personal factors such as sex; 2. Personality characteristics such as self-esteem; 3. Internet factors such as online time, and 4. Environmental factors such as school type.

2.7.1. Sex Difference

The differences in the use of social networking sites and its prevalent psychosocial effects can be seen between sexes. Regarding this, some empirical studies have found gender as a significant factor influencing social networking usage. For example, a study conducted on secondary school students reported that male students use social networking more than female students do. They also found that the male-to-female ratio for social networking use was almost five to one (Hsu & Chuang, 2008). Young (2004) also reported the opposite gender effect, that females became Internet dependent more often than males (Young, 2004).

When we come to the difference in psychosocial effect of social networking on males and females, it is vital to consider the features of social networking that allow exchanging comments, likes and others. Social networking is also a place where teens judge each other merely by how many other people like him or her. Regarding this, females were more familiar with posting pictures and other components: listing their buddies and friends as a way of establishing themselves, of feeling connected and feeling like they are accepted. In this regard female adolescents who could not get such approval may experience more psychosocial challenges than males (Kelsey, 2007).

Moreover, for adolescents, the establishment of friendship on social networking sites is not just a pastime; it is also an indication of social success or failure (Kornblum, 2006). Teens often admit that they do not really know many of the so-called friends on their lists, and they realize the damaging consequences of friends lists, especially among female younger teens who may not be strong enough mentally or emotionally to understand why they may not be part of a top friendship list.

Moreover, researchers investigating gender motives for acquiring online friends suggests that individuals who have very large online friend networks may do so in a calculated attempt to appear more physically attractive and more popular to others. In fact at the period of adolescence females are more sensitive for body image than males (Lenhert, 2007).

Regarding this, Szwedo et al. (2012) reported that physically unattractive females who frequently post their pictures receive few likes and this phenomenon contributes to their future psychological and social difficulties. According to the study, males were different from females, in that physically attractive boys were unable to attain social approval online like they do offline, and are exposed to several psychosocial challenges than physically unattractive boys (Szwedo et al., 2012).

Sterm (2002) also suggested that not only do teens use the Internet for social interaction, but some adolescent girls are also using their personal home pages as tools for sexual self expression. In short, sexual content is readily available in social networking sites and that female adolescents are more likely to be influenced by those messages both incidentally and intentionally. This affects their psychosocial wellbeing (Sterm, 2002).

The above studies noted that even if males were frequent social networking users, females are more likely dependent and affected by such social interaction. Thus, it remains unclear as to

what specific type of use or amount of time spent on the site make a major gender difference. Perhaps, some of the differences in the findings from these studies can be attributed to differences in the research methodology and the sample used rather than gender alone.

2.7.2 Personality Characteristics

Personality characteristics such as self-esteem appear to be a significant factor associated with social networking use (Young, 2004). Studies reported that excessive Internet use resulted in decreased self-esteem (You, 2007). According to these studies high social networking use has significant negative relationship with self-esteem. However, it is not clear whether low self-esteem results in high social networking use or whether it causes low self-esteem.

2.7.3. School Type

The influence of school environment and social dynamics is critical when considering social networking use among preparatory school students. This is because the school environment and approach would have a significant factor for social networking access and ways of usage by the students (Curless & Burns, 2003). Regarding this it is important to see the relationship between student's online social networking use and its behavioral outcomes in relation to the school environment and type (private and public). This is because the research finding by Madden (2006) stated that individuals from a household with greater income may be more likely to go online (Madden, 2006). This statement is in line with the fact that private preparatory students are likely to live in a household with a greater income than public preparatory school students. According to Madden (2006) students from a household with greater income were more likely to go online and consequently face negative psychological outcomes (Madden, 2006).

2.7.4 Online Time

Several different, age-related patterns emerge for exposure to Internet and social networking. Most noteworthy is the steady and substantial increase in adolescents' exposure to social networking sites. Social networking usage climbs from less than an hour among 8- to 10-year olds to exceed 2.5 hours daily by late adolescence, ultimately comprising the largest segment of older adolescents' media budget (Goodstein, 2007).

The amount of time spent on the social networking sites has been shown to be significantly related to adolescent's psychosocial adjustment. Some studies indicated that the number of hours spent online is a significant factor that contributes to negative psychosocial adjustment (Nee et al., 2012). Young (2004) found that Internet addicts spent an average of 39 hours per week online, whereas non-addicts spent five hours per week. Similarly, Chen (2000) reported that, on the average, addicts spent 25 hours per week online compared to the nine hours of non-addicts.

2.8. The Psychosocial Adjustment Difference Between Facebook Users and Non users

Regarding this issue it was hardly possible to find related studies. A significant challenge for studies trying to answer questions about who is and is not using SNSs is that the samples on which they are based (e.g., Ellison et al., 2007) typically include such a small number of non-users that there is little variance present to explain differentiated basic adoption of the services. On the rare occasions when data have been available on non-users in addition to users, the focus of the studies has been elsewhere. For example, Hargittai (2007) and Pasek et al. (2007) have disaggregated data by site and variance on the usage of SNSs, but they only assessed SNS usage in relation to race and socioeconomic status, rather than exploring what explains their use or not in the first place and identifying differences in the psychological and social adjustments.

Summary

After a presentation regarding the adolescents' psychosocial development and an historical overview of Internet and the emergence of social networking sites, three theoretical frameworks to adolescents' social networking usage were described. The three theories, namely Uses and Gratification theory, Social Cognitive theory and Dependency theory were presented as the basis for understanding social networking usage.

A preliminary definition of social networking use in this study was also developed from these three approaches because they exhibit similar core components for adolescents' media and specifically social networking use. In addition, the psychosocial adjustments of adolescents in relation to social networking usage have been discussed based on the three elements of psychosocial adjustment: self-esteem, depression and social anxiety.

In addition, studies which were conducted in the area of this study have been assessed in order to see how their research findings relate to the objectives of the present study. According to these studies social networking activities and amount of time spent on social networking sites seem to have a significant effect on the social and psychological adjustment of adolescents.

Finally, impacts of social networking usage, both positive and negative, which were stated by previous researchers are examined. It was reported that social networking use can help to improve relationships among its users, friends, and family. But, inappropriate usage and the amount of time spent on the site can also cause negative consequences on the psychosocial development of adolescents, such as low self-esteem, depression and social anxiety.

Chapter Three

Research Design and Methodology

This study used cross-sectional research design in which self administered open and closed-ended questions were utilized. The study employs quantitative and qualitative methods of data analysis. The study site was Addis Ababa. The population of this study consisted of grades 11 and 12 public and private adolescent preparatory students. Initially 200 participants were selected for the study by using multistage sampling method. SPSS version 20 computer software was used to enter, clean, and analyze the quantitative data.

3.1. The Study Site

The study was carried out in Addis Ababa. Addis Ababa is the capital city of Ethiopia. The administrative structure of Addis Ababa is City Government at the top, 10 Sub-city administrations in the middle and 116 Wereda administrations at the bottom. In the study site (Addis Ababa), there were 16 public, 45 private and 20 other types of secondary preparatory schools distributed throughout the ten sub-cities. In the 2013/14 school year 25,288 students were enrolled in public, 12,079 in private, and 5,283 in other types (Foreign community, church, mission, mosque, and others) of secondary preparatory schools (AAEB, 2013/14). The study was conducted in randomly selected four sub-cities: Addis Ketema, Bole, Kirkos and Gulele.

3.2. Population of the Study

The population of this study consisted of grades 11 and 12 public and private adolescent preparatory students (enrolled in the year 2013/2014) in Addis Ababa. The study focused on public and private preparatory schools because it was used as a measure of socioeconomic status of the students. Besides, it was decided to compare students' Facebook usage and their psychosocial adjustment in both types of school. It was decided to include only grades 11 and 12

students because according to Ethiopian Health and Demographic Statistics (2012) report, students at this grade levels have a strong relationship with media rather than other secondary students (grades 9 and 10).

3.3 Participants of the Research

Initially 200 participants were selected for the study by using simple random sampling method. However, among them 12 participants were discarded from the final analysis because of their incomplete response to the questionnaire. So the (final) sample included 188 students (75 males and 78 females from public schools and 16 males and 19 females from private schools).

3.4. Sampling Techniques

Multistage sampling method was used in the study. Out of 10 sub cities four sub cities were selected randomly by using the lottery method. From the selected sub cities four schools from each school type (that is, two from public and two from private preparatory school) were selected through the lottery method. The total number of grade 11 and 12 students in Addis Ketema Preparatory School was 2589; in Bole 2314; in Dandy Boru 441 and in Enat 554. Following this, participants were stratified based on the school type (public and private) and sex. After that in each school two classes from each grade level were selected randomly.

Finally, participants were selected by utilizing stratified random sampling technique. In selecting the participants proportionally (from each stratum or group), 87 students (42 males and 45 females) were from Addis Ketema Preparatory School; 78 (37 males and 41 females) from Bole; 15 (6 males and 9 females) from Dandy Boru; and 20 (9 males and 11 females) from Enat. Totally 200 participants were selected by using students' attendance list secured from their home room class teachers.

3.5. Tools for Data Collection

The questionnaire had three major parts: demographic questions, level of Facebook usage test and psychosocial adjustment measures. Demographic questions focused on background information. Level of Facebook usage test was used to assess the level (time) of Facebook usage and the psychosocial adjustment scales were used to assess self-esteem, depression and social anxiety.

I. Demographic Questionnaire

Demographic questions focused on background information such as age, sex, school type, grade level and patterns of Facebook use. This section had four closed and one open ended questions.

II. Level of Facebook use Questionnaire

The measure of general Internet use was designed to demarcate low, moderate and high Facebook usage. This measure was based on Young's (2011) Internet Addiction Scale (IAS), which has a high Cronbach alpha (0.92). The questionnaire was completed only by Facebook users. The higher the scores of the participant the greater her/his level of Facebook usage. 15-29 pointes: Adolescents who have mild or low exposure. 30-45 pointes: Adolescents who have a moderate exposure. 46-60 pointes: Adolescents who have high exposure. These levels of Facebook usage are; Low: below 30 minute; Moderate: 30 minute up to 1 hour; and High: more than 1 hour. These time distributions are in line with the study conducted by Young (2004).

III. Psychosocial Adjustment Measures

Psychosocial adjustment measuring scales were adopted from different standardized psychosocial adjustment scales. In this study psychosocial adjustment had three constructs or elements. These are self-esteem, depression and social anxiety. Self-esteem was measured by a scale known as Rosenberg's Self-esteem Scale (RSES) (Cronbach alpha 0.83).

Depression was measured by a scale developed by Pertoric (2004). The scale is known as the Depression Scale for Adolescents and its internal reliability is 0.89 (Pertoric, 2004). Social anxiety was measured by Social Anxiety Scale for Adolescents (SAS-A) developed by La Greca and Lopez (1998) (Cronbach alpha is 0.91). All items were presented on a 4-point Likert-scale. With regard to scoring, those positively stated items were assigned scores from 4 (strongly agree) to 1 (strongly disagree). But, those negatively stated items were scored inversely that from 4 (strongly disagree) to 1 (strongly agree).

3.6. Pilot Study

In order to check the feasibility of the study and adequacy of the questionnaire, pilot study was conducted. To reduce the effects of language barrier the questionnaire was translated into Amharic language by the researcher; the resulting version was then translated back into the English with the help of one English language expert from the department of Teaching English as a Foreign Language (TEFL). The quality of the translation was checked and the necessary modification was made.

Finally, the Amharic version of the instrument was pilot tested on a randomly selected sample of 45 participants (19 males and 26 females) from both types of preparatory schools: public and private (Medhanialem and Kokob preparatory schools respectively). It was determined that the two preparatory schools would not be part of the main study.

The responses of the respondents were scored and the reliability of the four scales i.e., Young's (2011) Internet Addiction scale for Adolescents; Rosenberg's (1981) Self esteem Scale for Adolescents; Pertoric's (2004) Depression Scale for Adolescents; and La Greca & Lopez's (1998) Social Anxiety Scale for Adolescent measurement scale was computed using the SPSS software package, version 20.

After that, some items were omitted because of their ambiguity and weak internal consistency. The final set of instruments included: After reducing five items, Young's (2011) Internet Addiction Scale for Adolescents consisting of 15 items (Cronbach alpha 0.93), Rosenberg's (1981) Self-esteem Scale for Adolescents, consisting of all ten items (Cronbach alpha 0.81), Pertoric's (2004) Depression Scale for Adolescents, after reducing four items, comprising 16 items (Cronbach alpha 0.92) and La Greca & Lopez's (1998) Social Anxiety Scale for Adolescents, after reducing six items, having 12 items (Cronbach alpha 0.86). Thus, the final questionnaire consisted of 58 items.

3.7. Procedures of Data Gathering

Two private and two public preparatory schools were chosen from each of the selected four sub-cities by using the lottery method. Open and closed ended questions were prepared in English and translated to Amharic language to collect the appropriate data. Before distributing the questionnaire, adequate orientations on how to respond to the questionnaire were given to participants. Participants filled the questionnaire in the presence of researcher and his assistant. Enough time had been given to the participants to fill the questionnaire. The cooperation of school teachers and principals was great. After data collection, the researcher checked for completeness of the data and following this, the collected data were coded and computed using the SPSS version 20 computer software.

3.8. Ethical Consideration

The consent of participants to participate in the study was obtained before the questionnaire was distributed. The participants were told that their answers would remain anonymous and confidential. Schools officials also expressed their willingness after they were informed about the whole purpose of the research project. A copy of the whole document presenting the results was given to the concerned schools so that they can make use of the findings for future plans.

3.9. Method of Data Analysis

Data analysis consisted of both qualitative and quantitative techniques. As a part of the qualitative analysis, a qualitative research technique called Analysis through coding was performed on the open-ended question to assess adolescents' reasons for using Facebook. The participants' answers were quantified by counting the frequency of occurrence of their responses. Then, the responses were interpreted qualitatively and quantitatively after classifying (coding) the data in to four categories of media usage.

As part of the quantitative analyses, SPSS version 20 computer software was used to enter, clean, and analyze the quantitative data. Descriptive statistics was used in the study to indicate the mean and standard deviation of the findings. Inferential statistics was utilized to check the statistical significance of the results. Thus:

- Correlation matrix (Pearson r , point-biserial and phi (ϕ)) was used to calculate the relationship between the predictor variables and psychosocial adjustment.
- One way ANOVA was used to assess the relationship between the levels of Facebook usage and psychosocial adjustment.
- An independent t test was utilized to calculate the psychosocial adjustment difference between males and females and between private and public preparatory school student Facebook users; the same procedure was used to calculate the difference between Facebook users and non users in their psychosocial adjustment.

Chapter Four

Results of the Study

This chapter presents data collected through self report questionnaires. The analyses are presented in line with the research questions raised in the study.

4.1. Demographic Characteristics of Participants

Table 1.

Demographic Information

Demographic characteristics	School Type	Categories	Frequency	Percent	Cumulative percent
Sex	Public	Male	75	49	49
		Female	78	51	100
	Private	Male	16	45.7	45.7
		Female	19	54.3	100
Age	Public	16 - 18	112	73.2	73.2
		19 and 20	41	26.8	100
	Private	16 - 18	29	83	83
		19 and 20	6	17	100
Grade level	Public	11 th	78	51	51
		12 th	75	49	100
	Private	11 th	18	51.4	51.4
		12 th	17	48.6	100
Facebook experience	Public	Users	93	61	61
		Non users	60	39	100
	Private	Users	31	88.6	86.6
		Non users	4	11.4	100
Level of Facebook usage *	Public	Low	35	37.6	37.6
		Moderate	45	48.4	86
		High	13	14	100
	Private	Low	5	16	16
		Moderate	17	55	71
		High	9	29	100

*. **Low** = Below 30 min; **Moderate** = 30 min – 1 hour; **High** = More than 1 hour.

One hundred eighty eight preparatory students participated in the study. From the total number of participants, 124 (55.2 % male, 45.8 % female) students reported that they use Facebook. The remaining 64 (36.5 % male, 63.5 % female) students reported that they did not use Facebook. The total number of Facebook users who completed the questionnaire was 124. But 64 non Facebook user students completed the questionnaire, excluding items refers to Facebook usage. Overall the return rate was 94 %.

Demographically, the two sexes were almost evenly distributed with 48.4 % males (91 students) and 51.6 % females (97 students). In terms of age group, 75 % were in the 16-18 and 25 % in the 19 and 20 age interval; all participants of the study were between the age range of 16-20. Concerning the participants' grade levels by school type, from the public schools 51 % were from grade 11 and 49 % from grade 12. From the private schools, 51.4 % were from grade 11 and 48.6 % from grade 12.

Regarding Facebook experience by school type, in relation to public schools 61 % were Facebook users and 39 % were non users. In relation to private schools 88.6 % were Facebook users and 11.4 % were non users. In addition, participants' levels (rate) of Facebook usage in both preparatory schools (public and private) indicate that 40 (37.6 % public, 16 % private) have low; 62 (48.4 % public, 55 % private) moderate and the remaining 22 (14 % public, 29 % private) high rate of Facebook usage.

Table 2**Mean and Standard Deviation Score of Adolescents on Facebook Usage and Psychosocial Adjustment Measure**

Demographic Characteristics		Facebook Usage			Psychosocial Adjustment		
		No.	Mean	SD	No.	Mean	SD
School Type	Public	93	31.98	10.85	93	112.9	20.9
	Private	31	36.57	10.81	31	101.8	16.5
Sex	Male	69	31.37	10.98	69	112.7	21.8
	Female	55	35.37	10.66	55	106.8	18.2

As illustrated in Table 2, regarding the participants' Facebook usage by school type, students those from private schools had a higher mean score in Facebook usage than those from public schools (private: mean = 36.5, SD = 10.81; public: mean = 31.9, SD = 10.85). Concerning the students' Facebook usage by sex, females had a higher mean score in Facebook usage than males (females: mean = 35.3, SD = 10.6; males: mean = 31.3, SD = 10.9). Pertaining to the students' psychosocial adjustment by school type, students those from public schools had a higher mean score in psychosocial adjustment than those from private schools (public: mean = 112.9, SD = 20.9; private: mean = 101.8, SD = 16.5). Regarding the students' psychosocial adjustment by sex, males had a higher mean score in psychosocial adjustment than females (males: mean = 112.7, SD = 21.8; females: mean = 106.8, SD = 18.2).

4.2. Qualitative Analysis

In this section the results obtained from the study participants were presented under the following themes or media consumption: social utility, diversion, cognition and withdrawal. It was done by using the qualitative analysis technique called Analysis through coding.

4.2.1. Why Do Preparatory Students Use Facebook?

The first objective of this study was to identify the major reasons as to why preparatory students use Facebook. Thus, only Facebook user students (124) answered an open-ended question about their reasons for using Facebook. The student answers were classified in to four categories of media consumptions or Facebook use such as social utility, cognition, diversion and withdrawal.

Table 3

Reasons Given by Students for using Facebook

Reasons	Frequency	Percent
Social utility	51	41
Diversion	40	32
Cognition	14	11.2
Withdrawal	11	8.8
Other reasons	9	7

As illustrated in the above table, 41% of the preparatory students used Facebook for the purpose of social utility. However, diversion, cognition, withdrawal and other reasons were also stated by the participants as a reason of Facebook usage (32%, 11.2%, 8.8% and 7% respectively)

4.2.1.1. Social Utility

Social utility in Facebook usage is characterized by facilitating relationships with family, friends, or desired social groups. Today Facebook is a very well known facilitator of para-social interaction (i.e., establishing vicarious social relationships with the people through the medium). The students' responses in this study also indicate that 41% of the students had been using Facebook for the purpose of social utility. The following examples highlight their responses:

I have been able to sustain so many friendships through Facebook, which is the biggest reason why I use it.

I use Facebook because it is the easiest and cheapest way of chatting with girls.

I use Facebook to contact with my family living abroad.

It is very easy to make new friends on Facebook.

Through Facebook, I can communicate through messages, wall posts, and even events.

I prefer Facebook to talking to people that have interests similar to mine.

I use Facebook because it's a better way for me to express my opinions and interests.

I use Facebook to meet with my family and friends.

Facebook helps me to create or join groups in line with my interest.

I use Facebook to express my feeling freely.

Facebook allows me to get back in touch with my former friends.

As the above examples show, Facebook helped students to secure and maintain social relationships with friends, groups and family. Generally, these responses can be grouped into: filling communication gap, gaining self confidence through communication, and a sense of security resulting from accessing Facebook.

Out of 41 % of participants who use Facebook for social utility, about 60 percent had been using Facebook to make new friends. This finding suggests that teens search for new friends on Facebook. Thirty three percent of the students also reported that they had been using Facebook to communicate with friends both in their own schools and their former schools. Only seven percent of students reported that they had been using Facebook to communicate with their family.

4.2.1.2. Diversion

Diversion can be described as seeking pleasure, relaxation, and escape from boredom or worries and mood management. This is frequently labeled the entertainment function and mostly assumed by media researchers to dominate adolescents' reasons for using media. Thirty two

percent of the students reported that they have been using Facebook for the purpose of entertainment or diversion. The following examples represent their responses:

When I get free time I like to use Facebook because it's full of fun.

Most of the time, I use Facebook to entertain myself.

Facebook has so many attractive activities....

Facebook helps me to regain my mood.

Facebook has several events (programs), recent movies and sport activities I like to watch.

Because there are many contents which help me to relax..., and to holds my attention.

I like to post pictures and messages that I like to share with others.

I enjoy watching photos, videos and events related to my friends on Facebook.

I enjoy music with their lyrics on Facebook.

4.2.1.3. Cognition

Cognition was found to be the third reason for the students' Facebook usage. This media consumption is characterized by seeking or acquiring information. It ranges from monitoring current events via Facebook pages to learning and gaining various aspects of human activities and events in the world. Eleven percent of the students reported that they have been using Facebook for the purpose of cognition. Examples of the participants' responses in this category are:

I use Facebook to learn and get information about others.

It is amazing how connected it has made me with recent activities.

Facebook allows me to stay in touch with educational activities and groups.

Facebook is the best way of gaining recent information.

I use Facebook because it is a good way to keep me informed about everything.

Facebook helps me to get information and guidance from close friends.

I use Facebook to see breaking news at global level in general.

Facebook helps me to easily get my favorite books.

4.2.1.4. Withdrawal

The fourth category of students' purpose for using Facebook was withdrawal. Nine percent of the students reported that they have been using Facebook to establish barriers between the self and others, to ensure uninterrupted attention, or simply to obtain solitude. Examples of their responses are:

When I get in to a bad mood Facebook is there all the time.

I use Facebook when I feel everybody ignored me.

Facebook helps me to try things that I worry to do in front of others.

I use Facebook only when I'm alone.

Mostly I use Facebook when I get tired of things.

Facebook always has interesting events which makes me feel better, especially when I get bored.

Facebook helps me to do what I want without the awareness of others.

4.2.1.5. Other Reasons For using Facebook

In addition to the above mentioned purposes of Facebook use, seven percent of the students reported that they have been using Facebook for their own unique purposes. Examples:

I use Facebook because it helped me to boost my self-confidence.

I have so many friends on Facebook and I feel I'm well known; that is my reason.

I use it because it helps me to see my friend's status and what they really look like...

....because everything is there, with much easier options and attractive scenes.

Most of the time, Facebook helps me to compare myself with others and easily understand my position.

I use Facebook because it is a good way to keep myself with up to date technologies.

...You know sometimes it feels good to get people's attention...

As the responses show, it was found that purpose statements related to social utility (41 %) and diversion (32 %) activities had a higher score than other purposes of Facebook use. The statements related to cognition (11.2 %) and withdrawal (8.8 %) purposes of Facebook use were found much smaller than other purposes. However the remaining one reason of Facebook use was stated as "Other purposes of Facebook use," because seven percent of the participants' response does not exactly refer their purpose for using Facebook.

4.3. Correlations among Potential Predictors and Psychosocial Adjustment

Bivariate correlations were utilized to see the relationship between the predictor variables (gender, school type and Facebook usage) and psychosocial adjustment. The data are as follows.

Table 4

Correlation Matrix Between the Potential Predictors and Psychosocial Adjustment

No.	Variables	1	2	3	4
1	Sex (1) Male = 0 Female = 1	1	-.098	.181 [*]	-.146
2	School type (2) Private = 0 Public = 1		1	-.184 [*]	.238 ^{**}
3	Facebook use (3)			1	-.182 [*]
4	Psychosocial adjustment (4)				1

* Significant at the 0.05 level (2-tailed)

As the above table shows, school type had a negative relationship with Facebook usage ($r = -.184$, $p < .05$). But there is a positive relationship between school type and psychosocial adjustment ($r = .238$, $p < .05$). Sex had significant correlation with only Facebook usage ($r = .181$, $p < .05$). Facebook usage and psychosocial adjustment had a negative and significant relationship ($r = -.182$, $p < .05$).

4.4. Psychosocial Adjustment across the Levels of Facebook Usage

To see statistical difference among low, moderate and high Facebook users, one way analysis of variance was employed.

Table 5

ANOVA of the Levels of Facebook Usage and Psychosocial Adjustment

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	4674.18	2	2337.09	6.04*	.003
Within Groups	47145.76	122	386.44		
Total	51819.95	124			

*p < .05

The result showed a significant difference in psychosocial adjustment among the levels of Facebook usage ($F = 6.04$, $p < .05$). Scheffe's post-hoc comparison further showed the following results.

Table 6

Test of Difference Among Low-users, Moderate-users and High-users

(I) level of Facebook usage	(J) level of Facebook usage	Mean Difference (I-J)	Sig
Low	Moderate	4.82	.481
	high	17.99*	.003
Moderate	low	- 4.82	.481
	high	13.17*	.029
High	low	-17.99*	.003
	Moderate	-13.17*	.029

P < .05

As shown in the above table, those students who had low level of facebook usage are better in their psychosocial adjustment than those students who had high level of facebook usage. The

Table also indicates that students who had moderate Facebook using level are better in their psychosocial adjustment than high Facebook users.

4.5. Comparison of the Psychosocial Adjustment of Facebook Users by Sex

Table 7

Psychosocial Adjustment Difference Between Male and Female Facebook users

Variable	Sex	Mean	SD	df	t	Sig.
Psychosocial Adjustment	Male	112.79	21.83	123	1.631	.105
	Female	106.83	18.23			

As illustrated in the above table, there is no statistically significant difference between male and female Facebook users in their psychosocial adjustment.

Table 8

Difference Between Males and Females in Facebook Usage

Variable	Sex	Mean	SD	df	t	Sig.
General Facebook use	Male	31.37	10.98	123	-2.05	.043
	Female	35.37	10.66			

As it can be seen in the above table, there was a significant difference among male and female preparatory students ($t = -2.05$, $p < .05$) in terms of the time they spent on Facebook. Female students spent more time on Facebook than male students.

4.6. Comparison of the Psychosocial Adjustment of Facebook users in Private and Public Schools.

An independent-sample t-test was conducted to compare the psychosocial adjustment of Facebook users in private and public schools.

Table 9**Psychosocial Adjustment Difference Between Private and Public Schools.**

Variable	School type	Mean	SD	df	t	Sig.
Psychosocial Adjustment	Public	112.96	20.94	123	-2.71	.008
	Private	101.87	16.59			

As illustrated in the table above, there is a significant difference between students from private and public preparatory schools in their psychosocial adjustment ($t = -2.7$, $P < .05$). Students from public preparatory schools had better psychosocial adjustment than students from private preparatory schools.

Table 10**Difference Between Public and Private School Students in Facebook Usage**

Variable	School Type	Mean	SD	df	t	Sig.
Facebook usage	Public	31.98	10.85	123	2.07	.040
	Private	36.59	10.81			

The above table shows that there is a significant difference between students from private and public preparatory schools in their Facebook usage ($t = 2.07$, $P < .05$). Students from private preparatory schools had high Facebook usage than students from public preparatory schools.

4.7. Comparison of Psychosocial Adjustment Between Facebook Users and Non users.

An independent-sample t-test was conducted to compare the psychosocial adjustment scores of Facebook users and non users group.

Table 11**Difference Between Facebook Users and Non-users**

Variable	Group	Mean	SD	df	t	Sig
Psychosocial Adjustment	Users	110.12	20.44	186	1.72	.085
	Non users	115.31	17.20			

As illustrated in the above table, there is no statistically significant difference between Facebook users and non users group in their psychosocial adjustment. But, Facebook users group were slightly showed lower psychosocial adjustment. Therefore, one way ANOVA was conducted to compare the non-users' group psychosocial adjustment with the three levels of Facebook users group.

Table 12

ANOVA of Non-users, Low-users, Moderate-users and High-users

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	5802.258	3	1934.086	5.43*	.001
Within Groups	65499.418	185	355.975		
Total	71301.676	188			

*p < .05

The result showed a significant difference in psychosocial adjustment among the independent variables ($F = 5.43$, $p < .05$). Scheffe's post-hoc comparison further showed the following results.

Table 13

Test of Difference Among Non-users, Low-users, Moderate-users and High-users in their Psychosocial Adjustment

(I) Level of Facebook usage	(J) Level of Facebook usage	Mean Difference (I-J)	Sig.
Non-users	Low	-.40	1.00
	Moderate	4.41	.633
	High	17.59*	.003
Low	Non-users	.40	1.00
	Moderate	4.82	.661
	High	17.99*	.006
Moderate	Non-users	-4.41	.633
	Low	-4.82	.661
	High	13.17	.050
High	Non-users	-17.59*	.003
	Low	-17.99*	.006
	Moderate	-13.17	.050

* p < .05

The ANOVA shows whether the means of the distinct groups are different overall; post-hoc analyses (Scheffe) identify the specific means that are significantly different. As shown in the above table, there is statistically significant psychosocial adjustment difference between high-users and non-users. Facebook non-user students have better psychosocial adjustment than those students who had (only) high level of facebook usage.

Chapter Five

Discussion

This study investigated the relationship of Facebook usage to adolescent psychosocial adjustment. The findings of the study shows that the social connections that preparatory students maintain on social networking websites, as well as the frequent use of Facebook predict changes in their psychosocial adjustment.

Despite using this site for interconnection, most students probably do not know whether the practice has a negative effect on their psychosocial adjustment. One can say this because students who spent longer time on Facebook showed lower psychosocial adjustment than students who spent less time. Taken together, these results suggest that Facebook use has been integrated into the daily lives of most preparatory students in Addis Ababa.

5.1. The Main Reasons of Preparatory Students for Using Facebook

The first question of this study was concerned with reasons preparatory students give for using Facebook. The student answers were classified in to four categories of media consumption or Facebook activities: social utility, cognition, diversion and withdrawal. The study found that 41 % of the students used Facebook for the purpose of social-utility. This finding was consistent with previous research (Valkenburg et al., 2005) which indicates that late adolescents use online applications to facilitate social relationships.

Social utility on Facebook is characterized by facilitating relationships with family, friends, or desired social groups. In the present study from the 41 % of students who use Facebook for social utility, 60 percent used Facebook to make new friends. This was consistent with the finding that about half of the teens use social networking sites to make new friends (Lenhart &

Madden, 2007). According to the finding teens search for new friends on social networking sites more than other social activities.

Thirty three percent of students who used Facebook for social utility used it to communicate with friends both in their current and former schools. But only seven percent of the students used Facebook to communicate with their parents. This finding is supported by Pempek, Yermolayeva & Calvert (2009) who concluded that young students do not frequently use Facebook to communicate with their parents.

In relation to the social utility of Facebook, Dependency theorists has pointed that when adolescents use social networking for the purpose of social utility, they are trying to establish a sense of self through the auditioning of potential roles and identities: building self-confidence, seeking moral guidance, social acceptance, or status depending on the medium they are using (Sun, Rubin, and Haridakis, 2008). This statement is strengthened by the Uses and Gratification theory that when adolescents use media for social utilities they attempt to develop identity and ideas about strengths, weaknesses, goals, occupations, sexual identity, and gender roles (Dominick, 1996; Arnett, 2000).

Moreover, Erikson (1963) noted that teens try on different identities, going through an identity crisis, and use their friends to reflect back to them (Erikson, 1963). For this reason, it is important to suggest that through social utility, Facebook has a significant role to the developmental tasks of adolescent preparatory students living in Addis Ababa.

Diversion was the second reason of preparatory students to use Facebook. Diversion can be described as seeking pleasure, relaxation, and escape from boredom or worries, and mood management. This is frequently labeled the entertainment function. The study found that thirty two percent of students used Facebook for the purpose of diversion. This finding was supported

by Lenhert (2007) who concluded that adolescents were frequently using social networking sites for the purpose of diversion.

Using Facebook for the purpose of cognition was the third reason of students in the study. This purpose is mainly characterized by seeking or acquiring information. It ranges from monitoring current events via Facebook pages to learning different aspects of human activities and the world including educational purposes. In this study eleven percent of the students used Facebook for the purpose of cognition. This finding was slightly supported by Gedion (2011) who concluded that the youth living in Addis Ababa do not continuously use Facebook for educational purpose.

The fourth and final category of the students' purpose for using Facebook was withdrawal. Only nine percent of the study participants stated that they use Facebook to establish barriers between the self and others, to ensure uninterrupted attention, or simply obtain solitude. Unfortunately, this finding was inconsistent with several findings, for example Lenhert (2007) revealed that withdrawal was one of the major reasons of adolescents for using Facebook.

5.2. The Relationship Between Predictor Variables and Psychosocial Adjustment

The second question of the research was to see the relationship between the predictor variables (sex, school type and Facebook usage) and psychosocial adjustment. Co-relational analyses revealed several significant associations between the variables. Even though school type had a negative relationship with general Facebook use, it had a positive relationship with psychosocial adjustment. However, sex had significant positive relationship only with the amount of time of Facebook usage.

Likewise, when the inter-correlation between general Facebook use and psychosocial adjustment was examined there was a significant negative relationship. This relationship was consistent with

the findings by Fox (2013); Nee & Fan (2012); and Lenhart & Madden (2007) who concluded that young students' negative social and psychosocial adjustment are associated with frequent Facebook usage (Fox, 2013; Nee & Fan, 2012; & Lenhart & Madden, 2007).

The above findings are supported by Szwedo et al. (2012) who revealed that online social communication provides less information relative to in-person communication, lacking such cues as eye-contact, tone of voice, posture, and facial expressions, not to mention physical contact (Szwedo et al., 2012). However, unlike the present findings, the Australian Psychological Society (2010) & Pempek et al. (2008) concluded that adolescents who use Facebook may develop strong social and psychological adjustment (The Australian Psychological Society, 2010 & Pempek et al., 2008).

Online social networks appear to have a leveling effect on youth social and psychosocial adjustment to improve outcomes for initially less accepted youth, but they are associated with less positive changes for youth who are more socially accepted (Szwedo et al., 2012). According to the finding, one possibility is that students use social networking sites in order to facilitate in-person interactions with their friends, but more research is needed to determine if this is the case.

5.3. The Levels of Facebook Usage and Psychosocial Adjustment

In the present study more than sixty seven percent of the students had high and moderate experience in using Facebook. In addition, students who had high usage of Facebook show lower psychosocial adjustment. Thus, it appears that frequent Facebook usage has a negative effect on the students' psychosocial adjustment. In other words, the result revealed that the higher the Facebook usage the lower the psychosocial adjustment.

This finding is consistent with the studies by Nee et al. (2012); Fox (2013) & Lenhart et al. (2007) who concluded that adolescents who are high in Facebook usage are slightly low in various aspects of psychological and social well-being. Moreover, the studies indicated that quality of interpersonal relationship and behavioral problems are negatively correlated with inappropriate Internet usage and the amount of time spent on social networking sites.

Students who had low and moderate Facebook use did not show negative psychosocial adjustment. This finding was consistent with the study by Szwedo et al. (2012) who noted that individuals who do not feel socially accepted may enjoy feeling connected to a large number of people knowing that they have the opportunity to interact with them if they so choose (Szwedo et al., 2012). According to the above finding, such individuals may find creating a large network of friends online easier and less threatening than attempting to do so offline, which may make them feel more connected to others' lives and enhance their feelings of well-being.

The present finding also indicates that using Facebook may not be harmful if adolescents use the site in the proper way and for a limited amount of time. This statement is based on the fact that, in the present study those students who reported low and moderate Facebook usage have higher psychosocial adjustment than those who reported high usage.

In relation to the above finding, Dependency theory posited by some online communication researchers suggests that online relationships may have different implications for individuals depending on their initial levels of social functioning (Sun et al., 2008). According to this theory, the possibility of the depth of communication via social networking websites may not be sufficient for students who may be accustomed to richer interpersonal communication to maintain strong psychosocial adjustment. This is because it does not invite them to engage in more involved conversations.

5.4. Difference Between Males and Females in Facebook Usage and Psychosocial Adjustment

No significant psychosocial adjustment difference was found between male and female Facebook users. This finding is consistent with a few studies. For example a study conducted by Szwedo et al. (2012) and Ellison et al. (2007) found out that no significant difference between male and female Facebook users in their psychological adjustment. Boyd (2008) also revealed that the negative effects of social networking usage were highly related with socioeconomic factors rather than gender.

Nevertheless, unlike the present finding, the studies by Lenhert et al. (2007), Kelsey (2007) and Young (2004) concluded that females are more likely to be dependent and be affected by Internet and social networking usage. According to the results, females were posting pictures and comments on the social networking sites more frequently than males. In addition, during adolescence females tend to be more sensitive for their body image. As a result of this, they are more sensitive and easily hurt by negative comments made on their pictures or time-lines (Lenhert et al., 2007; Kelsey, 2007 and Young, 2004).

The difference between the present and past findings may be due to the difference in study cite. For instance, females in Ethiopia are less frequent Facebook users than females who live in western countries where past research was undertaken.

5.5. Psychosocial Adjustment Difference Between Facebook Users from Public and Private Schools

Previous research suggested that individuals from households with higher income are more likely to go online than individuals from households with lower income (Hargittai, 2007 and Madden, 2006). The above statement was strengthened by a local study in Addis Ababa which found that

most of private preparatory students were living in a household with a greater income than public preparatory school students (Ethiopian Demographic Health Statistics, 2012).

In this study, it was found that private preparatory school students spend more time on Facebook and show lower psychosocial adjustment than public preparatory students. The negative effects of social networking usage were highly related with socioeconomic factors rather than gender. This is for the reason that in the present study private preparatory students were more frequent Facebook users than public preparatory students.

This finding was consistent with the study by Madden (2006) who concluded that individuals from households with greater income are more likely to go online and are consequently exposed to its negative effects (Madden, 2006). According to the result, frequent Facebook usage has a negative effect on the psychosocial adjustment of adolescent preparatory students.

5.6. The Psychosocial Adjustment Difference Between Facebook Users and Non-users

The final question of the present study was to see whether there is a psychosocial adjustment difference between Facebook users and non users. No statistically significant difference was found in psychosocial adjustment between Facebook users and non users group. This finding was consistent with the Ellison et al. (2007) finding that there was no significant psychological adjustment difference between young student Facebook users and non users.

However, when Facebook non users group compared with the three levels of Facebook users group (low, moderate and high) it was found that Facebook non-users have a better psychosocial adjustment compared to high Facebook users. This finding was consistent with several previous research findings, for example a study conducted by Nee et al. (2012), Fox (2013), Lenhart et al.

(2007) and Szwedo et al. (2012) who found out that frequent social networking users have a lower social and psychological adjustment than other Facebook users group.

Furthermore, social cognitive theorists stated that adolescents who frequently view models on the social networking site and who perform behaviors that are rewarded, or not punished, are more likely to imitate those behaviors. This theory also suggest that media influences both adolescents' worldviews and their behaviors (Bandura, 2002, cited in Lerner & Stienberg, 2004). According to social cognitive theory, when adolescents pay attention to and think about information from media, they acquire new or modify existing mental representations.

Chapter Six

Summary, Conclusions and Recommendations

The first part of this section presents a summary of the research. Some ideas will then be forwarded by way of conclusion and recommendation.

6.1. Summary

This study aimed at exploring the preparatory students Facebook usage and its relationship to their psychosocial adjustment. The study explored the use of Facebook by preparatory students in terms of the frequency of their usage. In addition, it assessed students' psychosocial adjustment from both Facebook users and non users group and in public and private preparatory schools.

Three theoretical frameworks were utilized: Uses and Gratification, Dependency and Social Cognitive theories. The survey involved questions targeted on psychosocial adjustment and level of Facebook usage, using likert-type scales. Based on pilot study item analysis was carried out and the instruments were improved. The scales were distributed to 200 students in two public and two private preparatory schools found in Addis Ababa. The data were collected through multistage sampling techniques. Finally, 188 questionnaires were used for the final analysis.

As part of qualitative analysis, analysis through coding was performed on the open-ended question. Inferential statistics was utilized to check the statistical significance of the quantitative results. Thus, correlation matrix (based on Pearson r , point-biserial and phi (ϕ)) was used to calculate the relationship between the predictor variables and psychosocial adjustment. One way ANOVA was used to assess the relationship between the levels of Facebook usage and psychosocial adjustment. An independent t test was utilized to calculate the psychosocial

adjustment difference between males and females and between private and public preparatory school student Facebook users. The same procedure was used to calculate the difference in psychosocial adjustment between Facebook users and non users.

The major findings are:

- The majority of preparatory students in Addis Ababa use Facebook for the purpose of social utility, mainly to make new friends. Only 11.2 percent of preparatory students use Facebook for cognition or educational purpose;
- Psychosocial adjustment is directly correlated with the school type and the amount of time students spent on the Facebook. However, sex had significant positive relationship only with the time of Facebook usage;
- More than 67 percent of the students who use Facebook show moderate (50 %) and high rate (17.7 %) of Facebook usage. In addition, students who spend longer time on Facebook showed lower psychosocial adjustment;
- No significant psychosocial adjustment difference was found between male and female Facebook users. However, female students showed longer time of Facebook usage than male students;
- Private preparatory school students spend longer time on Facebook and showed lower psychosocial adjustment than public preparatory students; and
- No statistically significant difference was found between Facebook users and non users in psychosocial adjustment.

6.2. Conclusions

The study found that more than 65 percent of the same regular preparatory students in Addis Ababa are Facebook users. Moreover, from the total number of preparatory student Facebook users, 17.7% of students were found to be addicted Facebook users. But, the majority of

preparatory school Facebook users could be at risk of Facebook addiction and psychosocial problems. This is because they may not understand how long they should spend on facebook. They also may have limited awareness about safe social networking usage.

In the present study no significant psychosocial adjustment difference was found between male and female Facebook users. The negative effects of social networking usage were related with socioeconomic factors rather than gender. When the psychosocial adjustment difference between public and private Facebook users was assessed, private preparatory school students showed lower psychosocial adjustment than public preparatory school students.

Regarding the General Facebook users and non users group there was no significant difference in their psychosocial adjustment. However, high Facebook users had lower psychosocial adjustment than Facebook non-users. This finding may indicate that using Facebook may not be harmful in general if adolescents use the site in the proper way and for a limited amount of time.

Online communication provides an important backdrop for social, emotional and cognitive development to adolescents. In addition, the benefits of Facebook can be maximized by using the site for educational purpose. Besides, if adolescents use the site to strengthen their offline relationship, it would have a true potential for generating benefits in improving their social relationship skills.

Moreover, online social network services appear to offer important affordances, especially for those who face difficulties in social relationships and in forming and maintaining heterogeneous offline networks. In this regard, Facebook has a good solution to improve such adolescents' relationship skills and offers information for their social and psychological development. But this

is possible when adolescents only use the site for the proper purpose and for a limited amount of time.

6.3. Recommendations

This section presents recommendations drawn from the findings of the study. The recommendations focus on strategies that may be considered by the Government, schools and families.

I. Recommendations for the Government

- The government should be responsible for developing and activating community awareness program concerning safe Internet use and harm minimization and related supporting services to minimize the harmful effects of Facebook especially on adolescent students.
- Government should fund appropriate alternatives, like sport, educational and recreation facilities, which encourage educational, social and physical activities in the community. This will help to maximize adolescents' offline relationship.

II. Recommendations for Schools and Families

- Preparatory students need to be encouraged to use the site for educational purpose. It is possible to create school or institution based educational pages which initiate students to concentrate on their education.
- Preparatory students who spend longer time on Facebook should be advised to minimize their online time and maximize offline relationship.
- Private preparatory school students' parents, teachers and principals should be responsible for their student time and ways of social networking usage.
- Preparatory schools should develop and activate student awareness programs concerning safe social networking usage to minimize the harmful effects of Facebook usage.

- Teachers should be taught to recognize and respond to any changes in student behavior, especially if related to online activity.

III. Recommendations for Future Research

- Future studies should examine if adolescents have different levels of psychosocial adjustment depending on where their social relationship is closer - in face-to-face or online context.
- Research should be conducted to see as if other age groups are experiencing psychosocial adjustment challenges related to social networking usage.
- Studies should examine social and psychological adjustments by considering other variables such as the number of Facebook friends, ways of Facebook usage and the strength of offline relationship using a larger sample size; and
- Investigation is also needed with particular emphasis on the relationship of social networking usage and psychosocial adjustment using longitudinal study designs that are useful for evidence-based interventions.

In general public policy should focus on promoting the healthy and safe use of the Internet. Students' education must proceed using the most up to date and appropriate technologies. However, the dangers of these technologies must be recognized and examined and proper interventions implemented to maximize their utility and to minimize the potential harm to adolescents as well as to society.

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APPENDICES

Survey Questionnaire

I am a third year postgraduate student at Addis Abba University at college of education and behavioral studies. I am doing my thesis on *The Relationship of Social Networking to Adolescent Psychosocial Adjustment in Selected Preparatory Schools of Addis Ababa*. This questionnaire aims to get your exact feeling for each question, which makes my study sound and complete. Hence, I kindly request you to fill this questionnaire honestly. Personal details are not needed.

I thank you very much for your time and consideration in advance.

Appendix I:

Questions Developed to Assess the Demographic Information of Preparatory Students.

1. Age.....

2. Sex

☐ Male

☐ Female

3. Type of school

☐ Public

☐ Private

4. Level of education

☐ Grade 11

☐ Grade 12

5. Do you access/use Facebook?

☐ Yes

☐ No

If your answer is yes, please write your main reason-----

Appendix II

Questions Used to assess the levels (rate) of Facebook Usage by Preparatory Students.

No.	Items	Never	Rarely	Often	Always
1	How often do you find that you stay on Facebook longer than you intended?				
2	How often do you prefer the excitement of Facebook to intimacy with your partners?				
3	How often do others in your life complain to you about the amount of time you spend on Facebook?				
4	How often does your education achievement suffer because of Facebook?				
5	How often do you check Facebook before something else that you need to do?				
6	How often do you become defensive or secretive when anyone asks you what you do on Facebook?				
7	How often do you block out disturbing thoughts about or life with soothing thoughts of Facebook?				
8	How often do you find yourself anticipating when you will go to Facebook again?				
9	How often do you fear that life without Facebook would be boring, empty and joyless?				
10	How often do you snap, yell, or act annoyed if someone bothers you while you are using Facebook?				
11	How often do you lose sleep due to late night logins?				
12	How often do you feel preoccupied with Facebook when off-line, or fantasize about being on-line?				
13	How often do you find yourself saying just “a few more minutes” when you are using Facebook?				
14	How often do you try to cut down the amount of time you spend on Facebook and fail?				
15	How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back to Facebook?				

Appendix III

Questions Used to Assess the Level of Self-esteem of Preparatory Students.

No.	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	On the whole am satisfied with myself.				
2	At times I think I'm not good at all.				
3	I feel that I have a number of good qualities.				
4	Am able to do things as well as most other people do.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all I'm inclined to feel that I'm a failure.				
10	I take a positive attitude towards myself.				

Appendix IV

Questions Used to Assess the Level of Depression of Preparatory Students.

No.	Items	Strongly Agree	Agree	Disagree	Strongly disagree
1	It's hard for me to gate sleep at night				
2	I cry easily				
3	I feel incapable of making decisions.				
4	I break in to tears when I hear a sad song.				
5	I wake at every noise during the night.				
6	I prefer to remain silent when I 'v any problems.				
7	Compared to others I feel mainly unsuccessful.				
8	I feel fade up with everything.				
9	Everything is going wrong to me.				
10	I wish I could sleep through this part of my life.				
11	I sometimes cry in my sleep.				
12	I get tired easily.				
13	I have lost my trust in people.				
14	I have no interest in my usual hobbies.				
15	I have lost my interest in others.				
16	Sometimes I wish the end of all and my own as well.				

Appendix V

Questions Used to Assess the Level of Social Anxiety of Preparatory Students.

No.	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I worry about what others say about me.				
2	I'm afraid that others don't like me.				
3	I worry about what others think of me.				
4	I think that others make fun of me.				
5	I feel that peers talk about me behind my back.				
6	I get nervous when i meet new people.				
7	I get nervous when i talk to peers i don't know very well.				
8	I feel nervous when I'm around certain people.				
9	I worry about doing something new in front of others.				
10	It's hard for me to ask others to do things with me.				
11	I'm quite when I'm with a group of people.				
12	I feel shy even with peers I know very well.				

Thank you very much

መጠደቅ

እኔ በአዲስ አበባ ዩኒቨርሲቲ በሳይኮሎጂ ትምህርት ክፍል የሶስተኛ አመት የድህረ-ምረቃ ተማሪ ሲሆን በዋናነት የወጣቶች ማህበራዊ ድህረ-ገፅ አጠቃቀም አማካኝነትና ስነስሜናዊ ህይወታቸው ጋር ያስተካክላቸዋል ብለን በማሳሰብና ሳይ እንደነበረ:: ስዚህም የስነ-ጥናት ትብብር ሰሞኑ በአጭር ስራዎች በመሆኑ ቀጥሎ ስተዘረዘሩት ምርቶች ትክክለኛ ምሳሌዎችን እንደተሰጡና በትህትና እጠይቃለሁ:: ሥማችሁንና ሌሎች ዝርዝር መረጃዎችን መግለጽ እደጠበቅባችሁ::

ስትብብራችሁ ክስብ አመሰግናለሁ

ክፍል አንድ

መመሪያ: እባክዎ/ሽ ቀጥሎ ስተዘረዘሩት ምርቶች በተዘጋጁት ሳምንቶች ውስጥ ጭረት (✓) በማድረግ ወደም በሰብሩ ምሳሌ ስሞ/ጭ::

1. አድሜ

2. ፆታ

☐ ወንድ ☐ ሴት

3. የምትማረበት ትምህርት ቤት አይነት

☐ የግል ☐ የመንግሥት

4. የትምህርት ደረጃ

☐ 11ኛ ክፍል ☐ 12ኛ ክፍል

5. ፌስቡክ የመጠቀም ሁኔታ

☐ አጠቃቀሙ ☐ አስጠቃምም

ምሳሌ/ሽ አጠቃቀሙ ከሆነ ምክንያትህን/ሽን በአጭር ግለጽ/ጭ-----

ክፍል ሁለት

የመስናዶ ተማሪዎች ፌስቲቭ ስመጠቀም የሚያወሰኑትን የግዜ መጠን ስመስካት የተዘጋጁ ጥያቄዎች፡፡

ቁ.	ጥያቄ	በጭራሽ	ሰከፎ	ሰከፎ	ብዙ ግዜ	ሁለት ግዜ
1	ካሰብኩ/ሽው ግዜ ስላሰራህ/ሽ ፌስቲቭ ተጠቅመህ/ሽ ታውቃለህ/ሽ?					
2	ከጓደኞቼ/ሽ ጋር ደበልጥ ስመቀራረብ ፌስቲቭን ስማራጭ ታደርጋለህ/ሽ?					
3	ፌስቲቭ ሳይ የምታውሰውን/ደውን ግዜ በተመሰከተ ከማህበረሰቡ ትችት ተሰንዝርብህ/ሽ ያውቃለህ?					
4	ጊዜህን/ሽን ስፌስቲቭ በማዋሰን/ሽ ትምህርትህ/ሽ ሳይ ችግር ተፈጥሮ ያውቃለህ?					
5	ቅድሚያ መስጠት ከሚገባህ/ሽ ሃሳፌንት ደስቀ ፌስቲቭን ታስቀድማለህ/ሽ?					
6	ፌስቲቭ ስጠቃቀምህን/ሽን በተመሰከተ ስሚቀርብህ/ሽ ጥያቄ ተከራክረህ/ሽ ወይም ድብቅ ሆነህ/ሽ ታውቃለህ/ሽ?					
7	የፌስቲቭ ስታዊ ተልከኞችን በተመሰከተ የሚነሱ ሃሳቦችን በቸሰታ ታስፋለህ/ሽ?					
8	በሴባ ስራ ሳይ ሳለህ/ሽ ፌስቲቭ ስመጠቀም ጉጉት ስድሮብህ/ሽ ያውቃለህ?					
9	ህይወት ያስፌስቲቭ ስሰራሽና ባዶ ናት ብለህ/ሽ ታምናለህ/ሽ?					
10	ፌስቲቭ በምትጠቀምበት/ሚበት ወቅት ሰዎች ሲረብሹህ/ሽ ትበሳጫለህ/ሽ?					
11	ፌስቲቭ ስመጠቀም ስትሰ/ዩ ስንቅሳቤህን/ሽን ሰውተህ/ሽ ታውቃለህ/ሽ?					
12	ፌስቲቭ መጠቀም ከሴቶች ነገሮች በሳይ ደስታን ይሰጥህ/ሻለህ?					
13	ምንያህ ግዜ ፌስቲቭ ስመጠቀም ስትሰ/ዩ ጓደኞቼ/ሽን “ስባክህ ትንሽ ደቂቃ ስጠኝ/ጧኝ” ብለህ/ሽ ታውቃለህ/ሽ?					
14	ስፌስቲቭ የምታውሰውን/ደውን ግዜ ስመቀነስ ሞክረህ/ሽ ሳይሳካህ/ሽ ቀርቶ ያውቃለህ?					
15	ፌስቲቭ በማትጠቀምበት/ሚበት ወቅት ድብርት ወይም ጭንቀት ተሰምቶህ/ሽ መጠቀም ስትጀምር/ሩ ይህ ስሜት ይሰቀህ/ሻለህ?					

ክፍል ሶስት

የመስናዶ ተማሪዎችን በራስ የመተማመን ደረጃ ለመለካት የተዘጋጁ ጥያቄዎች፡፡

ቁ.	ጥያቄ	በስጅጉ ስለማመን	ስለማመን	ስለማመን	በስጅጉ ስለማመን
1	በራሴ መብራራት ይቻላል ነኝ፡፡				
2	ብዙ ጊዜ ምንም ነገር ሳይ ገብቼ አይደለሁም ብዬ አስባለሁ፡፡				
3	ብዙ ጥሩ ነገሮች እንዳሉኝ ይመስለኛል፡፡				
4	ሴቶች የሚሰሩትን ያህል መስራት አቅባለሁ፡፡				
5	ምንም የሚያኮራ ነገር የለኝም ብዬ አስባለሁ፡፡				
6	ብዙ ጊዜ እርባና ቢስ እንደሆነኩ ይመስለኛል፡፡				
7	ቢያንስ ከሴቶች አኩሪ አብሮና ዋጋ እንደሚሰጠኝ ይመስለኛል፡፡				
8	በራሴ የተሻለ ከበራታ ቢኖረኝ ይህ ይሰኝ ነበር፡፡				
9	ባጠቃላይ መፈጠሪያ ስህተት ነበር ብዬ አስባለሁ፡፡				
10	በራሴ ቀና ለመለካት አለኝ፡፡				

ክፍል ስራት

የመስናዶ ተማሪዎች ከሰነድዎቹ ህይወታቸው ጋር በተያያዘ ያሉ ስራታዊ ባህሪያትን (ድብርት፤ መሳሳት ወይም ስነገሮች ትርጉም ማለት) መጠን ለመለካት የተዘጋጁ ጥያቄዎች፡፡

ቁ.	ጥያቄ	በስጅጉ ስለማመን	ስለማመን	ስለማመን	በስጅጉ ስለማመን
1	ማታማታ ለመተኛት በጣም አቅባለሁ፡፡				
2	ለትንሽ ነገር አስቀሳለሁ፡፡				
3	ማንኛውንም ውሳኔ ለመወሰን ብቁ አይደለሁም፡፡				
4	የሚያሳዝን ዘፈን አለመሆኔ አስቀሳለሁ፡፡				
5	ሴቢት ሳይ ማንኛውም ድምፅ ከሰነድዎቼ ይቀረጥኛል፡፡				
6	ማንኛውም ችግር ሲገጥመኝ ዝምታን አመርጣለሁ፡፡				
7	ከሴቶች ጋር ስነጻደር ስራታማ እንዳልሆነኩ ይመስለኛል፡፡				
8	ሁሉም ነገር እንደሰሰኝኝ ይመስለኛል፡፡				
9	ሁሉም ነገር ወደ ስተት እያመራ እንደሆነ ይመስለኛል፡፡				
10	ደህናው የአድራሻዬ ክልል በስንቅሰፍ ቢያሰፍ ይህ ይሰኝ				

	ነበር፡፡				
11	ስንዳንዱ ተኝቼ ስበቅሳለሁ፡፡				
12	ነገሮች ቸሱ ይሰብቻኛል፡፡				
13	ስሁን ስሁን ሰዎችን ማመን ስድቃተኝ ነው፡፡				
14	ያዝናኑኝ የነበረ ነገሮች ሁሉ ስርባና ቢስ ሆነውብኛል፡፡				
15	ከሰዎች ጋር ስመሆን ፍሳሽተ የሰኝኃለሁ፡፡				
16	ስንዳንድ ግዜ የስኔን ጨምሮ የሁሉም ነገር መጨረሻ ቢመጣ ስመኛለሁ፡፡				

ክፍል ስምስተ

የመሰናዶ ተማሪዎችን ማህበራዊ ህይወት በተመለከተ ያሉባቸውን ችግሮች መጠን ስመሰካት የተዘጋጁ ጥያቄዎች፡፡

ተ.ቁ	ጥያቄ	በስጅጉ ስለማመነሁ	ስለማመነሁ	ስለስማማም	በስጅጉ ስለስማማም
1	ሰዎች በሚሉኝ ነገር ስጠነቃለሁ፡፡				
2	ሰዎች ስይወዱኝም ብዬ ስጠነቃለሁ፡፡				
3	ሰዎች ስለኔ ምን ያስቡ ይሆን ብዬ ስጠነቃለሁ፡፡				
4	የሰዎች መሳሰቂያ የሆነኩ ስየመሰለኝ ስጠነቃለሁ፡፡				
5	ጎደኞቼ ስኔ በሲብሉበት የሚያሙኝ ይመስለኛል፡፡				
6	ስዲስ ሰው ስተዋወቅ ስፈራለሁ፡፡				
7	በደንብ ከማሳውቃቸው ሰዎች ጋር ሳወራ ስጠነቃለሁ፡፡				
8	ሰዎች ባሉበት ቦታ ስሆን ስጠነቃለሁ፡፡				
9	በሰዎች ፊት ስዲስ ነገር ማድረግ ስፈራለሁ፡፡				
10	ሰዎችን ስብረውኝ ስንዲሰረ መጠየቅ ስፈራለሁ፡፡				
11	ከሰዎች ጋር ስሆን ዝምታ ስበዛለሁ፡፡				
12	በደንብ ከማውቃቸው ጎደኞቼ ጋር ሆኜ ስንኳ ስፍራለሁ፡፡				

በጣም ስመስግናለሁ

Annex: I

Lottery Method Used to Select Four Sub-cities	
No.	Name of Sub-cities
1	Addis Ketema
2	Akaki
3	Arada
4	Bole
5	Gullele
6	Lideta
7	Kolfe
8	Kirkos
9	Nefassilk/lafto
10	Yeka

Annex: II

List of Private and Public Preparatory Schools in the Selected Four Sub-cities								
Addis ketema Sub-city			Bole Sub-city		Kirkos Sub-city		Gulele Sub-city	
No.	Public	Private	Public	Private	Pubic	Private	Public	Private
1	Addis Ketema	Radical Academy	Bole Preparatory	Yenegew Sew	Abiyot Kirs	Dandi Boru	Medhaniale m	Enat
2			Beshale Preparatory	Vision Academy		Future Talent	Yekatit 12	Elshaday Hollysavior
3				Fana		Assai		K. Andarge
4				Fountain of knowledge		Adey Abeba		Emperial Academy
5				Bole Hibreteseb				
6				Dibora				