



ADDIS ABABA UNIVERSITY
SCHOOL OF JOURNALISM AND COMMUNICATION

**THE EFFECTS OF SOCIAL MEDIA ON HIGH SCHOOL STUDENTS' STUDY
PROGRAM: THE CASE OF AYER TENA HIGH SCHOOL ADDIS ABABA**

BY:-
GETACHEW MELAKU

ADVISER: TENAW TEREFE ASST. Prof.

ADDIS ABABA, ETHIOPIA
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**BY:
GETACHEW MELAKU**

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BY:
GETACHEW MELAKU

Approved by the Board of Examiners:-

Dean, Graduate Studies

Signature

Advisor

Signature

Internal Examiner

Signature

External Examiner

Signature

DECLARATION

I, the undersigned, declare that this thesis entitled “The effects of social media high school students` study program: The case of Ayer Tena high school, Addis Ababa” is my original work. I also declare that this thesis has been for a degree in any other university and that all source of materials used for this thesis has been appropriately acknowledged.

Name: Getachew Melaku

Signature: _____

Date: _____

This thesis entitled “The effects of social media on high school students` study program: The case of Ayer Tena high school, Addis Ababa” has been submitted to examination with my approval as a university advisor.

Advisor name: _____

Signature: _____

Date: _____

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ACRONYMS

ANS= Advanced Network and Services, Inc.

ARPA = Advanced Research Projects Agency

ARPANET = Advanced Research Projects Agency Net

BBN= Bolt, Beranek and Newman

BITE= Bringing Internet to Ethiopia

DARPA = (USA) Defense Department's Advanced Research Projects Agency

FGD = Focus Group Discussion

ETC= Ethiopian Telecommunication Corporation

IMP = Interface Message Processors

IM= Instant Messaging

INWG = International Network Working Group

LAN = Local Area network

MIT = Massachusetts Institute of Technology

MSDT= Media System Dependency Theory

NCP = Network Control Protocol

NPL = National Physical Laboratory

NSF = (U.S) National Science Foundation

NSFNET= National Science Foundation Network

RFQ = Request for Quotation

SRI = Stanford Research Institute

SMPs = Social Media Platforms

SMTs = Social Media Technologies

SM= social media

TCP/IP= Transmission Control Protocol/Internet Protocol

UCLA = University of California at Los Angeles

UCSB= University of California at Santa Barbara

UGT= Uses and gratification Theory

USSR= Union of Soviet Socialist Republic

WWW = World Wide Web

ABSTRACT

This study examined the effects of social media on high school students' study program, focusing on grade 12 students at Ayer Tena Secondary School in Addis Ababa, Ethiopia. The main objective of this study was to assess effects of social media on the students and their parents and teachers' prevention practices of the adverse effects. Employing a mixed-methods approach, the research's data gathering was through questionnaires from 303 sample students out of 1100 and focus group discussions comprising students, teachers, and parents. The research findings showed that almost all of the respondents used social media in different levels of time. It reveals that most students spend an average of 2: 55 hours per day on social media. Nearly half of them used social media for all purposes. Only less than quarter of the students used mainly for academic purposes and a few students used it for business. Regardless of recognizing its possible academic value, students lack organized plans or digital literacy skills to influence social media effectively for learning. TikTok, Instagram, Telegram, YouTube and Facebook are mostly used social media platforms. Top platform for academic use was YouTube. Most of the students used mobile phones. The survey showed majority of parents new as their children were using social media. A little more than half of the parents knew the purpose of the students' usage. About half of the students' parents, some always and majority of them sometimes, follow and control the students' social media usage. Some parents use restriction as a controlling mechanism by avoiding access to smart phones. Commonly reflected idea was as there should be controlled and guided usage of social media. On its advantages, the highest percent of the students viewed as social media is important for sharing academic material, improves English language skills and supported its role in communication and relationships. Similarly On its disadvantages, the highest percent of the students viewed as social media negatively affect sleep, affects family communication and harms academic performance. Some of their teachers tried to guide the students informally and in private. Although social media gives educational benefits, they are underutilized. Furthermore, the research revealed a lack of structured checking and supervision by both parents and educators. The paper calls for strategic interferences by schools, families, and policymakers to exploit the educational value of social media while reducing its adverse consequences. It stresses totally restriction is not a feasible solution in the digital era. Instead, coordinated exertions are recommended: mixing digital literacy into the school curriculum, and training parents and educators with strategies to guide youths rationally in the digital landscape.

Key words: - Social media, Parents, Teachers, Students

CHAPTER ONE

INTRODUCTION

This study had been conducted to find out the effects of the social media on Ethiopian high school students on their study program until now by conducting a research on selected school teenager students. Social media brought not only opportunities but also challenges particularly for teenagers since they are passionate to know new things. Researches indicated that mass of youth in some countries is using social media networks more than 5 hours a day predictably in decreasing their general health in general and mental health in particular (Patawat & Balamurugan, 2018)). Unless it can be properly guided the wrongly social media use which is characterized by addictive-like behaviors has progressively been related with depression, anxiety, and stress is emanating challenges for the generation. (Vossen et al., 2024). Telecom infrastructures are growing fast here in Ethiopia.

Internet tariff is decreasing in Ethiopia and Wi-Fi accessibility is growing which can advance opportunities for the adolescents in order to access to any information of the social media (Asrat et al., 2023). Comparatively, in Ethiopia social media is recently born and little studied although it is growing fast in its impact on teenagers (Hussain, 2018). Ethiopian must be alert learning from previously affected countries to save their teens.

Today, students in Addis Ababa are able to have access to social media. Undeniably, using mobile phone is forbidden in the school compound. On the other side, social media is becoming one of the tools for academic use contrary to schools mobile phone ban. Its positive and negative effect is imminent on the students` academic activities and their life in general. Therefore, the students` social media use has to be studied and planned how they use without its damage. Although some researches had been conducted, this research tried to include investigating parents` and teachers` role in guiding the students` social media usage. Because, in monitoring and guiding students in social media use, the role of parents and teachers is irreplaceable.

Particularly, this chapter of the research comprised background of the research, statement of the problem, objective of the research, basic research questions, and Operational definitions of major terms, significance of the research, Organization of the Research, scope and limitation of the research. Each topic of the chapter accordingly described.

1.1. Background of the Research

Today there are plentiful forms of social media platforms which comprises internet forums, weblogs, micro blogging, podcasts, wikis, pictures, magazines, video, social networking sites, social bookmarking, social blogs RSS Feeds, Widgets, Linking and posting, Content Rating (Raina & Nagar, 2018; Sajithra & Patil, 2013). These are major components of social media and Social media is an evolution of word of mouth that ascended up by leveraging the prevalence of Internet (Sajithra & Patil, 2013).

Currently, social media has become very important as it helps us in making our communication with the other people very easily and suitable (Raina & Nagar, 2018). According to the study Katie Kennedy, Social media use is promptly growing among teenagers and rates of “constant use” folded from 2015 to 2018 (Kennedy, 2019). It is becoming a source of income for millions and everyday millions of people mostly youth are creating their own channels through YouTube for earning income by uploading contents (George, 2024). Social media also created advertising very simple for marketers which desirable more effort before to put out their trades information and doing business long-distance was very impossible (Cui, 2021).

It is obvious that social media has positive effects on teenagers in improving communication and connectivity, nurturing a sense of community and belonging. These social media platforms bring a wealth of information resources, permitting young people to access varied perspectives and knowledge, raising social awareness, inspiring activism, and endorsing positive causes, enabling the young generation to be change-makers in their communities (Sumadevi, 2023).

Social media benefits for teens, for students in general, that in earlier times, they were totally dependent on their teachers and hard copy prints for education purpose (Raina & Nagar, 2018). But for today`s modern time students social media has also been a means to educate them without any tutor available nearby them. Students can use social media to grow being educated and enlightened from the countless international sources (Rawath et al., 2019; Raina & Nagar, 2018).

On the other hand social media are not only delivered opportunities. There is also a consensus that social media have both opportunities and dangers predominantly on students` academic affairs (Feyisa & Dawit, 2018). Excessive and wrong use can lead to mental health issues, including anxiety, depression, and feelings of inadequacy, exacerbated by the culture of comparison and unrealistic

standards widespread on the social media platforms. Today cyber bullying and privacy concerns pose serious risks to young individuals, impacting their emotional well-being and safety (Sumadevi, 2023).

Learning from the experiences of the developed world Ethiopian should be concerned for their teenager students to safeguard from social media negative impacts. Researches of other countries indicate its adverse impacts on the adolescents if they are using without parents monitoring (mediation). Some researchers suggest the need for education of parents, educators and children on social media using custom and online activity of adolescents (Kennedy, 2019).

Although social media usage in Ethiopia is not as old as the developed nations, it is growing so fast and its impact is not yet studied enough or is little (Sumadevi, 2023). According to a study in 2023, internet penetration of Ethiopia reached at 16.7%. There were 67 million cellular connections, covering 53% of the population during the study (Asrat et al., 2023). A recent report shows ethio telecom total subscribers reached 80.5 million; mobile data and internet users reached 43.5 million, fixed broadband 784,100, and fixed voice 765,600 and in line with this telecom density has reached 72.2% according to the report. Its total mobile network capacity reached 90.7 million (ethio telecom, 2025). This is excluding the new growing private company Safaricom Ethiopia. This tells us how internet access has big possibility to grown up in Ethiopia even if it is in its` infant stage still.

Today teachers and students are using social media for academic purpose mainly in cities of Ethiopia. We are not observing any empowerment information how the society particularly teenager students use social media in order to get its benefits without being affected. No one is taking enough about the parents and schools responsibility in guiding their students' use of social media platforms. This research tried to assess the impacts created by social media usage of teenager students in Addis Ababa, kolfe keraneo sub-city particularly in AyerTena secondary school.

1.2. Statement of the Problem

The age of teenagers is a transition period from childhood to adulthood which is a time of main changes comprising physical growth, sexual maturity, the activation of new pushing and pulling factors and enthusiasms, and a wide array of social and emotional changes (Chhetry & Rashid, 2017). According to oxford, Cambridge and Merriam-Webster dictionaries the meaning of teenagers is children in the age range of 13 to 19 years which are also instead called adolescents. The World Health Organization dropped the lower margin of the age group of adolescence to 10 and similarly

ends at 19th (WHO, 2000). This age range is a school age, particularly in Ethiopia may be they are in 4th grade if we take lowest age 10 and are in 12th grade or first year in college at age 19th. This age period is characterized by amplified engagement in risk-taking behaviors and their associates in their peer group become essential in their life rather than their parents (Chhetry & Rashid, 2017).

Researches indicate that younger teenagers (aged 10-12) are not fully able to censoriously analyze the information they may get. They are early yet to compare themselves with children in their age group and this can influence their self-esteem and clear self-image (Chhetry & Rashid, 2017; Raina & Nagar, 2018). Teenagers of the ages 13-15 will show substantial neuron-psychological transformations which can affect how they understand others insights as well as their self-esteem. It has also impact on their risk rational where some are beginning to seek out risks while others are trying to escape them.

Teenagers age time is a hazardous age period for their evolving mental health issues if there is no parents and elders observation (Lundberg & Marklund, 2023). In general since they are in their conversion age, they face problems from the information what they can get. Personal privacy is not their main concern and shares their personal information such as gender, photos, birth date, school name, real name, home location, contact number. Actions like this can make teens easy aims for online hunters and for others who might damage (Chhetry & Rashid, 2017). This is a general scientific truth for all teenagers including Ethiopian.

Globally, for example a report taken from South Korea Internet Security Agency in 2018 indicates that teenagers (aged 13-19 years) spend the majority of their time in the week playing computer games 78.3% and surfing the internet 89.7%. This shows that Internet addiction has been increasing as a serious challenge for them (Lee & Kim, 2024). Findings of a research conducted in Addis Ababa show teenagers spend on average 13 hours on smartphones per week (Lelna, 2023). The research says as they spent more and more time on their smartphone their emotional brainpower tends to weakening. Such research results should be taken as warnings for parents and teachers of Addis Ababa.

According to another research Asrat et al. (2023), Ethiopian social media user's preferences were Facebook 31.2%, Telegram (25.2%), YouTube (16.1%), TikTok (13.3%) and Instagram (7.5%) and other social media platforms were insignificant. This shows that these social media platforms are the

dominant service givers for Ethiopian users. Based on this, this study primarily focused on the effects of these platforms which are relatively major and leading social media platforms in Ethiopia.

Therefore, in today's Ethiopia many other researches must be done on this concern to understand the state and to be equipped for action in order to improve social media gains and to protect the vulnerable generation from its adverse result. Teenage students in Addis Ababa are having smart phones which enable them to face any bad and good information of the internet on their palm. In addition, social media addiction is one of the treats according to the experiences in other developed countries.

This study conducted on Ayer tena high school in Kolfe keraneo sub-city of Addis Ababa. Kolfe Keraneo is one of the eleven sub-cities of Addis Ababa and has seven public (government) secondary schools. Ayer Tena secondary school is one of the seven high schools which is found in the Western side of the city, specifically at the North Western corner of Ayer tena square of The Ring Road. It was established in 1981. Ayer Tena high school (grade 9th to 12th) has more than 80 classes in total for more than 5500 students from various social and economic backgrounds in 2024/25 academic year. There are 20 to 22 classes on each level with 50 to 70 students per class. Grade 12th of the academic year has 22 classes.

A research had been conducted on self-regulatory behavior of adolescent students of Ayer Tena high school. The aim of the research was to study adolescents self-regulatory behavior and how it was related with parental involvement. Age, gender, family structure, and socio-economic status were considered as others background factors by the researchers. Although the research was employed on the schools adolescents' behavior, it was not related to the social media platforms usage or the internet in general (Belay et al., 2014).

But this study aimed and elicited mainly the existing negative effects of social media usage of teenager students beside its positive gains which was different and unseen and also the role of their parents and teachers in monitoring and guiding them how to use.

1.3. Objective of the Research

1.3.1. General Objective

The main objective of this study was to assess effects of social media on Ayer Tena secondary school grade 12th students and their parents and teachers` monitoring practices of adverse effects.

1.3.2. Specific Objectives

- The specific objectives of this study are:-
- To identify the average time that the students spend on the social media.
 - To identify the type of social media that the students frequently use.
 - To find the students` views on advantages and disadvantages of Social media.
 - To identify what mechanisms teachers are using to monitor the effects of social media on the students study.
 - To identify monitoring mechanism of parents for their children`s wrongly usage of the social media.

1.4. Research Questions

1. On the average what time do students spend on the social media?
2. What type of social media do they frequently use?
3. What are students` views on advantages and disadvantages of Social media?
4. What mechanisms teachers are using to monitor the effects of social media on the students study?
5. What monitoring mechanisms parents have for their children`s wrongly using the social media?

1.5. Definitions of Major Terms

- **Social Media:-** According to Boyd & Ellison (2008) Social media are defined as the websites which allow outline creation and reflectiveness of associations or connections between users. Raina & Nagar (2018) said that Social media are used in today`s cybernetic` world for sharing the information, content, remaining updated, sharing of different ideas etc. whosoever wants to be part of the social media can access it via laptop, computer, and mobile phones. These are the general definitions of social media.

- **Social Media Addiction:** - Like other enduring medical diseases, social media addiction also often includes cycles of decline and reduction (Abd Rahman & Abdul Razak, 2019). For this study social media addiction implies the students` excessive or over use of social media and unable to stop the habit although it affected their sleeping time and study programs.
- **Academic Performance:-** defined as “the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be reached over a specific period of time ” (Kumar et al., 2021). Al Matalka & Al Dwakat (2022) on the other side defined as “academic performance is a student's ability to complete academic assignments, and it is assessed using objective standards such as final course grades and grading point average.”

1.6. Significance of the Research

We know that children in the age span of teenage are enthusiastic for everything and are in need of their autonomy. If they left unsupervised and guided how to use the social media they will be failing in endangered. Parents and teachers have to know this and should plan follow up and guiding mechanisms for their adolescents` safe social media usage to gain its proper benefits. This trend has to be started in every household who has children and in every school.

The research primarily benefits the students` parents, the students themselves, teachers and the school. The students` Parents can understand the current situation of their children and able to plan their monitoring way. The students can understand what to do with social media. Teachers and the school plan to guide their students formally and scientifically.

This study is significant to show the existing situation and practices and can be a springboard for farther studies that can initiate interference of responsible bodies for awareness creation or any other measures to be taken if it is necessary. The study is significant to ignite the issue which is likely be ignored and make it considerable for schools, researchers and other concerned bodies including parents.

1.7. Scope of the Study

Because of different factors, such as resources and time scarcity, the scope of this research had been conducted on grade 12th teenage students of Ayertena secondary school; almost similar age group, about 18 and 19 teenagers, although teenage age group includes those who are 10 to 19 years of age,

according to The World Health Organization (WHO, 2000) or 13 to 19 years dominantly. Although, teenagers` age 13 to 19, some of the schools` grade 12th students surpassed the age group and the researches` sample also had the possibility to include some students up to 22 years old.

1.8. Limitations of the Study

This research has limitations of representation of the whole teenagers of the school. Additionally, the research had been piloted on single secondary school students which might had experiences of a certain region of Addis Ababa. The research didn`t trace back for detail investigation on social media positive or negative effects growth trend on students` educational performance since social media started in Ethiopia in1997.

1.9. Organization of the Research Report

This study is organized under five chapters. The first chapter is the introduction of the study which would contains background of the study, statement of the problem, objective, research questions, scope and limitations, operational definitions of terms and significance of the study. The second chapter contains review of related literature. The third chapter comprised methodologies of the study. The fourth includes presentations, interpretations, discussions and findings, of the research. The final fifth chapter provided summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter's goal is to offer summarized back ground of the social media and its global context of its benefits and adverse results on the current generation (both the adults and youths). It begins from history of the internet to understand well how social media started. The chapter also try to compare the legacy media VS the new media and includes theoretical review. I hope this helps for general understanding on how the social media evolved and what is going on globally and will give some clues for the readers on the past, present and the future of the issue and agitate to think about what has to be done. No doubt that social media is one of the most useful gifts of the century in different aspects of contemporary human life; but if we can use wisely and efficiently.

2.1. History of the Internet

The New York University's Irving Fang segmented the general history of mass communication into six revolutionary multistage in his book, including the ancient time, i.e. Writing, Printing, Mass media, Entertainment, The tool-shed home and The information highway (Fang, 1997; Fang, 2016). Each information revolution stage passed through many decades, centuries and even millennia with different inventions and transformations. Now we are in the information highway time according to Fang which is being built out of the conjunction of computer, broadcasting, satellite, and visual technologies (Fang, 1997; Fang, 2016) and with the beginning of the Internet in modern periods, its effect on society of the world has been trans-formative at many stages, including in communication, access to information and social relations of the world people (Huizer et al., 2017). The internet is not possessed or managed by any organization and it contains billions of web pages fashioned by people and different companies from all over the world making it a unlimited location for location of information and entertaining. It is a network of networks which are all interwoven (Alani, 2023).

Today at the end of first quarter of 21st century, it may be unbearable to separate their life from the internet for many people so as to their social connection, their work, their family issues and their education are closely joined with the internet that it makes them to be active members (Blank & Lutz, 2018). But how it was progressed and became blood vessel of the world and its people? So as to realize how the internet became a vital part of our lives, it is important to survey its back history and

major steps of growths took place (Cohen-Almagor, 2013) to reach this level of predictability. History of the internet goes back to the 1960s in the USA where its sprout was first sprang which was originally the aim was joining computers of different research centers of hundreds of miles distances (Keefer & Baiget, 2001).

It was the so called Cold War period of time for the two world groups, while the internet was emerging. The cold war time was a bi-polar power competition time, the US group on one side and the Socialists central by USSR on the other, competing in increasing their influence in the world, inspecting each other with great attention and mistrust (Cohen-Almagor, 2013). This rivalry was one of the main pushing factors for the technological progression. October 4, 1957 USSR launched Sputnik, which was the first space satellite in human space history. The same year, 1957, (Cohen-Almagor, 2013) the American defense department responded to this by founding the Advanced Research Projects Agency (ARPA), aiming to endow and motivate researches that enabled USA to be competent and exceed USSR in the technological competition (Cohen-Almagor, 2013; Schneider, 2020).

The Massachusetts Institute of Technology (MIT) Leonard Kleinrock published the first paper on packet switching theory in July 1961 and the first book on this subject in 1964. Kleinrock persuaded an American computer scientist Larry Roberts (who was one of the Internet pioneers and became an office director of ARPA) of the theoretical practicability of communications using packets rather than circuits, which was a main step along the path towards computer networking (Cerf et al., 2009). The term “packet” was coined by Donald Davies of the British National Physical Laboratory (NPL) in 1965. Indeed, there were three different locations thinking self-reliantly about this same technology at that time. But Leonard Kleinrock, who recruited his ideas in 1961 at MIT, was the first to develop the underlying philosophies of packet switching (Cohen-Almagor, 2013).

In August 1968, a Request for Quotation (RFQ) was released by DARPA for the fashioning of the packet switches called Interface Message Processors (IMP's) which was one of the key apparatuses for the project. This was after Roberts and the DARPA funded community had developed the general structure and specifications for the ARPANET (Leiner et al., 2009). DARPA was commissioned to create a safe network linking centers working on military research as computers became more prevalent in large government and research installations (Cerf, 1993; Keefer & Baiget, 2001).

In 1969 the networking trial between computers at the University of California at Los Angeles (UCLA), the Stanford Research Institute (SRI) in Menlo Park, California, the University of California at Santa Barbara (UCSB), and the University of Utah was begun. This network was called ARPANET at the time (Glowniak, 1995). ARPANET was started by the ARPA commissioned American research and Development Company Bolt, Beranek and Newman, Inc. (BBN) to design the four Interface Message Processors (IMPs), which was based in Cambridge Massachusetts (Cohen-Almagor, 2013). The formation of ARPANET and then the Internet was the result of an extended and principally complex innovation development. It is marked by the interweaving of different socio-technical traditions and diverse networks of actors, which all had separated histories (Schafer & Serres, 2024).

What should not be forgotten in the history of the internet is the invention of time-sharing idea, “interactive computing”, of the early 1950s which had a strong input for the later development of ARPANET, and the American psychologist and noticeable computer scientist Joseph Licklider would be one of its most brilliant representatives (Schafer & Serres, 2024). Time-sharing is a term to define a class of computer systems in which power from a centralized processor is made accessible at remote workstations to many users. Each device of the remote workstations sends and receives data at a speed which occupies the central computer for only a small percentage of related terminal time (Nemani, 2011). What does it mean is that concurrent access of a computer by several users from different and far places and the sharing of resources (Schafer & Serres, 2024).

It was what it was called ARPANET grew later into the Internet what we call today. The Internet was begun based on the notion that there would be multiple independent networks of rather arbitrary design, beginning with the ARPANET as the revolutionary packet switching network (Cerf et al., 2009). The ARPANET project had two major goals; to create the technology of sharing resources between different types of computers with different operating systems and to develop methods of assuring consistent computer communications even when part of the network was incapacitated or damaged, as might happen if a nuclear war originates (Glowniak, 1995). In October 1972, Robert Kahn prepared a large, first public appearance of the new network technology ARPANET at the International Computer Communication Conference which was very fruitful. It was also on the same year that the primary “hot” application, electronic mail, was publicized (Cerf et al., 2009).

ARPANET became overburdened as academic institutions initiated connecting their computer networks to it. Greater network capacity was required. In order to accommodate this growth, U.S

National Science Foundation (NSF) funded the creation of a new, larger network that could function at 1.5 million bits per second (1.5 Mbps) and had 14 connecting points, or nodes, located at strategic points all over the U.S. The new NSF network became functioning in 1988 and was a huge achievement (Glowniak, 1995).

December 1970 the International Network Working Group (INWG) designed from noticeable computer science researchers who was employed under the computer scientist Steven Crocker finalized the first ARPANET Host-to-Host protocol, called the Network Control Protocol (NCP). However, NCP was notable to address networks advance downstream from a endpoint Interface Message Processor (IMP) on the ARPANET and an upgrading was needed (Cerf et al., 2009).

In 1974, the Americans Vinton Cerf and Robert Kahn fashioned a protocol integrating numerous ideas of the France Louis Pouzin into what would become Transmission Control Protocol/Internet Protocol (TCP/IP). This protocol was not only made conceivable to interconnect machines made by diverse builders but it also made possible to join different networks resulted the formation of the Internet “the network of networks”, which was two years after the first public display of Arpanet in 1972 (Schafer & Serres, 2024). By October 1990, the Internet comprised of approximately 300,000 computers on 2,000 networks. It was also becoming more worldwide with 25% of its networks being foreign, closely all of which were in Canada, Japan, Australia and Europe (Glowniak, 1995).

As a result of the number of networks and computers on the Internet had folded at the end of 1991, the new pillar was also becoming overburdened with the traffic. Again by subsidy of a non-profit organization Advanced Network and Services, Inc. (ANS) which was established by the amalgamation of three National Science Foundation Network (NSFNET) partners and NSFNET itself, another new backbone network ANSNET was built. It had 15 nodes and a capability of transmitting 45Mbps through any of its connections (Glowniak, 1995).

2.2. Internet and Social Media in Ethiopia

No doubt that resembling any 21th century`s country, internet plays a fundamental role for Ethiopia in connecting people, bridging long distances, promoting social developments, such as access to healthcare information, educational resources and other similar social services and also in enabling individuals to maintain relationships (Afex, 2023). However, although Ethiopia is one of Africa’s most populous countries, it is one of with the poor infrastructure and lowest internet connectivity

rates globally also it is expanding in recent years (Asrat et al., 2023; Freedom House, 2011). It has one of the lowest mobile telephone penetrations on the continent (Freedom House, 2011). Additionally, it is one of the most restrictive nations in the world when it comes to internet usage. Ethiopia has experienced occurrences of internet shutdowns when there is political unrest or elections which can be one of internet development hindrances (Afex, 2023).

Internet freedom needed to use efficiently since it has the potential to intensify the voices of marginalized communities of Ethiopia and enable them to share their experiences, to campaign for their rights, to promote social inclusion, and it also provides a platform for underrepresented groups to express themselves, strive for support, and advocate for change. In general, plays a crucial role in the socioeconomic and political life of the people (Afex, 2023; Asrat et al., 2023).

If we assess internet evolution in Ethiopia as elsewhere on Africa, in 1990s there were great expectations regarding the Internet's potential in Ethiopia. The initiative to structure Ethiopia's first moves in the Internet era, aptly called is a vivid called BITE – Bringing Internet to Ethiopia launched in 1995 and debated on it. The aim of BITE was producing concrete recommendations on how policy makers could handle the Internet effectively (GagGliardone & Golooba-Mutebi, 2016). Then the Internet services were introduced in Ethiopia in 1997 by the previous Ethiopian Telecommunication Corporation (ETC) (Freedom House, 2011) and in 1999 mobile-phone internet service has begun with a capability of 36,000 lines in the country's capital Addis Ababa. By the end of December 2004, the number of subscribers reached about 207,000 (Worku, 2005; Freedom House, 2011).

Significant internet-based public platforms began emerging in the late 1990s, such as Nazret.com, Ethiopian Review, Ethiomedia, and others mainly served as political blogging platforms which are created by the diaspora community for the Ethiopian audience (Asrat et al., 2023). Works on Broad Band Multimedia network connects the capital with a high capacity metropolitan optical network. Furthermore, by the end of June 2004, 13 other provisional towns are served by using radio digital system (Worku, 2005). In 2009 only 3,500 of internet connections were broadband and mobile-phone penetration was roughly 5 percent, or about 4.1 million subscriptions (Freedom House, 2011). In June 2011, today's re-branded EthioTelecom issued a tender to further enhancement the capacity of Ethiopia's mobile-phone network to 50 million subscribers by 2015 and to introduce 4G connectivity in selected areas (GagGliardone & Golooba-Mutebi, 2016) and started 5G connectivity in recent years indeed. In 2023, internet penetration in Ethiopia stands at 16.7% (Afex, 2023; Asrat et al.,

2023) and there are 67 Million Cellular connections, covering 53% of the country`s population (Asrat et al., 2023).

The proliferation of smartphones has increased the popularity and functionality of social media. Social media plays a role in our lives affecting all aspects of communication, internet media, entertainment, and business. Social media is not only just managing relationships and staying connected for today`s users. It also needed to make new connections, to learn new skills and to grow networks (Sarkar, 2024). In January 2023, 30.7% of the country's total internet user base used at least one social media platform. Among these Ethiopian social media users 34.1% are females and 65.9% are males. One gigabyte of mobile internet in Ethiopia costs, on average, one U.S. dollar in 2022 which ranked Ethiopia 73rd in 233 countries of the world, from the cheapest to the most expensive for their mobile data delivery (Afex, 2023).

Facebook, Instagram, You Tube and telegram are the popular social media in Ethiopia (Sarkar, 2024). In 2022 there was only 20 percent internet coverage in Ethiopia and only 15 percent of a population over 120 million and despite having over 55 million people with mobile connectivity, only 6.5 million use social media in 2022 (Sarkar, 2024). Excluding the recent private telecom company Safaricom Ethiopia, according to a study sponsored by Internews (Asrat et al., 2023), internet penetration of Ethiopia reached at 16.7%. There were 67 million cellular connections, covering 53% of the population. But, a recent report shows ethio telecom total mobile voice subscribers reached 77.7 million. Its mobile data and internet users grown to 43.5 million, its fixed broadband users are 784.1 thousand and fixed Voice users are 765.6 thousand. In line with this, telecom density has reached 72.2% (Ethio telecom, 2024/25). This indicates that the service and number of users are growing time to time.

Ethiopian users spend 2 to 4 hours daily on digital media, mainly accessed through smartphones. Online misinformation is widespread, and platforms like Telegram, websites, and YouTube are more trusted by social media users (Asrat et al., 2023). Globally, Facebook, YouTube, WhatsApp, Instagram, and WeChat are the leading social media platform (Sarkar, 2024) while Ethiopian social media users preferences were Facebook 31.2% Telegram, (25.2%), YouTube (16.1%), TikTok (13.3%) and Instagram (7.5%) and other platforms were insignificant (Asrat et al., 2023).

From these social media platforms Telegram Popularity is increasing in Ethiopia and is using among the students for sharing study materials and other information. It is a very necessary app for Ethiopian businesses and the platform is growing fast. Generally, many Ethiopians perceive that Telegram makes it easy to store and share large files like videos, photos, documents, attachments, and audio-books, even when there is poor internet connectivity (Sarkar, 2024).

Social media provides students multiple scenes of facilities to connect virtually with family, friends, peers, members of their interest group, and even strangers (GagGliardone & Golooba-Mutebi, 2016). In Ethiopia the growth of social media is partly due to the proliferation of internet usage, as many have an online presence (Sarkar, 2024).

2.3. The Social Media Definition, Development, Types and Major Characteristics

One may argue on the idea of “social media” how perfectly name and indicated its recent context that today`s people want to say. As Fuchs (2014) discussed many people instantly ask questions “What is social about social media? Are not all media social?” when one employs the term “social media” (p.4). Some say that all media are social since they are part of the society work on features of the society that they present or broadcast in the technology what we use. If someone sit and write on his computer not linked to the internet is social. Because the notion you think and write is something about the society. Perception is a social activity. If we are talking on the basis of this broader conception, not only Facebook or TikTok, but also television or the radio, telegraph, posters, books, paintings and any other forms of information can be encompassed. On the other side others say not all media can be considered as social, but those that allow communication between at least two humans as a result of communication is a mutual process in which symbols are exchanged and all communication partners give meaning to those symbols. This indicates that it is essential defining and typifying what the term “social media” mean to understand the concept it has first before we discuss about it.

2.3.1. Definition of the Social Media

Different groups define social media in a variety of ways. Academic, professional, and social media users define it in a variety of ways. Searching for a single or comparable definition of social media is unrealistic. If we started our citations with dictionaries, social media would be defined as "websites and computer programs that allow people to communicate and share information, opinions, pictures,

videos, etc. on the internet especially social networking websites" (n.d. Cambridge Dictionary). It is described by Merriam-Webster (2025) as "forms of electronic communication, such as websites for social networking and micro blogging, through which users create contents online communities to share information, ideas, personal messages, and other content (such as videos)" (para.1).

According to the Associated Press's (2022) Stylebook, social media is "an umbrella term for online services that people use to share posts, photos and videos with small or large groups of people, privately or publicly" (p. 272). "Social media are interactive digital channels that facilitate the creating and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks," says Wikipedia, however. (n.d., para. 1).

Additionally, experts have varying definitions of social media. The Chinese He (2023) described it as "a Web 2.0 -based social network architecture comprised of people or organizations and their interactions." Social networking is defined by Kaplan and Haenlein (2010) as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content" (p. 61). Solis and Breakenridge (2009) described it succinctly as "Social media is, quite simply, anything that uses the Internet to facilitate conversations" (p. 1). Similarly, Curtis stated, as cited by Dao (2015), that "Social media are Internet sites where people interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal words, pictures, videos and audio" (p. 85). Kaplan and Haenlein (2010) defined social networking as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content" (p. 61).

In her book "Social Media: Enduring Principles," Associate Professor Humphreys (2016) defines social media as "a practice, or set of practices, for using media socially" (p. 1). According to Humphreys, social media is "not dependent on digital communication," which means it can occur through "old media," like radio and print, rather than just online (p. 7). For example, radio listeners might call a radio station to report an accident on the highway. "It is not the medium that matters, but the use of it," says (p. 1). When we compare her definition to those we cited before her, it has a broader perspective.

We previously observed that certain researchers define social media based on "Web 2.0". Tim O'Reilly, who coined the term "Web 2.0" in 2005, describes Web 2.0 as participation rather than publishing and users as contributors, as opposed to the read-only, static web pages of Web 1.0 (Lehmann, 2024). Tim O'Reilly recalled the early use of the term, stating that:

The concept of 'Web 2.0' began with a conference brainstorming session between O'Reilly and Media live International. . . . Could it be that the dot-com collapse marked some kinds of turning points for the web, such that a call to action such as "Web 2.0" might make sense? We agreed that it did, and the Web 2.0 conference born. . . . In the year and a half since, the term 'Web 2.0' has clearly taken hold with more than 9.5 million citations in Google (O'Reilly, 2009, p.1)

In his book "*Social Media: A Critical Introduction*," Fuchs (2014) cited Tim O'Reilly's definition of social media as follows:

Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an 'architecture of participation', and going beyond the page metaphor of Web 1.0 to deliver rich user experiences (p. 32).

The concept of Social Media is disputable agenda for many researchers and business managers as we understand from these varied definitions. There seems to be very limited understanding of what the term "Social Media" Precisely means. However, there looks to be misperception among managers and academic researchers alike as to what precisely should be encompassed under the term "social media" (Kaplan & Haenlein, 2010). Yes, this was in the early days that there was too much confusion. Indeed, there is still. But as time goes, many people associate social media with the internet. While someone says "social media" people relate with the internet platforms that permit users to communicate, interact, post and/or share audio, video, photos, texts and other contents.

Although researchers have diverse definitions of social media sites like we tried to see some of them, all disclose the definitions of the same meaningful purpose: social media sites are web-based sites for

social communication where Internet users can form online groups to share information with one another. From this consideration we can say Social media platforms are two-way communication sites. Thus, this study also uses the term “social media” similar to this latest sense of understanding.

2.3.2. Development of the Social Media

The 1969 networking experiment between computers at the Los Angeles University of California (UCLA), the Menlo Park Stanford Research Institute (SRI) in California, the University of California at Santa Barbara (UCSB), and the University of Utah that created ARPANET, is considered as the beginning of Internet history (Glowniak, 1995) as we tried to elucidate before under the title 2.1. Nevertheless, researchers and scholars have different views for the time when history of the social media began based on the definition which they gave for the term “social media”.

If we take the so-called oldest form of social media “phone phreaking,” which began in the 1950s, with trial technology users trying to categorize ways to “cheat” the phone system to bypass costly long distance phone chats (Manrai et al., 2013) can be taken as it was preceding to the coming of internet. Dao (2015) who cited Jorge Luis Borges, stated as it was when the first online service was in use by CompuServe in 1969 that social media began for the first time. According to him, the first email was sent between computers was in 1971 and it was 18 years later that World Wide Web (www) was announced, in 1989.

A student created the first blog in 1994 and the first contemporary social network was started in 1997 which permitted those who use the Internet to create their own profiles and to become friends with other users. At the end of the 2nd millennium, in 1999, blog platforms were started, and individuals were permitted to post their messages, pictures, and videos to their blogs (Dao, 2015). The propagation of social media to a much broader audience facilitated after the introduction of the WWW, setting the foundation for Social Media of Web 2.0, which is considered as a backbone for social media meaning by many. Here, the main similarity of these social media platforms was that they improved the ways we communicated with one another. They added extra settings for friends, and for the first time, on wide scale strangers able to communicate and share information. (Manrai et al., 2013).

Shaikh (2024) considered the success of SixDegrees, began in 1997 as one of the first cybernetic interaction sites, as the foundation of social media history. She stated as “social networking platforms

in the late 1990 and early 2000 brought huge revolution in the digital world; it was a completely New Era of human interaction and socialization. ... following the success of SixDegrees, many more new platforms arose” (p. 27).

Lehmann (2024) also agreed as she described in her book “*Social Media Theory and Communications Practice*” that the developing of social networking sites like SixDegrees.com, comparatively ease up the navigation on the social media landscape. According to Whitney Lehmann, this was even before the use of the term “social media” being appeared and social media was restricted to wikis, blogs, Bulletin Board Systems (BBS) before the SixDegrees.com, began in 1997. After the invention of Web 2.0 with interactive content, new social networking sites inaugurated to be appeared and eventually new kinds of social media, varieties began fashioning an existence online.

Kaplan and Haenlein (2010) stated the era of Social Media perhaps began when Bruce and Susan Abelson founded “Open Diary,” if we consider the concept of social media as we understand today. “Open Diary,” was an early social networking site that brought together online diary writers into a single group or community. Kaplan and Haenlein oppose those who consider the 1979 beginning of “Usenet” by Tom Truscott and Jim Ellis of Duke University as the starting time of social media. “Usenet” was a worldwide online conversation system that allowed Internet users to post unrestricted messages to public.

Generally, McIntyre (2014) collected some of the times considered as the beginning of social media quoting different sources. Such as, the blog Web designer Depot published a timeline recording the development of social media foundation with UseNet in 1979. The digital media news site Mashable marked the beginning of social media with the first email in 1971 and similar timeline appears on another media news site Media Bistro. A North Carolina mass communication professor’s website begins with the birth of CompuServe in 1969, and other media histories goes back to the 1950s of pre-computer communication doings like phone phreaking, or hacking telephone lines. As we saw previously and according to Lehmann (2024) it was 1997 launching of the SixDegrees could be taken as the beginning time of the social media. All these show that social media is not emerged at once; but became changing and improving time to time and also its definition.



Figure 1. Names and Icons of popular social media services use (Taprial and Kanwar, 2012, p.30) until 2012, the time the source research conducted

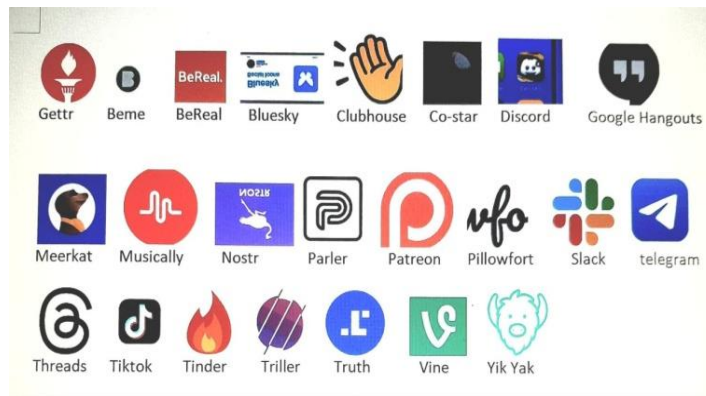


Figure 2. Some of the major social media Icons created after 2012

Nonetheless, let us see some of contemporary major and globally influential social media platforms` chronological time of beginnings after the recent base line, 1997 of SixDegrees.com which is unfortunately, it was shut down in 2001 because of financial crisis (Shaikh, 2024). Surprisingly, the world leading social media platforms by number of monthly active users are these recently created platforms according to Statista (2024).

No.	Platform	Number of users in Millions	Launched
1	Facebook	3,065	2004
2	Youtube	2,504	2009
3	Instagram	2,000	2011
4	WhatsApp	2000	1999
5	TikTok	1,582	2010
6	Wechat	1,343	2005

7	Facebook messenger	1,010	2016
8	Telegram	900	2013
9	Snapchat	800	2006
10	Douyin	755	2016
11	Kuaishou	700	2011
12	Twitter	611	2006
13	QQ	554	2011
14	Pinterest	498	2010

Table 1. Number of monthly users of the leading social media in April 2024 according to Statista.

There are so many social media networks other than these created after the time we took as a base line, the time when SixDegrees started (1997), such as Discord 2015, Reddit 2005, LinkedIn 2003, ...etc.

2.3.3. Types of Social Media

Authors, academics and industry leaders offered Social media types or categories. As there is no single agreed-upon its definition, there's also no consensus on set of classification for the social media. Depending upon the professional, author, or user you ask, you'll hear different classifications or types of social media (Lehmann, 2024)

In order to classify in certain types, there should be some Methods or similarity patterns and Kaplan and Haenlein (2010) depend on two key elements of Social Media. They depend on a set of theories in the field of media research which are social presence, media richness and social processes which means self-presentation, self-disclosure of the social media which are the two important elements of Social Media according to them. Based on their taxonomy list social media can be grouped into 6 which are social networking sites, collaborative projects, content communities, blogs, virtual game worlds and virtual social worlds.

Luttrell and Wallace (2021) on their side cite in their book "Social media and society: An introduction to the mass media landscape" the Social Media Pyramid, created by academic and author Randy Hlavac, which grades six categories of social media, those are social networking sites, news aggregators, thought leaders, video connections, passion connections and virtual communities. Humphreys (2016) developed another list of types of social media in her book "Social Media; Enduring Principles" as message boards or forums, chat-rooms, Social Network Sites, feeds, blogs,

content sharing and hybrid forms. Not only these, Fuchs (2014) an Austrian social scientist and Professor of Social Media and Professor of Media, Communication & Society at the University of Westminster (from 2013 until 2022), also categorizes social media into video-sharing sites, social networking sites, wikis, micro-blogs and blogs.

Three researchers, Paraskevas et al., (2020) from School of Science and Technology, International Hellenic University of Greece, followed experimental ways of classification to categorize the social media. Let us see these researchers` classifications some more detail. In their first classification based on purpose and functionality, they identified nine types of Social Media.

- Online Social Networking: - this group comprises Web-based services that permit individuals and groups to connect with real world friends and connections online. Users of these social networks can have communication between through status updates, media sharing, messages and comments. Examples. Myspace, Facebook, LinkedIn.
- Social book-marking: - These categories of social media permit their users to bookmark website contents for storage, organization, and sharing. Examples among them are Delicious, StumbleUpon.
- Blogging: - They are journal-like websites for their users, to contribute textual and multimedia content. Business Insider, Huffington Post, WordPress.com, Engadget and Medium are encompassed under this class.
- Micro-blogging: - they are blogs small contents which are not as large as blogs. Examples. Plurk, Twitter (X), Tumblr.
- Opinion, reviews and rating: - The primary function of these sites is gathering and circulates user submitted content as individual commentary on existing products, services, places, businesses and entertainment. Examples: Yelp, Zomato, Cnet, Epinions, TripAdvisor.
- Wikis: - Wikis are Cooperative editing openings that permit many users to develop Web pages. For example, Wikitravel, Wikihow, Wikipedia.
- Media sharing: - These platforms permit sharing of diverse media contents on the Web comprising video, audio, and photos for other users and groups. Best examples. Flickr, YouTube, U-stream TV.
- Social news: - The purposes of these social media groups are Sharing and collection of news stories and articles by groups of users. Examples for this group are Digg, Slashdot, Reddit, Quora.

- **Answers:** - These platforms are for users who are looking for advice, guidance or knowledge to ask questions on a certain issue. Other community users can answer these questions based on their previous experiences, readings, personal opinions or any related research for the question. The answers are judged by ratings and comments. Examples. Yahoo! answers, Wiki Answers.

These three researchers classified these nine social media categories or types based on their first experiment. They did not satisfied on this and continued farther experiments thinking as the social media technology (SMTs) are in a rapid evolution and social media platforms (SMPs) are assimilating and going to provide numerous services for users. Hence, they reached on conclusion that a variety of SMTs tend to offer theoretical Utilities instead of being “single minded”. This is happening due to faster upgrading and engagement of various SM services though users necessitate kinds of all-in-one platforms to use easily. It is clear that an environment of rivalry is already created in the field. Social media platform service providers are refining platforms and are adding diversified services to give their users any needed service in one platform.

Therefore, these researchers provide an insight for a projected new classification on SMTs driven and reasoned by their dataset observations and experiments. After their second experiment they created other classification for the social media technologies (SMTs) based on a set of comprehensive axioms produced. The modern SMPs tend to offer various Utilities into a single platform as we explained previously. Thus, they labeled Utilities as measure and created the following four social media categories or types;

1. **Entertainment Networks:** - This category of social media clustered those which have to do with general entertainment, gaming, shopping, sports, travel, movies and the likes.
2. **Sharing Content Networks:** - encompasses social media which have features that swift content sharing, hashtags, location sharing, quotes, any kind of posts etc.
3. **Profiling Networks:** - This cluster comprises social media that offer purposes that promote skills, goals, personal journals, etc.
4. **General Purpose Networks:** - The final group has all the remaining social media that did not enroll on one of the above three Networks which means Entertainment, Sharing, and Profiling.

But, these researchers did not stop their work of classification here; and merging results of their first and second experiments, they minimized social media types/categories even into the following three clusters considering primary, secondary and trivia Utility of social media.

Entertainment Networks:-

- Primary Utility: Entertainment
- Secondary: Connecting, Multimedia, Opinions
- Trivia: Sharing, Privacy, News, Promoting, Voting, Publishing, Schedule, Profile, Applications, Professional.

Profiling Networks:

- Primary Utility: Profiling.
- Secondary: Connecting, Multimedia, Professional, Opinions, Publishing, Privacy, Voting, Applications, Promoting
- Trivia: Sharing, News, Schedule, Entertainment

Social Networks:-

- Primary Utility: Connecting, Multimedia, Professional, Sharing
- Secondary: Publishing,
- Trivia: Privacy, News, Promoting, Voting, Schedule, Profile, Applications, Opinions, Entertainment” (Koukaras et al., 2020, pp. 2-19).

Although, these researchers taxonomy is taken and illustrated for this paper since somehow unique, there are other different way of clustering of social media due to diversification of views.

2.3.4. Major Characteristics of Social Media

The idea of Social Media is one of the agenda for many business managers, decision makers, as well as advisers and others; try to identify ways in which companies can make gainful use the platforms (Kaplan & Haenlein, 2010). In order to comprehend the concept of social media it is necessary to understand their shared characteristics. Characteristics of social media created through technological progresses of decades since it was fashioned first. The current modern social media sites allow the site users to generate their own content going along with video clips, audio clips, texts, photos, and other multimedia communication contents and then they can share these contents with one another through different applications (Dao, 2015). But these abilities of the platforms were not appeared at the same time. It has taken years parallel to its history of evolution and even still going on.

That is way the Chinese Hu and Lin (2013) from School of Information Management Wuhan University and School of Marxism Central China Normal University respectively argue that the characteristics of social media are commonly by orientation of the current study although the

characteristic of social media in different periods was diverse from the present style. Hu and Lin (2013) sub-divided the growth era of social media into four stages to enlighten the characteristics in accordance with the development stages. These stages are divided using major inventions that could bring radical upgrading on social media. The development stages are as follows with the characteristics that could be seen;

1. **The early stages:** - According to them this stage began from 1971 when the first email was emerged by ARPA, which was the first interpersonal communication through the network. During this time structures of social media did not surpass the traditional media since only used among qualified computer technician in restricted range of Local Area network (LAN) for information interchange. Social media is complex to use and information sharing in big range effortlessly or rapidly was not imaginable. Introduction of TCP / IP solve the diverse network terminal information resource sharing and many social media networks developed.
2. **Exploratory stage:** - This stage started by the birth of WWW which facilitated the internet to be worldwide and integrates information together all over the world. Thus, social media enables to contact anywhere in the world and this help information organization more appropriate according to them. So, internet forums substituted of Usenet and BBSs which have the related functions with the current social media. The 1997 born Six Degrees is the first actual sense of social media according to Hu and Lin (2013). Blog also formally offered. The use of directory search engine supported the collection, query and use of the social media information. However, with the limitations of directory search engine technology, user-generated content amplified so fast that it was more challenging to find the information we need.
3. **Third Growth stage:**-WEB 2.0 technology emerged and altered the two-sided communication to multi-party online and greatly condensed the time and costs of social media communication. Some consider this stage as the foundation time of social media by defining it as “a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content” (Lehmann, 2024,p.18). But, Hu and Lin (2013) have reflected and presented as one of the stages in social media progress. Google and PageRank algorithm known as the advancement of information retrieval technology developed and support the user to employ and consolidate the social media information excellently. The search engine technology helped social media to attain profit model.

4. **Transition stage:** - Another radical and key technological transformation occurred that can promote the transformation of social media. This is mobile terminals and mobile technology which create opportunity for the development of real time social media. The emergence of mobile terminal and mobile technology creates a tremendous number of social media users. These technologies had changed the users' behavior, so they can communicate with others through the mobile terminal platform at anytime and anywhere.

In its evolution though out these stages the social media has very diverse characteristics and became changed time to time and still going. Finally, Hu and Lin (2013) pointed out the following four characteristics of the social media;

- Least Effort to use them (no need of special skills or special training for users),
- Integration or woven or internationally networked (connect users around the world),
- Time Effectiveness or fastest and efficient to use (users can send and receive information instantly whenever they want) and
- Orderliness (dynamic and the public of social media makes it ordered).

When we say characteristics of social media now, it has to be clear that it is built on its recent structures and stage of growth. Let us see the key characteristics of social media taking this view into consideration.

Taprial and Kanwar (2012) listed out the following five points as the key characteristics of social media. **Accessibility:** the social media is easily reachable and takes insignificant or no costs to use; thus anyone who has online entrée can use the Social Media to initiate or contribute in the discussions. **Longevity / volatility:** contents of the Social media you published remain available for a long time, even endlessly, because of the nature of the medium. **Speediness:** you can publish the content you create without any intervention nearly in actual and can join with your viewers (Audience) in the nonexistence of external influence affecting the broadcast of your message. **Interactivity:** social media allow a two way or several communication networks. Users of a social media platform can interact with each other different activities. Finally, **Reachability:** the Internet delivers an uncontrolled reach to all content accessible to any person from anywhere in the world potentially. So does the Social media, since it has the same capability or it uses internet based applications to all the users.

Dao (2015) of the Texas Tech University in U.S.A clarified the social media by five characteristics; some are interrelated to Taprial and Kanwar characterization although he defined in different words. These five characteristics are Participation (which can be interactivity), Openness (in terms of shared information), Communities (allow users to form groups and sub-groups), Conversations (availability of Conversations), and Connectedness (allow their site users to implant links or personal website links). These characteristics are very useful in online instructional atmosphere. Literally, Dan V. Dao pointed out these five characteristics of social media sites is from point of opinions of appropriateness and applicability of the social media for online educational environment.

2.4. Empirical Studies

2.4.1. Social Media Impacts on Students` Academic Performance

It is important evaluating the literature a little bit detailed mainly impacts of social media on students` academic performance since the topic is the major concern of this research. The term “Academic Performance” represents to passing academic doings and given tasks and passing the subjects in the time projected for the studies. It is the extent a student has gained or learned throughout the academic year or the semester that can be evaluated (Javeed, 2022; Srivastava & Srivastava, 2022). According to Mahlet and Bamlaku (2023) although its concern is increasing time to time, there is a limitation of researches about the impact of social media on academic performance. Another research approves that social media impact on academic purposes has been rare in literature even if its applications positively cherished in reports (Ojukwu et al., 2021) Social media impacts on student`s behavior is not extensively assessed or studied in Ethiopia (Mohammed & Bedewi 2023).

Indeed, there is no a clear agreement on the effect of social media on academic performance. It might be by the reason that the topic is not well studied. Some researches indicate the beneficial link between social media use and students` academic achievement, while others advise as it has adverse relationship. Generally, using social media appears that it can affect academic performance in both positive and negative based on the ways of usage, (Mahlet & Bamlaku, 2023). A research conducted on secondary school students of a school in Addis Ababa found that 82.7 percent of the respondents use social media for reasons indicated other than academic related issues and most of these students believed that social media is important for high school students like them (Mohammed & Bedewi 2023).

Social media can be beneficial for the students since it can help in their studies and in hastening their academic accomplishment (Srivastava & Srivastava, 2022). Students may keep up to date regarding the latest educational news and trends (Javeed, 2022). Currently any educational institution is not away from the use of social media and it is best platform to get all information what the students want to get (Srivastava & Srivastava, 2022).

However, parents and schools have to be alert and concerned in this regard. Because, researchers proofed that students` spending extreme time on social networking sites or social media are indications to internet addiction that can consequence poor mental health and decreases academic performance of the students (Mahlet & Bamlaku, 2023; Srivastava & Srivastava, 2022), disturbs from their academic activities (Javeed, 2022). It is clear that high schools students are at adolescents` stage (age from 13-19) which is a stage so many hormonal changes take place in their body and is a time where they can be influenced by society, people, and peer groups (Srivastava & Srivastava, 2022). Mahlet and Bamlaku (2023) found in their research that majority of the students pass most of their daily time on social media platforms which is a result consistent with findings of other researchers.

Thus, it can be understood that Social media has both positive and negative impact on students` academic performance that can be emanated from the way they are using (Javeed, 2022; Mahlet & Bamlaku, 2023). Javeed (2022) proposes that it has to be worked on parents of the students, their teachers, administrators of academic institutions and the community as a whole in terms of consciousness regarding the consequence of social media use that can help them to guide the students towards the right direction. High-school students should decline and should limit the time they are expenditure to use social media and should use it for right anticipated academic related purposes and Parental guide should be accomplished (Mohammed & Bedewi, 2023).

2.4.2. The Traditional Media VS the Social Media

The concept of traditional media here means the oldest forms of mass communication comprising print media like magazines, books, newspapers and broadcast media, for example television and radio which were created and function previously than the internet and earlier than the beginning of digital media technology, whereas the social media is in its up-to-date use or definition that refers to platforms used on both mobile devices and personal computers at home and allow users to interact through the use of images, words, video, and sounds; for examples Instagram, Telegram, TikTok, Facebook, Twitter (currently called X) (Alquran, 2022). The information flow from the traditional

friends, media, and other people and recently the social media or the internet in general influences people in their decision-making process and views on aspects what they know and their insights to events and doings around them. These days the media has become a significant organ for the people to give meaning for their life, social activities and issues in the society (Asif et al., 2023). Traditional media had the full power for this role until recent decades.

However, traditional media has faced challenges in many ways today (Kumar, 2024). The practical use of the internet has fundamentally expanded beginning from 1995; a year nicknamed “The Year of the Internet” at that time which was the inauguration of opportunities to read news online and has able to be common since then due to its easiness for availability (Asif et al., 2023). It is indisputable that the importance of traditional media is weakening (Gong, 2023) although still plays a vital role, the rapid growth of digital platforms (social media) has redefined the media scene, shifting the power in the direction of more immediate, personalized, and interactive methods of news consumption (Asad & Parker, 2025).

Thus, traditional media has been forced to adapt itself to the current situation to compete and a strategy that combines the two media types is advantageous for its future existence and development (Gong, 2023). Because of the reflective impact of the coming of digital technology, traditional media outlets started to use new technologies to do standard tasks (Alquran, 2022). This digitalization and introduction of various media software into television programming has brought more order and neatness on television screen (Alquran, 2022) and this is helpful for the media convergence. What we should not forget here is that both the traditional and the social media have their own strength and weakness and differences as well between the two. There are a lot of differences between the traditional media and new media (Gong, 2023). Let us compare traditional media VS social media in order to know these differences.

- Social media platforms can provide real-time access to news and information and their users can stay up-to-date about actions happening across the globe but traditional media now rely on social media to break news swiftly (Alquran, 2022; Kumar, 2024).
- Traditional media often adhere to a more structured and slower-paced approach to reporting. Their Journalists typically conduct in-depth research, confirm facts, and follow editorial processes that ensure the consistency and correctness of their reporting (Asad & Parker, 2025). On the other hand

Social media has allowed citizen journalism, allowing any ordinary individuals to report on events just as they happen right from the place (Kumar, 2024).

- In audience engagement social media allows for direct interaction between audiences and media outlets and their users have actual access for news sources and also users (audiences) can comment, share, like, and even create their own content associated to the stories (Asad, & Parker, 2025; Kumar, 2024). Traditional media has long activated on a one-way communication model, where content is created by journalists or broadcasters and the audience spent passively (Kumar, 2024).
- Social media increase connectivity and ease of communication able to link limitless users at any time, everywhere in the world, making it simple for people to interact with one another (Alquran, 2022) which are not possible for the traditional media unless it can use social media.
- Traditional media gives greater prominence for covering political topics while social media offers better connections on grassroots issues (Asif et al., 2023).
- Traditional media organizations have acknowledged the significance of transparency and responsibility in restoring trust (Kumar, 2024) which are not that much concerns of the SM.
- Social media has allowed citizen journalism, allowing ordinary individuals to report during crises on events as they happen while traditional media face challenges in confirming the authenticity even though able to admit user-generated content from social media during crises or breaking news events (Kumar, 2024).
- Social media well-covers global events and information could be spread globally which help making people more aware of their surroundings the world at large (Alquran, 2022) and create the capacity to connect with an endless audience, the increase in flexibility (Asif et al., 2023).
- Social media improve education; learners can enroll in global cooperative platforms to simplify constructive learning and also contribute in skill improvement by fostering awareness and creativeness (Alquran, 2022)
- While social media excels in providing breaking news and nurturing immediate engagement, traditional media outlets continue to play a vital role in preserving comprehensive coverage and investigative journalism (Asad & Parker, 2025).
- People live in a diverse world where individuals from different cultures, beliefs, and backgrounds exist. Social media brings these people together by linking them on a public platform and build societies (Alquran, 2022)

- Social media creates opportunity to practice freedom of speech for both the speaker and the audience and Protects individuals' right to freedom of expression (Alquran, 2022; Asif et al., 2023). Indeed, some governments may block social media and internet as a whole during crisis.
- Although many advantages can be stated social media has dis-advantages which are not cases in traditional media. Among these it affects social-emotional connection, decrease real face-to-face conversations, causes distress to others' feelings, causes several health problems such as stress, obesity and high blood pressure, behavioral addictions, rises in idleness among people due to no physical activity or exercise, causes a loss of privacy specially for teenagers. It decreasing human interactions and human-to-human relationships has been replaced with human-to-machine interactions which resulted in creating a gap between people and reducing physical and emotional intimacy. Over exposure is often linked to developing cognitive changes, mainly among children, due to growing up in an isolated manner (Alquran, 2022).
- Terrorist cybercrime organizations exploit social media the most broadly for their own ends. Terrorist groups exploited it as a means of conceptual radicalization, as recruiting means, for communication, for training and drug trafficking which are not simple for them to do in traditional media (Alquran, 2022).
- Another disadvantage of social media is the impersonation. There are always impersonators on social media with entirely fake social media account or the theft of another person's personal information. It enhanced and climbed up the massive circulation of fake news online (Alquran, 2022). Additionally, Misinformation originates from social media eroding trust and trustworthiness of journalism (Kumar, 2024). These are not major problems and not seen of traditional media.

Finally, what can be considered as a best choice is using a balanced media ecosystem that combines the strengths of both the traditional and the social media will ensure that audiences have access to timely, accurate, and well-rounded information, helping to traverse the complications of the current globalized and connected world (Asad & Parker, 2025).

2.4.3 Positive and Negative Effects of the Social Media

2.4.3.1. Positive Effects of the Social Media

Social media plays a vital role in transforming people's life in different aspects. But, People must have to know that the social media have both positive and negative effect. Let us see its positive

effects or benefits of the social media on different aspects first. General benefits or positive effects of the social media platforms are;-

- Individuals are benefited largely experientially and it is an avenue for them to keep connected with their network, communicate and gather information. Social media has become important to keeps in touch with the latest technology, news, gossip, and happenings around the world. (Taprial & Kanwar, 2012). The web-based social networking is that refresh individuals from the most recent happenings around on the planet. (Akram & Kumar, 2017). Social media enables the society to exchange ideas beyond geographical boundaries (Thiyagarajan & Abinaya, 2024).
- It becomes important for the people to explore creativity. For example, a person who loves to write can create their own blogs and explore their writing talents, for individuals to express themselves, their views and opinions on any and all subjects (Taprial & Kanwar, 2012). For writers and bloggers it is a free chance to interact with their audience (Siddiqui, & Singh, 2016; Thiyagarajan & Abinaya, 2024).
- Human beings love to socialize and interact with each other. Today social media enables people to interact with each other (Taprial & Kanwar, 2012).
- Social media can bring people together on a broad platform to work toward common objectives which can bring positive change in the society (Siddiqui & Singh, 2016; Thiyagarajan & Abinaya, 2024).
- Social media Helps in Building Communities; since our world has different religions and beliefs, so people of different communities can connect to discuss and share related issues and vibrant communities create loyalty and encourage discussions on different idea even on business (Akram & Kumar, 2017; Taprial, & Kanwar, 2012).
- It helps for sharing knowledge and learning from various sources. There are plenty of source for learning and we can share our knowledge to others to (Akram & Kumar, 2017).
- Social media can serve as a means for awareness among society for issues like campaigns, advertisement articles, promotions which helps the society to be up to date with the current information (Siddiqui, & Singh, 2016; Thiyagarajan & Abinaya, 2024).
- People get empowered since any individual can have a social influence by virtue of his/her social interactions on the web or via mobile technologies (Taprial & Kanwar, 2012).

- Social media can also be used for the noble causes. The public is making use of social media for contribution for needy people especially during crisis and it can be a quick way to help such people (Akram & Kumar, 2017).
- Social media is useful for updating oneself; he/she will have the capacity to know new things as and when it happens (Akram & Kumar, 2017).
- With the introduction of the Internet, the range of reading materials has been considerably expanded to websites, web pages, electronic books, journals, papers, emails, discussion forums, chats, instant messaging, blogs, wikis, and others (Guo, 2023).
- Online education is becoming more common in many schools and universities nowadays because of the advantages of the social media and the Internet in general (Dao, 2015).
- Social media is time saving and students prefer reading information from electrical documents and they can obtained easily on the Internet without any costs (Guo, 2023).
- Social Media has important role on health that it helps for doctors for sharing of prescriptions, consulting online anywhere and anytime, Sharing Suggestions about various diseases and its symptoms, for on online health forums, for availability to health researchers, etc. (Akram & Kumar, 2017; Thiyagarajan & Abinaya, 2024)
- Social media for education can help to share notes and bunch assignments and homework, reading materials, for school events, supports students to study according to their interest at any time and for any related information (Siddiqui, & Singh, 2016; Thiyagarajan & Abinaya, 2024).
- For teenagers social media is useful to connect with their friends and families from anywhere, to stay connected, to find support online, for guidance and related information, for seeking answers related to their career objectives, for education purpose (Siddiqui, & Singh, 2016; Thiyagarajan & Abinaya, 2024).
- For business Social media is becoming important for promotional activities, to make new customers by providing useful facilities, to enhance market insight and stretch out beyond your rivals with online networking, for sharing contents about the Business faster and easier, to increase awareness among customers for better understanding of products, Online Branding, etc. (Akram, & Kumar, 2017; Siddiqui, & Singh, 2016; Taprial & Kanwar, 2012).

These are some major benefits or positive effects of social media provide for the generation and it is undeniable that social media brought so many good benefits and effects.

2.4.3.2. Negative Effects of the Social Media

Social media has transformed the way we interact, communicate, and consume information and it has many benefits and advantages as it explained above. Regardless of these benefits or advantages social media has so many negative effects or disadvantages. Numerous researches tried to show these negative effects disadvantages, Let us see some of these.

- One of the major drawbacks of social media is the widespread problem of cyber bullying and harassment, causing significant harm to several individuals, especially teenagers. Hate speech, Offensive name-calling are common on social media (Shaikh, 2024). Dangerous, terrorizing messages and bits of gossip can be sent to the majority to make troublesomeness and disturbance in the general public can have a big damage (Akram & Kumar, 2017).
- Intentional dissemination of false information and humiliating (Thiyagarajan & Abinaya, 2024) and misleading news on social media platforms has destabilized people's trust in reliable sources of information and developed divisions within the society. Unregulated misinformation has dangerous outcome on public discussions and decision-making processes (Shaikh, 2024).
- Privacy breaches and data exploitation further compound the darker sides of social media (Shaikh, 2024). Personal information and security can be hacked and shared, fraud and scams on the internet are common (Akram & Kumar, 2017; Thiyagarajan & Abinaya, 2024).
- Excessive use of social media may have problems on people's overall and mental health. Cases of social media addiction have become more common, Particularly among younger individuals can be affected by higher levels of anxiety, despair, and loneliness (Shaikh, 2024).They do not take their meals on time and take proper sleep and rest and they will have mental as well as physical health problems. They become lazy and unmotivated to make contact with the general population face to face (Akram & Kumar, 2017)
- During adolescence age, sleep is crucial. Therefore, the problem of using social media also has a certain negative impact on the growth and development of adolescence. Teenagers who spent more time on social media before bed exhibit more negative emotions of depression, anxiety, and jealousy, and Suicidal intent and self-harm behavior (He, 2023). Teenagers time wastage online takes their study time and may score low grades in the school (Akram & Kumar, 2017).
- People who are spending more on digital media, reading in various formats are likely to feel bored and lose the patience to keep reading on paper books. Teenagers become less focused on

reading long articles in paper books and lose good reading habits when they need to learn and read a lot. In addition they might be distracted by hyperlinks, video games, music, fresh and colorful interfaces while they are reading on the digital space (Guo, 2023). It has potential to reduce learning and research abilities for Students since they are depending more on the information reachable easily of web sources (Akram & Kumar, 2017).

- Although social media considered as appropriate and richer to acquire knowledge and information, it is found that real-life teens don't benefit from it to boost their well-being and satisfaction. The central purpose of socializing is to lessen psychological anxiety, depression and loneliness, access to social support and increased life satisfaction (He, 2023).
- Outdoor play and face-to-face social interaction have been substituted by lonely screen time. Especially for teenagers it becomes over even during family gatherings. This trend potentially is leading to a generation missing social connections and emotional support (Shaikh, 2024). In their life with the society, they won't have the capacity to convey and socialize effectively face to face with others (Akram & Kumar, 2017; Thiyagarajan & Abinaya, 2024). Inappropriate or prolonged social network use causes social networks addiction which result negative psychological effects (He, 2023).
- Young individuals may compare themselves to influencers, celebrities, or other people who may post exaggerated posts they look up to, which can lead to unhealthy beauty obsessions that negatively affect their self-esteem (Thiyagarajan & Abinaya, 2024). In case of reputation social media can destroy somebody's notoriety just by making a false story and posting online networks (Akram & Kumar, 2017).
- Social Media isn't totally hazard free even for business; it is a highly time consuming, crowded with more and more content, a mistake made on social media is hard to rectify, etc. (Akram & Kumar, 2017; Siddiqui, & Singh, 2016).
- It has also negative effect using social media for health service like risk of self-diagnosis, Security risks, time consumption and false information (Thiyagarajan & Abinaya, 2024). Since problematic and excessive social media usage has undoubtedly such many risks as explained above. Thus, with attentive control, monitoring, and guidance, particularly for teenagers on what to use and how to use, may contribute positive results. Those risks described above accompanying social media can be reduced by awareness creation and training of users on both benefits and adverse effects and guiding them how to use (Feyisa, & Dawit, 2018).

2.5. Theoretical Framework

2.5.1. Uses and Gratification Theory

As Kasirye (2022) defined Uses and gratification Theory (UGT) Coined in the early 1940s by Katz and Blumler in 1974, It was created to clarify why individuals consume various systems of media and what requirements they have to use them, and what gratifications they acquire from using them. Use and gratification theory is an audience-centered approach to mass communication which claims the thoughtful why people use media helps define media exposure and its consequences. It endorsed the idea of “use” or “use habit” which has been studied in relation to such psychological factors as need and enthusiasm (Cho, 2009). In UGT the audience can select media based on their motivations without any specific limit and it deals with each medium unconnectedly (Ha et al., 2013).

Regarding the media it relies on two expectations today. First, it suggests that the audiences are active media members by choosing the preferred content that they consume and the second is that the audiences or media users are more aware of the reasons why they choose the specific media they select to use. UGT is a practical approach that examines how individuals actively strive for out ways to satisfy their needs (Ferris et al., 2021).

Researchers elucidate that social media addiction results from individuals’ strong motivation to use social media irrespective of the consequences that result for them in relation to other social activities, studies, job, interpersonal relationships, and/or psychological health and well-being. Studies have shown that the age of social media users is an important factor for addiction and the younger social media users were more likely to indicate that they felt addicted to social media than older people and even among students the younger were more likely to exhibit addictive consequences than older students (Ferris et al., 2021).

While this theory (UGT) being related to this study, students seek entertainment, information and social interaction through motivations and gratifications. The higher the students` gratification, the more time they are likely to spend on social media. Students choose platforms that best satisfy their specific needs. Based on this theory, it can be explained through the lens of gratifications versus unmet needs of the students.

When a media fails only to gratify it`s audience, it results in supposed disadvantages. From the implication of UGT, in managing the disadvantages that might be emanated from the students`

improper use of social media, teachers and the students` parents should understand the students` situation. If teachers understand students` media motivations, they might design interventions that offer alternative gratifications through their educational contents. Parents` understanding of the reasons why their children use social media can help them to redirect the children`s interests constructively.

2.5.2. Media System Dependence Theory

This study applies Media System Dependency Theory (MSDT) to discover the level of Students` dependency on social media platforms and their effects on the students. This theory was developed as a social theory of mass media power and explains where mass media power originates and the consequences of mass media power on society and individuals (KIM, 2020). It was Ball-Rokeach and DeFleur (1976) first proposed the MSDT, but, a decade later, limited research conducted to verify its media effects (Cho, 2009).

MSDT strongly claims that the amount of time spent using a medium is explicated by the audience`s dependency on that medium. MSDT views as a person`s needs are met from a chosen medium use and the person will increase his or her dependency on this medium. A person will use the medium more often and longer when he or she has a high dependency on it. Thus, the amount of time spent using a medium corresponds to its satisfaction of a person`s needs according to this theory (Ha et al., 2013). The more dependent an individual is on a certain medium for fulfillment of his/her needs, the more important that medium is to this individual. Accordingly, dependency has been used in studies as a dependent variable and it has been regarded as a consequence of individuals` time spent in their media use (Cho, 2009).

MSD theory, stresses the connection between an individual`s needs and motives to communicate, information seeking strategies, selection of media and functional alternatives leads to dependency on certain media channels. Based on MSDT the medium that a person uses a lot will play a more important role to the person and influences him or her more (Ha et al., 2013). Students who use social media excessively (more than 30 or 40 hours per week) as high dependent users, interfering affect in their daily lives (Musa et al., 2017).

While we relate this research with MSDT the students` time spent on social media as directly proportional to dependency. That means the more students rely on social media to meet their

informational, emotional and relational needs, the more time they allocate to use. Different social media platforms satisfy different types of dependencies. According to MSDT frequency to the functionality and relevance of the platform is in fulfilling users' personal goals.

When a student becomes excessively dependent on social media, it can lead to maladaptive outcomes, such as reduced academic performance and can affect his judgment of positive and negative outcomes. Based on this theory, as dependency increases, the educational impact may worsen and worsen, that may necessitate the schools' and parents intervention. Reducing the students' dependency on social media may require controlling media access or providing functional alternatives like sports, reading and other similar alternatives that can replace their social media dependency.

2.5.3. Media Cultivation Theory

Cultivation theory first introduced by George Gerbner of Pennsylvania University and he remembered as the father of the theory (Mustafaj & Bulck, 2021; Ruddock, 2020; Suyasa et al., 2022). Cultivation theory addresses television long-term effects and its danger on television viewers. According to the theory television has the ability to formulate not only a specific view point about one particular issue but also to shape people's moral values, ideologies, assumptions, images, perspectives and beliefs about the world (Mosharafa, 2015). Gerbner discussed to the dominant images portrayed across whole media landscape as message systems that are motivated by profit-based media institutions (Mustafaj & Bulck, 2021)

Cultivation theory is used to see a broader perspective that the media is no longer only television or other traditional media and the new media construct public opinion in different way too (Suyasa et al., 2022). Today's social media have the ability to intensify age-old worries in ways that the older media did not. Someone's' Posting photos and videos to words, allowing an entire community the chance to comment on what is posted online, and by preserving an everlasting record of all those online interactions (Khalid et al., 2020). Social media users have heard very often the information that not everything has to be posted on social media. However, they don't understand where the boundary is for "not everything to be published" and being always active and updating on social media is taken as 'requirement' for an existence (Suyasa et al., 2022).

In relation to this research Cultivation theory has key views to be considered. Based on this theory, if children are exposed continuously to harmful online narratives, parents and teachers must provide counter-narratives and limit exposure to balance the cultivation effect of the harmful narratives. The students` continuous exposure to certain messages, like distractive information, miss and disinformation, can influence their learning attitudes. Therefore, teachers may aim to counter-cultivate with corrective strategies.

Indeed, cultivation theory supports continuous exposure to particular types of content on certain social media platforms can reinforce preferences and habitual use patterns. According to cultivation theory, excessive social media use through time can change the students` perceptions and behaviors, gradually influencing how much time they feel forced to spend online. Thus, this research had been conducted with these three theories framework.

CHAPTER THREE

METHODOLOGY

3.1. Research Approach

In order to conduct more effective study, the researcher implemented both qualitative and quantitative approaches. Hence, what it means that for this study mixed research approach was applied. The fundamental premise of mixed research approach is that it helps to reach on a better understanding of research problems than applying either approach alone. Because both qualitative and quantitative research approaches have their own limitations as they have advantages of each approach (Xiong, 2022). Quantitative research approach increase the reliability and accuracy of research findings by reducing the researchers' subjectivity and bias by employing standardized procedures and numerical measurements and are appropriate to quantify relationships between variables (Zyoud et al., 2024). It adopts structured procedures and formal instruments to collect data objectively and systematically (Queirós et al., 2017).

Qualitative research approach on the other hand focus on exploring a social phenomenon, reveal feelings and seek to understand the subjective experiences of people associated with a research problem and how they give meaning of their social realities (Mwita, 2022) but are not more concerned with numerical representation (Queirós et al., 2017). The meaning, context and various dimensions of the problem can be understood through in-depth exploration and interpretation by applying qualitative approach (Queirós et al., 2017; Zyoud et al., 2024). Just as a researcher enforced to face limitations of each approach, he also forced to miss advantages and good qualities of each approach while using either of them. Thus, to minimize the gap and to make acceptable data collection, interpretation and analysis as well as to enhance the research's reliability, mixed research approach is considered as a preferable to approach.

3.2. Research Design

Mixed research has explanatory sequential, Exploratory Sequential and Convergent Parallel sub-divisions designs. Each of them has their own characteristics particularly in data analysis and interpretation process (Mcleod, 2024). For this research explanatory sequential design was employed. In explanatory sequential mixed research approach quantitative data would be collected first and then qualitative data continued to help explain or elaborate on the quantitative results. In this research

approach the quantitative data and its result provide a general picture of the research problem and through qualitative data collection is required to refine, extend or explain that general picture (Subedi, 2016). An explanatory sequential is used in researches when a researcher wants to use one type of data to help explain the findings of another type (McLeod, 2024). In this research the quantitative data first looked and then followed up with qualitative data to get a deeper understanding.

3.3. Research Area

Kolfe keraneo is one of the eleven sub-cities of Addis Ababa and has seven public (government) secondary schools. Ayertena secondary school is one of these secondary schools. The researcher had selected to apply the study on this public school since it was the largest in the sub city and has relatively diversified students in areas they come from during the research. The school had more than 5500 secondary school students in 2024/25 academic year. The Secondary School (grade 9th to 12th) alone had 80 classes 20 -22 for every grade level with 50 to 70 students in a class room and grade 12th alone had 22 classes consisted about 1,100 students in total. In addition to this, comparatively it is the nearest which I preferred it to be cost efficient minimizing the transport expenditure in the process.

A. The teenage target population: - The target population for this study specified on the grade 12th students considering the following different reasons.

1. Comparatively grade 12th students have better experience of teenage hood life since they passed the major part of the age level.
2. A grade 12th student is expected to be at list at the age of 18th and 18th is the age assumed as the starting time to take his/her own legal responsibilities about him/her considering to be matured according to Ethiopian family code (Proclamation No. 213/2000). Practically in this research 17 to 22 age range was found although 18th was the dominant age group.
3. They had been preferred to choose the same level of class for the research considering that they had almost similar experience and in their age too.
4. Though the school had large population (more than 5500) of active students which was too large for sampling of this level of study.

B. Target population of the teachers: - The teachers target population also similarly teachers who were teaching in grade 12th during the research since they had direct relation and with possibilities to

get latest information about this level of students. ICT teachers were chosen since they were more related to the study's issue and seniority also considered as one of the criteria.

C. **Parents target population:** - just as the teachers were, the parents' target population were parents of grade 12th students of Ayertena secondary school and some of them were members of parents', students' and teachers' committee of the school. They were recruited because of their availability and close relationship with the school and had enough information about the schools' activities.

3.4. Sample and Sampling Technique and Sample Size

The samples for the study were determined in accordance to the method employed. The research needed both Quantitative and qualitative data since the research employed mixed research approach. Thus, the sampling techniques for quantitative and qualitative data collecting were not similar. The sampling techniques were different because of the nature of the target populations and the data collecting tool.

➤ For Quantitative Data Collecting

- **Sample size**

The quantitative data was collected from grade 12th students of 22 classes of the 2024/25 academic year. To determine the sample size from the number of students in grade 12th used simple formula to include in the survey. In order to determine the sample size, the researcher used Taro Yamane (1967) sample selection method with a probability of 95.1 % free error. Total targeted population were 1100 (N) and margin of error (e) set at 0.049 (4.9%) for a 95.1% confidence level (Adam, 2020).

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

Where:-

n = The sample size

N = The total population size

e = Margin of error (acceptable sampling error)

✚ 95.1% confidence level and e = 0.049 are assumed

Thus, using this formula; $n = \frac{1100}{1 + 1100(0.049)^2}$

$$= \frac{1100}{1 + 1100(0.049)^2} = 302.10 = \underline{\underline{303}}$$

The sample size taken for the quantitative data collection was 303 students which was 27.54% of the target population. Total population of grade 12th students was 1100 in 22 classes with 50 to 60 students in each class. After the total sample size was determined cluster sampling was employed since there were 22 classes with different number of students. Each class had been taken as a cluster. Therefore, there had been 22 clusters with different number of students. Then, all the 22 clusters were taken and the total size of the sample shared to the classes (clusters) according to the number of students they had. Finally, sample students were randomly selected from each class (cluster) to distribute the questionnaire.

➤ **For Qualitative Data Collecting**

- **For focus groups discussions (FGDs) of students, teachers and parents:-** There were two focus groups for students, one for teachers and two for parents FGD that had been organized. Although there had been some criteria, the group members were recruited willingly by convincing them. Because, without willingness of the participants; it was impossible to do good discussion taking their precious time.
- ✓ **Sampling for students` FGDs: -** Students FGDs had 11 members in each group. Because the classes were 22 and one figure and representative student from each class had been selected and represented. These students` FGDs were needed and helpful for further understanding of the quantitative data collected from these students.
- ✓ **Sampling for parents` FGDs: -** There had been previous information from the school as finding parents were too much challenging. Availability and unwillingness were main challenges for parents. Considering these and the objective of the FGDs purposeful sampling technique implemented to take sample among the students` parents. In the purposeful sampling a researcher can select participants according to the objective and needs of the study. He/she selects participants who have broad and general knowledge of the topic or phenomena of the study (Shaheen et al., 2019). Thus, Being a parent of a student in grade 12th and comparatively had close relationship with the school was the major criteria to be selected. Additionally, availability and willingness was considered. Some of them were the schools` committee (parents, students and teachers committee). Based on these 15 parents who fulfill the criteria had been selected; seven and eight members for the two separated FGDs.

- ✓ **Sampling for teachers` FGD:** For teachers` being a teacher in grade 12th, being ICT teacher, seniority, responsibility in the school and awareness about the issue were taken as criteria to be recruited. Taking these into consideration 11 teachers had been selected.

3.4. Source and Tools of Data Collection

3.4.1. Data Sources

Data sources were primary sources. Primary data collected using questionnaire, Focus group discussion (FGD) held. Additionally, Five years students` grade 11th transcript reviewed.

3.4.2. Tools of Data Collection

Two tools employed for data collecting questionnaire and focus group discussion of students, teachers and parents of grade 12th students.

3.4.2.1. Questionnaire

Survey questionnaire is a type of data gathering method that is utilized to collect, analyze and interpret the different views of a group of people from a particular population. They can be cheaper and quicker if the sample is large and widely dispersed (Mathers et al., 2007).

Surveys can employ either open-ended or closed-ended questions. Open-ended questions require the respondents to generate answers in their own words, while closed-ended questions force them to select an answer from a list. Although open-ended questions allow for a greater variety of answers, the results of closed-ended questions are easier to tabulate.

This research used close-ended questions and filled the information missed from open-ended questions by the information from the students FGDs. The close ended ones required respondents to specify the extent of their agreement to a particular statement. The Questionnaire used for data collecting from the Students as a main tool.

3.4.2.2. Focus Group Discussions (FGD)

There were five FGD; two for the students, two for parents and the remaining one was for the school teachers recruited by the presented criteria.

- The two students` discussion groups were built from figure students of each class and each discussion group had 11 members.

- The two parents` discussion groups had 7 and 8 willing and available parents.
- The senior teachers` FGD had eleven members.

These group discussions supported the questionnaires` data to strengthen and create more clarity for some ideas for analysis.

3.5. Procedures of Data Collection

The questionnaires for the students had been written in English first and transcribed into Amharic to make it simpler to understand for them. All the focus group discussions were held in Amharic. First the questionnaires were distributed for respondents according to the plan. Besides collecting the questionnaires secondary sources were investigated. Then focus group discussion were continued starting from the students` discussion groups.

3.6. Methods of Data Analysis

The data that were collected from the respondents analyzed, processed and interpreted according to the nature of the data. It was mentioned that the study will employ mixed research methods (qualitative and quantitative). The Amharic questionnaires` data were transcribed into English during presentation and interpretation. Since the methods of data collection were different, the data obtained within these methods were analyzed accordingly. Quantitative data were presented using percentage and frequency and displayed using tables and graphs. The data that were gathered through focus group discussions were transcribed and quoted with great care. Thus, the analysis and presentation were both in a form of numerical, interpretation and descriptions.

3.8. Ethical Considerations

The necessary research ethical guidelines put in practice. The aim and objectives of the study and the purpose of the data collected were explained to the participants and had been aware of the issue and its purpose to give their genuine responses and in order to build honesty and reliability. The confidentiality and privacy of the primary data collected were ensured throughout the implementation of the study and the information collected had been used only for the intended purpose. It had not been conveyed to any third party other than this research in any circumstance. Additionally, the researcher employed of the commission tried to avoid the conflict of interest by relying only on the primary and secondary data sources. Works which were taken from others were cited by the APA system to avoid plagiarism.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter deals with the analysis and presentation of the quantitative and qualitative data collected through questionnaire and focus group discussions as well as students transcript observation result. Though the research was planned to use explanatory sequential design, the survey data presented and looked first and then followed up with FGD and the primary data (transcript) observation result. Demographic characteristics of survey respondents presents separately. Focus groups discussion participants also displayed separately. But those which had two FGDs are merged together in the table displayed. As it was planned the survey part of the research conducted on similar grade level of students, grade 12th and the FGDs conducted by senior teachers, grade 12th students and parents of the students. The students and parents FGDs had two groups each, named as A & B for both the students and parents. The data from both the survey and the FGDs are presented and analyzed in this chapter and the at last students` transcript investigation result also included.

4.1. Demographic Characteristics of Respondents

Age	17			18			19			20			21			22			Total		
Sex	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Natural science	2	6	8	59	75	134	36	21	57	3	2	5	2	-	2	-	-	-	102	104	206
Social science	-	3	3	30	40	70	5	10	15	3	3	6	1	1	2	1	-	1	40	57	97
Total	2	9	11	89	115	204	41	31	72	6	5	11	3	1	4	1	-	1	142	161	303

Table 2. Demographic characteristics of survey respondents

As displayed on table 2 for this research 303 grade 12th students participated for the survey part. Among them 142 (46.9%) were male and 161 (53.1%) were female students. The gender balance is almost reasonable since there is female domination in the classes too. The survey includes both the natural and social science streams. The natural science consists 206 which is about 68 % and the social science participants were 97 which is 32 % of the total survey participant. Regarding the respondents educational level, all of them were 2024/25 academic year grade 12th students. The table also showed respondents age distribution, 11(3.6%) of respondents age were 17, dominantly 204 (67.3%) them were 18, 72 (23.8%) were aged 19, 11 (3.6%) were aged 20 and 4(1.3%), 1(0.3) were

21 and 22 years old respectively. Generally, the research included 303 respondents which were 27.54 % of the researches` targeted population (1100 students) for the survey part of the research.

As displayed on the demographic data their age range is 17 to 22 and majorities, 204 (67.3%) are in 18th age group followed by 19th age group 72 (23.8%). Teenagers are up to 19th age as defined previously. 16 students passed this age according to the definition; they are 20-22. Number of females exceed by 19 which is not great difference. Table 2 does not include FGDs participants.

Age	Number Students											
	18			19			20			Total		
Sex	M	F	T	M	F	T	M	F	T	M	F	T
Number of Participants	4	8	12	3	4	7	2	1	3	9	13	22
Total	4	8	12	3	4	7	2	1	3	9	13	22

Table 3. Students of the two FGDs participants

As depicted on table 3 under two FGDs of the students there were 22 participants, 9 (40.9%) were male and 13 (59.1%) were female participants. The domination of girls is the reality of the school. The table showed the age distribution of these participants, 12 (54.5%) were age 18, 7 (31.8%) were age 19 and the remaining 3 (13.6%) were age 20. These 22 FGDs participants were represented from every grade 12th class and grouped in to two teams with 11 participants in each. Their age range is 18 to 20 and 18th age are dominant. 3 students are 20 years of age which is 19 plus. In their gender distribution girls exceed by four.

Age		Number of teachers											
		31 – 40			41-50			51-60			Total		
Sex		M	F	T	M	F	T	M	F	T	M	F	T
Education	1 st degree	3	1	4	2	1	3	1	-	1	6	2	8
	Masters	1	-	1	2	-	2	-	-	-	3	-	3
Total		4	1	5	4	1	5	1	-	1	9	2	11

Table 4. Demographic characteristics of teachers` FGDs participants

The teachers` FGD had a single group with 11 members as it was planned before. It is displayed on table 4 that 9 (81.8%) were males and 2 (18.2%) were female participants. Here males were dominant in number which is reflection of the whole just as the students. The table displayed the participants education level, 8 (72.7%) have first degree and 3 (27.3%) have second degree. Regarding to their age 5 (45.5%) were 31 to 40 age group and another 5 (45.5%) were 41 to 50 age group. The remaining 1(9%) were 51 to 60 age group as depicted on table 4 above. As it displayed on the table

the number of female teachers is too small. This is created because of the criteria stated before to be recruited for the FGDs.

Age		31 – 45			46 - 60			61 - 75			Total		
Sex		M	F	T	M	F	T	M	F	T	M	F	T
Occupation	Education												
Government	Diploma and below	-	1	1	-	-	-	2	-	2	2	1	3
	1 st degree	-	-	-	1	1	2	-	-	-	1	1	2
	Masters	-	-	-	-	-	-	-	-	-	-	-	-
Private	Diploma and below	-	-	-	3	4	7	-	1	1	3	5	8
	1 st degree		1	1	1	-	1	-	-	-	1	1	2
	Masters	-	-	-	-	-	-	-	-	-	-	-	-
Total		-	2	2	5	5	10	2	1	3	7	8	15

Table 5. Number of Parents` Participated in the two separated parents FGDs

The other FGDs of the research were parents of the students. 15 parents were participants of FGDs in two groups, group one with 7 and group two with 8 participants. As showed on table 5 above 7 (46.7%) were males and 8 (53.3%) were females and both genders were distributed fairly in each group during the discussions. Concerning to the participants age 2 (13.3%) were aged 31 to 45 and 10 (66.7%) were 46 to 60 and the remaining 3 (20%) were 61 to 70 years of age.

In their educational level, 11 (73.3%) participants were diploma and below diploma and 4 (26.7%) were first degree level. Regarding to their occupation, 5 (33.3%) were government employed and 10 (66.7) were private (self-employed or private company employees).

The table displayed that 4 parents have first degree and the remaining are eleven parents are either diploma or below. Both educated and comparatively less educated are represented. In occupation both government employed and private are represented. Females (mothers) and males (fathers) are also almost balanced (7 and 8).

4.2. Descriptive Statistics and Findings

4.2.1. Survey and Focus Group Discussions (FGDs)

Times spent per day	No use	Less than 1hr	1 to 2hrs	2 to 3hrs	3 to 4hrs	4 to 5hrs	More than 5hrs
Number of respondents	3	37	79	59	36	27	62
In %	0.9	12.2	26.1	19.5	11.9	8.9	20.5

Table 6. Respondents' social media expositor and time spent in using social media per day.

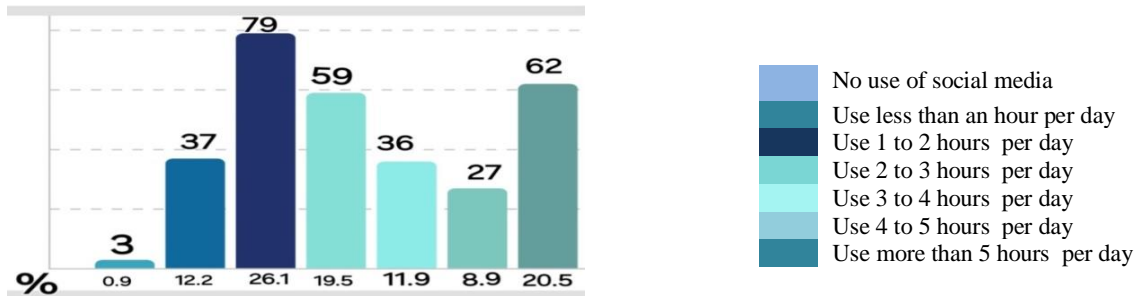


Figure 3. Respondents' social media expositor and time spent in using social media per day displayed in graph.

As showed on table 6 and the by graph only 3 respondents responded that as they do not use social media. But they tried to fill all the questionnaire questions like others did. The other 300 respondents use social media even though their time spent being online is different. 37 (12.2%) of the respondents spent their time online less than an hour per day. 79 (26.1%) of them spent 1 to 2hrs per day, 59 (19.5%) of them spent 2 to 3hrs per day, 36 (11.9%) of them spent 3 to 4hrs per day, 27 (8.9%) of them spent 4 to 5hrs per day and 62 (20.5%) of them (comparatively the largest size) spent more than 5hrs per day online.

As a finding that the data shows more than a quarter of the respondents spent 1 to 2 hours on social media which is comparatively the highest share. The second is that 20.5 percent of them spent more than 5 hours per day on social media which implies that these students are endangered for addiction. The third is 59 (19.5%) who use social media 2 to 3 hours per day. Even the 36 and 27 respondents are not safe. The data in general implies as a growing trend is coming that may affect the life of the students unless something done. To find their average usage we have to know their assumed midpoints each group. Thus;

Step one

- Less than 1 hour midpoint (37 respondents) = 0.5 hours which will be 37 times 0.5 = 18.5
- 1 to 2 hours midpoint (79 respondents) = 1,5 hours which will be 79 times 1.5 = 118.5
- 2 to 3 hours midpoint (59 respondents) =2.5 hours which will be 59 times 2.5 = 147.5
- 3 to 4 hours midpoint (36 respondents) = 3.5 hours which will be 36 times 3.5 = 126
- 4 to 5 hours midpoint (27 respondents) = 4.5 hours which will be 27 times 4.5 = 121.5
- More than 5 hours midpoint (62 respondents) = 5.5 hours which will be 62 times 5.5 = 341

Step two:- $18.5 + 118.5 + 147.5 + 126 + 121.5 + 341 = 873$
 $873 \div 300$ (total number of respondents) = 2.91 hours per day

Or the respondents on average they use 2 hours and 55 minutes per day. According to this the students average social media usage is 2 hours and 55 minutes per day. A participant from students FGDs coded as SB3 shared her experience of social media usage how she is in hazardous situation. She said;

By the way I am one of the students who have bad experience. I use social media every day but many days throughout the night. I would stay online using social media the whole night without sleeping and came to school simply washing my face. Then I couldn't follow the lesson. I sleep on the desk. I have tried to stop this habit, but I couldn't. Although they found me some days using internet after the middle of the night, my parents couldn't understand the level of my problem. To be frank I am addicted

A teacher who participated in the teachers FGD and coded as T3 confirmed this situation in the class from his experience. He said “Yes, there are some students who sleep in the class while I was teaching. You may ask to wake up. But, they sleep few minutes later again.” Another participant also shared similar experience. One of the participants in the other students` FGD coded as SA1 argued on the importance of social media and advised as there should be time limit and program for using. He said;

How can we become out of the information technology? How can we separate ourselves from the current situation? Social media, the internet in general is important in our life for many things such as for our education, for fun, for business. Some of our school friends could generate income from it. Although I couldn't make money yet like my friends, I also use social media for educational purpose and sometimes for entertainment too. But I have time limit. I didn't compromise and spare my program.

These information denotes that most of the students are using social media limitlessly which may cause for addiction in their life.

Devices	Mobile phone	Tablet	Laptop computer	Desktop computer
Number of respondents	275	15	12	1
In %	90.8	4.9	4	0.3

Table 7. Devices in use by the respondents

Regarding to devices use majority of respondents use their mobile phone for social media usage. As displayed on table 7 the largest number which is 275 (90.8%) of the respondents use their mobile phone. 15 (4.9%) of them have tablets to use and 12 (4%) use laptop computer to be online. As table 7 showed only 1 (0.3%) of the respondents use desktop computer to be online for social media.

The result shows more than 90 percent of the respondents used their mobile phone to use social media. We can assume that most of them have their own mobile phone although some of them might use their parents` or other member of the family mobile phone. This could help the students to hide what they are doing from the family and use while in their bed or anywhere they can be unnoticed. And it is also simple to use data and Wi-Fi nearby their house or elsewhere. These can make difficulties for parents controlling mechanisms in addition to proper awareness they have.

	Facebook	YouTube	TikTok	Telegram	Instagram
The social media platforms they use mostly	5	60	91	68	79
In %	1.7	19.8	30	22.4	26.1

Table 8. Mostly used social media platforms by the students.

The respondents mostly used five social media platforms according to the data collected and displayed on table 8 above. As showed on the table 5 (1.7%) respondents mostly used Facebook, 60 (19.8%) of them mostly used YouTube, 91 (30%) of them mostly used TikTok which is the largest, 68 (22.4%) of the respondents used mostly Telegram and 79 (26.1%) of the respondents used Instagram which is the second big size of the respondents.

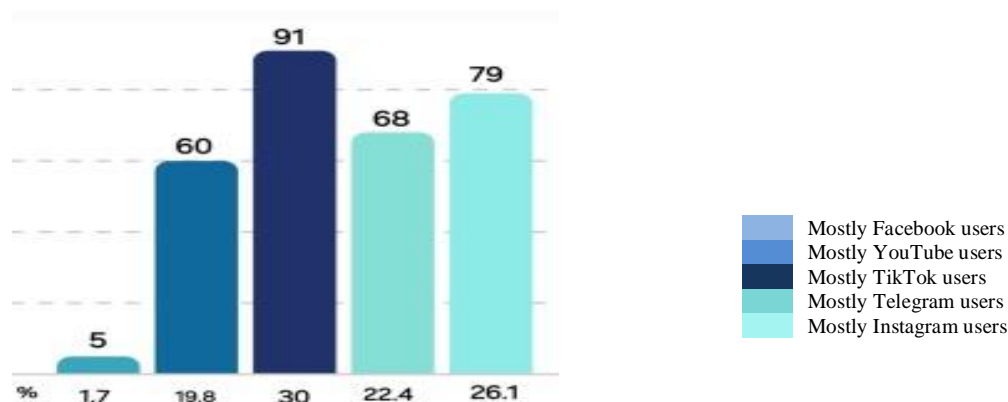


Figure 4. Mostly used social media platforms by the students in graph

As the data displayed on table 8 and on graph 2 above TikTok, Instagram, Telegram, YouTube and Facebook are mostly used social media platforms form large number of users to small respectively.

Particularly, four of them except Facebook had large number of users. TikTok is the leading. This implies that most of the students use social media for fun and entertainment if we consider the nature of TikTok. This doesn't mean they use only these platforms. Because they were asked to choose the social media they use mostly. This can be classified by the next table 9 data where they rate their preferable social media platforms.

		1 st choice	2 nd choice	3 rd choice	4 th choice	5 th choice	6 th choice	7 th choice
The social media they choose as best SM	Facebook	2	6	7	39	43	14	3
	YouTube	70	49	79	63	9	3	1
	TikTok	86	77	59	39	11	2	-
	Telegram	63	104	70	50	5	4	-
	Instagram	77	60	73	54	3	1	-
	LinkedIn	-	1	2	7	3	4	7
	Imo	1	1	3	8	2	14	10
	Twitter (X)	-	-	3	1	4	-	1
	what Sapp	-	1	2	1	4	7	1
	snapchat	-	-	1	3	5	2	1

Table 9. The students` best choices perception among the Social media platforms.

The respondents requested to list their best social media choices ranking in order. Except three respondents who didn't respond the question, other respondents listed their best social media choices minimum three platforms. Few respondents listed up to seven. As displayed on table 9 four social media platforms (TikTok, Instagram, YouTube and Telegram) are dominant in listing their best social media choices. They are not as respondents` first choices only but also second third and beyond.

This data directly coincide with the data on table 8 and graph 2 which demonstrated the respondents mostly used social media platforms. The four social media platforms which are TikTok, Instagram, YouTube, Telegram and Facebook have taken the biggest share. In addition to these LinkedIn, Imo, Twitter (X), what Sapp and Snap chat are other social media platforms the students use.

As a finding, the respondents` social media platforms rating result implies that the five social media platforms they regarded as good platforms are which they are using most of the time. TikTok, Instagram, YouTube, Telegram and Facebook are the best social media platforms for them. Indeed, some of the respondents may have other social media platforms they use rarely as the table indicates. These platforms also have their share.

	Yes	No	I don't know
Do your parents know as you are using social media?	281	9	13
In %	92.7	3	4.3
If you say yes, do they know for what purpose you are using SM?	182	71	50
In %	60.1	23.4	16.5
	Yes, always	Yes, sometimes	No, they never
Do they (parents) follow and guide how to use social media?	30	133	140
In %	9.9	43.9	46.2
Have you heard any advice from teachers how to use social media?	43	143	117
In %	14.2	47.2	38.6

Table 10. The students` view on Parents` and teachers` awareness and guidance of the use of social media.

Table 10 comprises two sets of questions with two questions in each set which were presented about parents and teachers acquaintance of the students` social media use and their involvement in guiding them how to use.

As displayed on the table 10. Among the total respondents 281 (92.7%) of them respond “Yes” which implies that their parents know as they were using social media. The remaining 9 (3%) respond “NO” which indicates that their parents didn’t know as they were using social media and 13 (4.3%) respondents respond “I don’t know” which implies that they were not sure whether their parents know or not as they are using social media. Therefore it is possible to assume that most of the students` parents know about their children use of social media. If they bought and provided smart phone for their children it is expected as they know their children use of social media.

The data on the table 10 question first implies that most of the Parents know their children social media usage and some of them have special controlling mechanisms as the hints in FGDs point out. A participant father coded as PB3 in the second group FGD explanation can be an example for this. He said;

Currently, it is a problem in every house. Indeed, I didn’t buy smart phone for my child. But he was using social media for specific and important purposes on my own mobile phone. I would give him my phone when it is needed. He could download some useful applications and important lessons to improve his English language from YouTube. I also permitted if he had a group assignment with his class mates. We used the same

mobile phone together. Thus, I could check everything after him. This controlling method helped me to manage and follow up his social media usage. How could I manage if I bought and gave him a smart phone for his own? But a woman who is one of my neighbors shared to me her problem. She is a teacher. She has a high school teenage student whose father had died. He was a good student and he had had good rank when he was in lower grades. This was because he used to study properly with a program. When he entered to high school she bought a smart phone for him thinking to support his study. However, his behavior had been changed. He stopped reading and his study. He always focused on his phone for unnecessary things. She tried to advice, but there is no improvement still. Yes, social media is affecting our children unless we manage it properly. It is not necessary giving a smart phone for children.

Similarly, some students also agreed on the existence of such methods of parents controlling mechanism in students FGDs. A participant student coded as SB7 explained her experience. She said;

I am using social media. But I don't have my own smart phone. I could use my fathers` and my mothers` phone only if I have assignment, to read some supportive academic materials and sometimes even for entertainment. I have asked my parents so many times to have my own smart phone. But, they did not want to buy for me. I didn't know why they decided not to buy for me. Nothing they told me. Sometimes they cause shortage of money. But I suspect not for that, it is to keep me from internet overuse.

Another parents FGDs participant who was coded as PB2 also shared his experience how he tried to manage social media use of his children. He said;

I have a student here. She is in grade 12th this year. Although she asked me so many times I decided not to buy a smart phone for her. I knew that it was important for her. But I dismayed of the negative consequence of social media use. Social media brought for us both opportunities and challenges. However, later her elder brother who graduated in ICT and my sister`s elder son influenced me for her to buy a smart phone. I knew that It was important for her level as education tool. Then I did it. Even I brought Wi-Fi and I bought a tablet additionally for her which is a mini laptop. She is using all these.

Both the students' survey result and FGDs implies that most of the students' parents know the students' usage of social media. But the question is do they know for what purpose the students are using social media? The responses of the students for the second question and the students and parents FGDs may answer this.

The answer for the second question is based on the preceded question. If their parents know as they are using social media, did they know for what purpose they were using? For this question 182 (60.1%) respondents respond "Yes" which implies that their parents know the purpose of their social media usage. Some of such parents may have strict controlling mechanism and some of them may have only the knowledge. As displayed on the table 71 (23.4%) responded "No" which implies that for some of these respondents it might means, although their parents know as they were using social media, they didn't know for what purpose they were using and for some others' parents it might means that they didn't know even as they were using social media. Finally, 50 (16.5%) respond "I don't know" which implies that the respondent didn't know whether their parents know or not for what purpose they were using the social media.

If we relate and compare the data of the first question and the second of table 10 which is 92.7% and 60.1%, it indicates that although more than 92 % of parents knew as their children were using social media, many of them didn't know for what purpose they were using. In other words out of 92.7% of the respondents parents 32.6% didn't know for what purpose their children were using social media even though they knew their use of social media. 60.1% of the respondents' parents knew their children purpose of using social media. Although it indicates as these 60.1% of the parents knew their children's purpose of social media, it doesn't mean all of them have controlling mechanism. A student participated in students FGDs who was coded as SA9 shared his stand. He said

My parents knew as I am using social media. They knew also for what purpose I was using. Nothing was hidden from them. We may exchange our phones to use sometimes with my father. It is not for controlling. They believe me. I know what is good and what is bad. Since I have a goal to reach, I don't want to be a loser

The third question was about parents if parents were guiding the respondents how to use social media and only 30 (9.9%) of the respondents responds "Yes, always" which indicates that these parents were regulated their children properly. 133 (43.9%) of the respond "Yes, sometimes" which indicates

that these parents tried to managed their children social media usage and 140 (46.2%) respond “No, they never” which implies that these parents left their children which is not good. The FGD participant father who was coded as PB2 shared his controlling experience of his child`s purpose of social media usage. He said

I have tried to control to protect her from wrongly use of social media. I don't know how much I was effective. She always said to me as she was using for academic purposes. She was always in her bed room using her mobile phone and her tablet. I advised her. Unless I believe on her, it is difficult to control. I couldn't see what she was watching while I was not with her in her bed room. Sometimes I tried to enter to her room suddenly. She always said 'look, dad I am using properly. Do you suspect me?' I couldn't be there entire time. Yes, social media has both advantages and disadvantages. It has misinformation and disinformation. We should not believe as all social media information is true. They might watch also white people`s pornography which has bad practices like oral sex before their right age. It is difficult to manage any way.

He described how much it is difficult controlling wrongly use of social media and his worry of the risks from it. This implies as direct and dictatorial way of controlling mechanism may not be efficient and other coordinated managing mechanisms have to be planned. Another parents` FGD participant father coded as PB1 said:

I am a religious teacher and my children grown up through religious teachings. They hear and accept what I told them. I didn't by smart phone not only for them even for myself until the elder child reached at 12th grade. I couldn't hide it from my children if I have a smartphone. I bought this phone after her. She is not that much interested for social media unless she might use for religious or for educational purpose. They know me as I am strict for religious rules.

A mother who participated in one of the parents` FGDs and coded as PA2 shared her experience of her controlling method of her grade 12th daughter. She said:

Yes, my daughter is using social media. But, she has a program. Many of the time we use it together with me by the way, especially the entertainment part. She couldn't be out of program. I would off the Wi-Fi if I couldn't be in the house to check her. It

would be locked. We always discuss honestly and there are no secrets between us. But, we also agreed on our family rules and they are applicable without any compromise.

We can understand from this information as parents have not any visible and formal controlling mechanism for their children's use of social media. Some parents tried to keep their children from social media's negative consequences through prohibition of using smart phones by different methods. But these methods can prevent the students from using and learning of information technology.

The fourth question was about the teachers' contribution if they did inform and advise their students (respondents) how to use social media. 43 (14.2%) of the respondents responded "Yes, always" which implies as there were some teachers who were trying to guide the students. 143 (47.2%) responded "Yes, sometimes" which supports the previous and 117 (38.6%) responded "No",

It is not allowed to have mobile phones in the school like any government school. Although its primary aim is not to stop the wrong use of social media, it can be considered as one of the schools' mechanisms of wrong use of social media by the students. A teacher who participated in the teachers' FGD and coded as T3 said:

Our students knew about social media's advantages and disadvantages. I have enough information on this since I am an ICT teacher. They might use social media in the wrong way. But it is not without knowledge of its consequences. They knew it. Of course, I understand, we have to support them in guiding how to use it appropriately.

Another FGD participant teacher who was coded as T10 shared what he observed from his students' activities concerning social media and he said:

We know that our students are using social media. The question is that are they using it for the right purpose? I don't think so as I observed. Those who use it for business are very few. Sometimes I advised some of them privately. Not in common. Because, they are students still and their minds should not be occupied by unnecessary things.

The survey data findings and the experience we heard from this teacher implies as there are some teachers who were trying to advise the students about the use of social media. Other than these, no indication of organized means of controlling and guiding mechanisms of the students' wrong use of social media which was very important.

Purpose	For academic purpose	For entertainment	For news	For chatting with friends	For sharing information	For all	For Business
Number of students	59	52	5	19	19	146	3
In %	19.5	17.2	1.7	6.3	6.3	48	1

Table 11. Purposes of the students` social media usage

Table 11 data is on the respondents` purpose of social media usage. As displayed on the table from the total respondents 59(19.5%) respond as they use social media for academic purpose. 52 (17.2%) respond for entertainment, 5 (1.5%) respond for news, 19 (6.3%) respond for chatting with friends, 19 (6.3%) respond for sharing information, 146 (48%) respond as they use social media for all purposes and 3 (1%) were using social media for business. Business was not included on the questionnaire and it was written by the respondents on the paper as response of the question and specified as their main purpose of using social media.

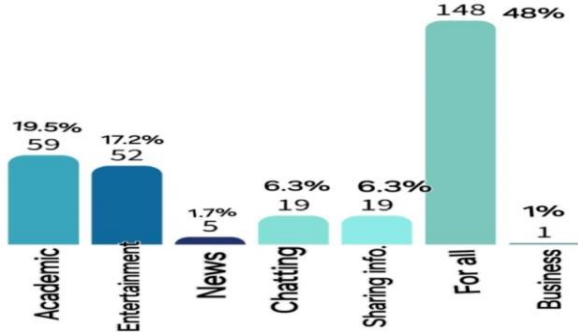


Figure 5. Purposes of the students` social media usage in graph.

The data shows us nearly half of the respondents (146 or 48%) were using social media for all purposes as displayed on table 11 and graph 5. Even few respondents wrote “for business purpose” in addition on the questionnaire paper which was not included on the questionnaire. A teacher who participated in the teachers FGD as cod T5 strengthened this students` comment. She said;

The students have understanding of social media. They know it`s bad and good sides. Even some students are making money on social media. They are doing business. A friend of mine, who is a teacher too, told me as she saw a student who is making large amount of money. Indeed, such students are few in number.

A student who participated in one of the students` FGDs who was coded as SA3 told as she was using social media for entertainment. She said; “Yes, I use social media for enjoyment; mostly I use TikTok, Instagram and sometimes telegram. I use social media very rarely for educational purpose”

Both the survey data and the information from the FGDs indicated that the students have no specific major purpose to use social media. Although they have informal information about social media benefits and its negative consequences, they are not formally advised and guided how to use social media properly.

Social media	Facebook	YouTube	TikTok	Telegram	Instagram	LinkedIn
Number of students	4	246	10	37	5	1
In %	1.3	81.2	3.3	12.2	1.7	0.3

Table 12. Social media plat forms preferred for academic use by the students.

Table 12 displayed the respondents’ preferable social media for academic purpose. As showed on the table majority of the respondents which are 246 (81.2%) preferred YouTube for academic purpose. Among the remaining respondents 4 (1,3%) preferred Facebook, 10 (3.3%) preferred TikTok, 37 (12.2%) preferred Telegram, 5 (1.7%) preferred Instagram and 1(0.3%) preferred LinkedIn as good platforms for academic purpose.

It is clear that the data shows majority of the students (246 or 81.2%) were using YouTube academic purpose. The second is Telegram which they might use for sharing assignments and other educational materials. But why was YouTube? The answers were clarified after the students FGDs. A student who was a participant in one of the students FGDs and coded as SA2 said;

I use YouTube, Telegram and I don’t want to use TikTok. It is distractive to use TikTok this time for me. I use tutors downloading from YouTube. Tutors of YouTube are very simple to understand instead of reading. We can’t understand easily by reading like watching video tutors from YouTube. That is why prefer it.

Another student who participated in the other students` FGD also indicated why they use YouTube mostly. He said.

I use YouTube most of the time. Most of my friends prefer it in deed. We can get so many tutors on YouTube. We can watch instead of reading. Even for entertainment,

YouTube is better. For instance, TikTok has very short videos and it is very fast. I don't like it that much.

As a finding both the survey data and the information from FGDs implies that the students use mostly the five social media platforms (YouTube, Instagram, TikTok, Telegram and Facebook). But, the most preferable social media platform is YouTube. The students preferred watching and listening for learning instead of reading. This was strengthened by a father who participated in one of the parents FGDs coded as PB3 and commented:

What I observed as a big problem is, even in my own house was that our reading culture has been died. I have tried to observe in different places. No one is reading even if there are many books. Previously, we could see people who were reading in any places. You could see storekeepers reading a book while you go to buy something. There are so many books in my house. But, reading habit is gone. I think it is a big problem.

	Advantages of social media	Strongly agree	%	Agree	%	Disagree	%	Strongly disagree	%
1	Social media is important to share academic materials.	177	58.4	109	36	12	3.9	5	1.7
2	Social media creates good relationship with people.	148	48.8	116	38.3	30	10	9	2.9
3	Social media is good to communicate friends.	150	49.5	130	42.9	15	5	8	2.6
4	Social media is useful to find good new friends.	138	45.5	136	44.9	17	5.6	12	4
5	Social media help to discuss academic issues online.	187	61.7	97	32	10	3.3	9	3
6	Social media can help to improve English language.	189	62.4	107	35.3	4	1.3	3	1
	Disadvantages of social media								
7	From your experience, wrongly social media using is affecting your study time.	140	46.2	90	29.7	46	15.2	27	8.9
8	Wrongly Social media using negatively affects family communication and family time.	160	52.8	91	30	34	11.2	18	5.9
9	Wrongly Social media using negatively affects students' sleeping time.	167	55.1	93	30.7	27	8.9	16	5.3
10	Wrongly Social media using negatively affects human face to face communication.	104	34.3	133	43.9	46	15.2	20	6.6
11	Wrongly Social media using	144	47.5	105	34.7	34	11.2	20	6.6

negatively affects students' academic performance.									
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Table 13. The Students' perceptions on advantages and disadvantage of social media

Table 13 displayed the respondents rating on advantages and disadvantages of social media which can indicate their perception and understanding. The data shows the respondents perception on advantages and disadvantages of social media. From the total 177 (58.4%) strongly agreed and 109 (36%) agreed on social media importance for academic use. 286 (94.4%) of the respondents have believed on its importance. Regarding to the social media use for good relationship 148 (48.8%) strongly agreed and 116 (38.3%) agreed. Which implies 264 (87.1%) of the respondents perceived as social media is good for creating relationships. 150 (49.5%) respond strongly agree and 130 (42.9%) agreed on social media as good means of communication with friends which means 280 (92.4%) believed on it. 138 (45.5%) strongly agreed and 136 (44.9%) agreed on social media as good means to find new friends. Which means 274 (90.4%) believed that social media is good to find new friends. 187 (61.7%) strongly agreed and 97 (32) agreed on social media as it is helpful for online academic discussion. If we sum up 284 (93.7%) believed that social media as helpful for online academic discussion. 189 (62.2%) strongly agreed and 107 (35.3%) agreed on social media as helpful to improve English language. Which means 296 (97.5%) of the respondents believed as social media is helpful to improve their English language. In general the respondents realized the advantages of social media.

As displayed on table 13, the respondents revealed how they perceived on the disadvantages of social media. From the total respondents 140 (46.2%) strongly agreed and 90 (29.7%) agreed on social media wrongly use as affected their study time. Which means 230 (75.9%) which is more than ¾ of the total respondents believed as their wrongly use of social media was affecting their study time. 160 (52.8%) strongly agreed and 91 (30%) agreed as social media negatively affected family time and communication. 251 (82.3%) of the respondents believed as social media negatively affected their family time and communication. 167 (55.1%) strongly agreed and 93 (30.7%) agreed on social media as it negatively affected their sleeping time. Which means 260 (92.1%) of the respondents believed as social media had negative impact on their sleeping time.

The students FGD participant coded by SA3 which was quoted on table 6 description proved this in her explanation how she was affected. On the 10th idea, 104 (34.3%) strongly agreed and 133 (43.9%) agreed on social media as it negatively affected human face to face communication. It means 237

(78.2%) of the total respondents believed as social media negatively affected human` face to face communication. 144 (47.5%) strongly agreed and 105 (34.7%) agreed on as social media wrongly using negatively affected their academic performance. Which means 249 (82.2%) of the respondents believed this.

As a finding we can assume that majority of respondents understood both the advantages and disadvantages of social media. Understanding only is not enough; it needs extra effort to minimize social media adverse impacts on these teenager students and the society at large.

The data implies as the students knew both the advantages and disadvantages of the social media. They also understand and believed as it is affecting their study time and sleeping time. Not only had the data on table 13, the FGDs` information above also proved this. The question is that are they using it properly for right purpose? Most of them are not using that way as the data and the FGDs` information implies.

A participant mother who was coded as PA2 during parents FGDs commented on social media wrongly use impact on family time and communication. She said;

I observed my friends and some of my relatives` families, while they are together in the house, everyone focused on his or her mobile phone. They do not have common time, even fathers and mothers. In our family we have a weekly family discussion time on Friday. I have learnt from a friend of mine. These days, our family culture is going to be changed. Social media is damaging us on this side of our social value. Something has to be done. Otherwise, we are missing our values of a family.

Similarly, the father who participated in the other parents FGD and coded as PB3 explained what he observed and his own family experience as follows;

Yes, social media is breaking family bondage as I have observed in others house. My family is different. Our traditional family culture still exists. We eat our dinner together, we celebrate our traditional coffee ceremony every day, we play and discuss, we sleep on time, we have sport program with my children. Thus, our family bondage is safe until today. My children sleep early wake up early, about 3: 00 AM for their study program. There is no sleeping problem in my family because of the social media.

What I observed as a big problem, even in my own house, was that our reading culture has been died. I have tried to observe in different places. No one is reading even if there are so many books. Previously, we could see people who were reading in any places. You could see storekeepers reading a book while you go to buy something. There are so many books in my house. But, reading habit is gone. I think it is a big problem.

Another participant of the same group of parents` FGD who was coded as PB2 acknowledged this social problem created by social media presenting his own family experience. He said;

Yes, it is a reality in every family. In my house, except my wife, every one of us spent our night time on our mobile phone privately. Even sometimes my wife might call us for food since we focused on our mobile phone. Yes, our previous culture of family time is changed which is wrong.

Another parents` FGD participant who was coded as PB6 shared what he observed in the society he is living.

Yes, social media is changing our culture. Did you observe the people in a meeting hall or where you were waiting a taxi and bus? Even in the taxi, someone sitting beside you does not want to talk to you or not concerned whether you are there or not. He would focus on his mobile phone. I afraid, this will be a big loss for the generation.

The survey data presented on table 13 and the information from the FGDs implies that the students knew both the advantages and disadvantages of social media. However, they are not effective in their using of social media. It implies as there is ignorance of the disadvantages by most of the students.

4.2.2. Five Consecutive Years Students` Transcripts Assessment

Grade 11th students` transcripts had been taken to be investigated. Though the school had large number of students in a number of classes every year, it had better taking sample classes from each year of the past five consecutive academic years to observe if the coming of social media has any effect on academic performance of the students. Indeed, considering covid-19 pandemic time as initial year. Although social media started in Ethiopia earlier, it was since the pandemic that the society began to use aggressively so as physical contact had risk (Destaw et al., 2021). Thus, three classes from natural science and two classes from social science had been taken as samples from each

year and observed transcripts of the students focusing on three subjects, English from language and one subject from their majors of the streams (Physics from natural and Geography from social science students). The observation result displayed by the following table 14 as follows.

Year	Natural Science							Social Science						
	subject	No of students by their result (their average)			Total			Subject	No of students by their result (their average)			Total		
		> 50	51 - 75	75 <	sum	Pas.	In%		> 50	51 - 75	75 <	sum	Pas.	%
2019/20	English	17	74	7	98	81	82.7	English	4	48	1	53	49	92.5
	Physics	27	71	-	98	71	72.4	Geography	2	29	22	53	51	96.2
2020/21	English	27	24	-	51	24	47.0	English	-	21	6	27	27	100
	Physics	2	47	2	51	49	96.0	Geography	-	24	3	27	27	100
2021/22	English	4	63	4	71	67	94.4	English	3	41	3	47	44	93.6
	Physics	20	49	2	71	51	71.8	Geography	7	40	-	47	38	80.9
2022/23	English	16	66	11	93	77	82.8	English	32	52	-	84	52	61.9
	Physics	28	59	6	93	65	69.9	Geography	12	72	-	84	72	85.7
2023/24	English	6	96	9	111	105	94.6	English	26	37	2	65	39	60
	Physics	19	78	17	114	95	83.3	Geography	1	58	4	65	64	98.5

Table 14. Five consecutive years grade 11th students` English, Physics and Geography results of the second semester average from their transcripts.

The students` transcript doesn't show any major changes as displayed on table 14. Which means that either no major increments or major decline in the students` final average. In the social science stream in 2020/21 students` result both in English and geography was 100% as displayed on the table. There is no failed student in that year. But, there was no continuation of improvement. In natural science 2020/21 the numbers of passed students in English subject are below 50%. This result didn't continue the following years. As we can see on the table there is no major improvement or decline that may show the effects of social media use of the students. Indeed, it has to be checked selecting a generation; for example performance of certain students from their lower grade (such grade 5 or 7) up to grade 12 or by any other research method to proof its impact.

4.2.3. Major Findings of the Research:-

1. Demographics:

- 303 students participated in the survey; 53.1% were female and 46.9% male.
- Participants came from both natural science (68%) and social science (32%) streams.
- FGDs included students, teachers, and parents, with gender and age data also recorded.

2. The students` Social Media Usage:

- 99.1% of the students use social media at different levels of time. Only 3 (0.9%) of the students didn't use at all.
- Daily average usage of social media of the students was 2 hours and 55 minutes.
- Most used social media platforms by the students were: TikTok (30%), Instagram (26.1%), Telegram, YouTube, and Facebook.
- The students' devices: 90.8% used mobile phones.
- Top preferable platform by the students for academic use was YouTube (81.2%), since they could get lectures and tutorials on this platform

3. Their Purpose of social media Use:

- 48% used social media for all purposes (academic, entertainment, communication, etc.).
- Only 19.5% used it primarily for academic purposes.
- A few students started to use it for business, even though that option wasn't in the survey.

4. Students' Parental & Teachers Involvement:

- 92.7% of parents were aware their children used social media, but only 60.1% knew its purpose.
- Nearly half of parents provided no guidance on social media use of their children.
- Some parents used restriction by avoiding buying and giving smart phone for their children.
- Teachers offered occasional advice in private, but no formal system existed for guidance in the school.
- Some parents had fear of dangers from free and unsupervised use of social media by the students.

5. The students' Perceptions of Social Media:

- Advantages:
 - 94.4% of the students found it important for sharing academic material.
 - 97.5% of them believed it improves English language skills.
 - High percentages of the students supported its role in communication and relationships.
- Disadvantages:
 - 92.1% of the students said it negatively impacts sleep.
 - 82.3% of them said it affects family communication.
 - 82.2% of them believed it harms academic performance.

6. The students' Academic Performance (Transcript Analysis):

- Grade 11 transcripts from five years were analyzed in English, Physics, and Geography.

- No clear decline or increment in academic performance related to social media usage was observed.

While students are aware of both the advantages and disadvantages of social media, many still use it excessively, often without structured parental or educational guidance. Although social media is widely used, the study did not find significant evidence that it directly had effect on the students` academic performance, though it raises concerns about addiction, sleep disruption, and family disconnection.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

Chapter Four presented the findings from a study investigating the effects of social media usage on Grade 12 students. It presented and analyzed both quantitative (survey) and qualitative (focus group discussions, (FGDs) data gathered from Grade 12 students, teachers, and parents about social media usage and its perceived effect on students' study at Ayer Tena High School. During the data collection 303 students (142 male, 161 female); 68% from natural science, 32% from social science participated for the quantitative (survey) and 22 students (aged 18–20), 11 teachers (majority males) and 15 parents (7 male, 8 female) were participated in FGDs.

The research found that 99.1% of students use social media; averagely they use 2 hours and 55 minutes per day and 91% of the students use mobile phones. TikTok, Instagram, Telegram, YouTube, Facebook are major social media platforms they use and they preferred YouTube for academic purpose. 48% of the students use social media for multiple purposes and 19.5% for academics only. A few students reported business use.

Although 92.7% of parents know their child uses social media only 60.1% know why their children use it. Students are deeply engaged with social media. There's awareness of both benefits and risks, but little structured parental or institutional oversight. Some parents use restriction method for monitoring their children's use of social media. Some teachers tried to advice some students privately while they get problems. There is no formal system of guidance in place. Despite perceptions of negative academic effects, actual transcript data shows no clear correlation between social media usage and academic performance. Concerns remain about addiction, loss of reading culture, and weakened family/social bonds.

5.2. Conclusion

According to researchers during teenage period parents should play an effective role in keeping a check on the activities of their children (Raina & Nagar, 2018) and educational Institutions also have responsibility, and the society as a whole have essential role to correct and limiting their use of social media. Parents can educate, establishing clear guidelines, encouraging open communication with

them, Being Role Models and Monitoring or Keeping an eye on their children's online activities. Schools can incorporate digital literacy education into their curriculum; teachers can encourage positive use of social media and addressing adverse impacts and the society as well can have its own roles in awareness creations (Sumadevi, 2023).

This study explored the extent and nature of social media use among Grade 12 students and its effects on academic performance sleep habits, family communication, and guidance by parents and teachers. A mixed-methods approach combining surveys, focus group discussions (FGDs), and academic transcript analysis was employed to gain a holistic understanding. Major conclusions points include:

- Pervasive social media use: - Nearly all students use social media, with an average daily use of nearly 2:55 hours. The majority access it via mobile phones, making usage more private and harder for parents to supervise.
- Social media platform preferences: - TikTok, Instagram, YouTube, Telegram, and Facebook are the most used platforms by the students, with YouTube being the top choice for academic purposes. However, many students use social media for all purposes, indicating a lack of clear intent or discipline in social media usage.
- Limited parental and teachers` oversight: - While most parents are aware their children use social media, fewer know the specific purposes. Similarly, teachers offer occasional advice but no structured digital literacy or social media use program is in place.
- Awareness vs. action gap: - Students demonstrated awareness of both the benefits and risks of social media. Still, many admitted to overuse, particularly at night, leading to sleep deprivation and reduced their academic focus and even it might grow to health issue in the future.
- No clear academic performance decline or increment: - Transcript analysis over five years revealed any consistent academic decline or increment that could be directly attributed to social media use.

5.3. Recommendations

Based on the above conclusions, the following recommendations are proposed:

- Literacy programs: - Schools should integrate digital literacy and responsible social media usage into the curriculum. This can be done through weekly advisory periods, ICT lessons, or special seminars.

- Parental engagement workshops: - The school and parents of the students should be coordinated in supervising and guiding social media use of the students. Thus, the school has to organize awareness sessions for parents focusing on how to guide, monitor, and positively influence their children's social media habits; without relying solely on restriction.
- Structured use guidelines for students: - Encourage students to develop personal usage schedules, particularly limiting night-time use. Peer role models and classroom discussions could reinforce these habits.
- Teachers' involvement: -Train teachers to embed digital wellness discussions in their regular teaching, especially those in ICT, language, or social science subjects.
- Policy review: - At country level, the government should have well-crafted social media using policy that enable concerned bodies to manage how to use. The school should re-evaluate school policies banning mobile phones to find a balance that allows educational use under supervision while discouraging misuse.
- Further research to be conducted: - Since this study didn't show strong evidence of academic decline due to social media, longitudinal studies with controlled variables are recommended to explore long-term health, behavioral, and academic impacts. The impacts originated from social media use on Ethiopian students since 1997 (the start of social media in Ethiopia) comparing preceding time to it.

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APPENDICES ONE

Questionnaire

ADDIS ABABA UNIVERSITY SCHOOL OF JOURNALISM AND COMMUNICATION

Dear Students,

I am Getachew Melaku, MA degree student at School of Journalism and Communication, Addis Ababa University and I am conducting my MA Thesis. I would ask you kindly to complete this questionnaire which is vital for my research, aimed to investigating impacts of Social Media on the high school students' study program and I would very much appreciate your cooperation. You may complete each question according to the instruction of the parts. All your responses are based on voluntary informed consent and will be treated as strictly confident. I assure you that any information you would give will not be used or transferred for any other purpose rather than this research. Thank you in advance for taking your time to complete this survey.

Biography information of the respondents.

➤ **Write your appropriate answer in the blank and mark ✓ on the space where needed.**

CATEGORY ONE: -

1. Sex: - Male _____ Female _____
2. Your Age:- _____
3. Grade _____
4. Stream : - Social Science _____ Natural science _____

Questions on Social media use experience of the respondents.

Answer the following questions circling the letter which has your response

CATEGORY TWO: -

5. Do you use social media? A/ Yes B/ No
6. If you say yes, how many hours do you spend on social media daily in sum? A, Less than 1 hour
B, 1 to 2 hours C, 2 to 3 hours D, 3 to 4 hours E, 4 to 5 hours F, More than 5 hours
7. What type of electronic device mostly you use for social media? A, Mobile phone B, Tablet
C, Laptop computer D, Desktop computer E. Write if it is any other device _____
8. Which of the social media you are using mostly? A, Facebook B, YouTube C, TikTok D,
Telegram E, Instagram F, LinkedIn G, Write if it is other than these _____
9. Write your best choices among the social media in order. 1st _____ 2nd _____
3rd _____ 4th _____ 5th _____ 6th _____ 7th _____

CATEGORY THREE:-

10. Do your parents know as you are using social media? A, Yes B, No C, I don't know
11. If you say yes, do they know for what purpose you are using the social media?
A, Yes B, No C, I don't know
12. Do they follow up and guide how to use social media? A, Yes, always B, Yes, sometimes C, No, they never
13. Have you heard any advice from teachers how to use social media? A, Yes , always B, yes sometimes C, No I didn't

CATEGORY FOUR:-

14. For what purpose you use social media? A, For academic purpose B, For entertainment C, For news D, For chatting with friends E, For sharing information F, For all
15. Which one of the social media platforms you prefer as the most good for academic use? A, Facebook B, YouTube C, TikTok D, Telegram E, Instagram F, LinkedIn G, Write other than these ____

Rating the understanding and perceptions of the respondents

➤ **Answer the following questions in the table by marking √ in the box you select**

No.		Strongly agree	Agree	Disagree	Strongly disagree
	Advantages of social media				
1	Social media is important to share academic materials.				
2	Social media creates good relationship with people.				
3	Social media is good to communicate friends.				
4	Social media is useful to find good new friends.				
5	Social media help to discuss academic issues online.				
6	Social media can help to improve English language.				
	Disadvantages of social media				
7	From your experience, wrongly social media using is affecting your study time.				
10	Wrongly Social media using negatively affects family communication and family time.				
11	Wrongly Social media using negatively affects students' academic performance.				

Thank you!

CATEGORY FIVE

- **Taking Students' rosters from the recording office and comparing the grades before (2010 the coming of social media to Ethiopia) and after the use of social media by students.**

List of Questions for focus group discussion of school administrators and Senior Teachers

1. Do your students use social media for academic purpose? How?
2. What are the advantages of students' use of social media on your teaching learning process?
3. What are the disadvantages of students' use of social media on their academic performance?
4. In your situation, do you believe usage of social media is affecting students' educational performance? How?
5. Did you see improvements of students' educational performance after the use of social media?
6. Have you tried to inform your students how to use social media to minimize its negative outcomes?
7. What are you doing to protect your students from adverse impacts for social media?
8. Any other idea you may share about students' social media usage?

List of basic Questions for students focus groups discussions

1. For what purpose you students use social media?
2. Is that very important using social media platforms for your education?
3. What are the advantages and disadvantages of using social media for students?
4. Do you think that your parents know about your social media using and for what purpose you are using?
5. Did you see any measure that the school has taken on the way how to use social media? Such as Advice? Punishments?

List of basic Questions for parents' focus groups discussions

1. Do you know about your children social media usage and for what purpose they are using it?
2. Did you see any negative impact of your children social media usage on their study programs and their sleeping time?
3. How is your children's engagement and bondage with the family?
4. How is your family communication and family time regarding to social media using of your children?
5. Do you know that inappropriate use of social media has so many negative out comes on your children?
6. Is there any measure you have taken to follow up and guide your children social media usage?

APPENDICES TWO

Amharic form of the Questionnaire and FGDs questions

የጥናት መጠይቅ

ADDIS ABABA UNIVERSITY

SCHOOL OF JOURNALISM AND COMMUNICATION

ውድ ተማሪዎች፣

ጌታቸው መላኩ እበላለሁ። በአዲስ አበባ ዩኒቨርሲቲ፣ የጋዜጠኝነት እና ኮሙኒኬሽን ትምህርት ቤት የማስተርስ ተማሪ ነኝ። ማህበራዊ ሚዲያዎች / Social Media/ በሁለተኛ ደረጃ ት/ቤት ተማሪዎች የጥናት ፕሮግራሞች ላይ ያለውን ተጽዕኖ መፈተሽን ዓላማው ላደረገ ጥናቴ በጣም አስፈላጊ የሆነውን ይህን መጠይቅ እንድትሞሉልኝ በትህትና እጠይቃችኋለሁ። ለምታደርጉልኝ ትብብርም አድናቆቴ እጅግ ትልቅ ነው። መጠይቁን በየክፍሉ በተሰጡት መመሪያዎች መሰረት ትሞሉታላችሁ። ሁሉም የምትሰጡት ትክክለኛ ምላሽ በፍጹም ነጻነትና መተማመን ላይ የተመሰረተ እንደሚሆን አስባለሁ። ላረጋግጥላችሁ የምፈልገው ነገር የምትስጡት መረጃ ለዚህ ጥናት ከሚውል በቀር ለሌላ ለምንም ነገር አይውልም፣ ለምንም ሌላ አገልግሎት አይተላለፍም። ይህ ጥናት እንዲሳካ ጊዜያችሁን ሰጥታችሁ ስለተበባረችሁኝ አስቀድሜ አመሰግናለሁ።

የመላሾች የማንነት / Biography/ መረጃዎች።

➤ **ተገቢውን መልስ በባዶ ቦጣው ላይ ጻፍ/ፊ እንዲሁም አስፈላጊ በሆነበት ቦታ ላይ ልማትን አድርጉ።**

ክፍል አንድ፡-

1. ጾታ :- ወንድ _____ ሴት _____
2. ዕድሜ :- _____
3. የትምህርት ደረጃ :- _____
4. የትም/ ዘርፍ /Stream/ :- ማህበራዊ ሳይንስ /Social Science/ _____ የተፈጥሮ ሳይንስ /Natural science/ _____

የመላሾች የማህበራዊ ሚዲያ (social media) አጠቃቀም ተሞክሮ ጥያቄዎች።

➤ **የሚከተሉትን ጥያቄዎች መልስ ነው ያልከውን/ያልሸውን ፊደል በመክበብ መልስ ስጥ/ስጧ።**

ክፍል ሁለት፡-

5. ማህበራዊ ሚዲያዎችን ትጠቀማለህን/ ትጠቀሚያለሽን? **ሀ**/ አዎ እጠቀማለሁ **ለ**/ አይ አልጠቀምም
6. አዎ ካልክ/ሽ፣ ማህበራዊ ሚዲያ በመጠቀም በቀን ምን ያህል ሰዓት ታሳልፋለህ/ተሳልፈያለሽ? **ሀ**/ ከ1 ሰዓት ያነሰ **ለ**/ ከ1 እስከ 2 ሰዓት **ሐ**/ ከ2 እስከ 3 ሰዓት **መ**/ ከ3 እስከ 4 ሰዓት **ሠ**/ ከ4 እስከ 5 ሰዓት **ረ**/ ከ5 ሰዓት በላይ

7. ማህበራዊ ሚዲያ ለመጠቀም አብዛኛውን ጊዜ ምን ኤሌክትሮኒክስ መሳሪያን ትጠቀማለህ/ሚያለሽ? **U/** ሞባይል ስልክ **A/** ታብሌት **ሐ/** ላፕቶፕ ኮምፒዩተር **መ/** ዴስክቶፕ ኮምፒዩተር **ሠ/** ሌላ መሳሪያ ከሆነ ስሙ ይጻፍ _
8. የትኛውን ማህበራዊ ሚዲያ አብዛኛውን ጊዜ ትጠቀማለህ/ትጠቀሚያለሽ? **U/** ፌስቡክ **A/** ዩቲዩብ **ሐ/** ቲክቶክ **መ/** ቴሌግራም **ሠ/** ኢንስታግራም **ረ/** ሊንከዲን **ሰ/** ከዚህ ውጪ ከሆነም ስሙን ጻፍ/ፊ _____
9. ከማህበራዊ ሚዲያዎች የኔ ተወዳጅ ምርጫዬ የምትላቸውን በቅደም ተከተል ጻፍ/ፊ። 1ኛ _____
2ኛ _____ 3ኛ _____ 4ኛ _____ 5ኛ _____ 6ኛ _____ 7ኛ _____

ክፍል ሦስት :-

10. ማህበራዊ ሚዲያ እንደምትጠቀም/ሚ ቤተሰቦችህ/ሽ ያውቃሉ? **U/** አዎ **A/** አያውቁም **ሐ/** አላውቅም (እኔ እንጃ)
11. አዎ ካልክ/ሽ ማህበራዊ ሚዲያዎችን ለምን ዓላማ (ተግባር) እንደምትጠቀም/ሚ ያውቃሉ?
U/ አዎ **A/** አያውቁም **ሐ/** አላውቅም (እኔ እንጃ)
12. ማህበራዊ ሚዲያ አጠቃቀምህን/ሽን እየተካታተሉ ይመሩህል/ሻል? **U/** አዎ ሁልጊዜም **A/** አዎ አልፎ አልፎ **ሐ/** አይ ፈጽሞ አድርገውት አያውቁም
13. ማህበራዊ ሚዲያዎችን እንዴት መጠቀም እንዳለባችሁ የሚጠቁም ምክር ከመምህራን ሰምተህ/ሽ ታውቃለህ/ሽ? **U/** አዎ ብዙ ጊዜ **A/** አዎ አንዳንድ ጊዜ **ሐ/** አይ ሰምቼ አላውቅም

ክፍል አራት :-

14. ማህበራዊ ሚዲያዎችን ለምን ጉዳይ ነው የምትጠቀሙ/ሚው? **U/** ለትምህርት **A/** ለመዝናኛነት **ሐ/** ለዜና **መ/** ከጓደኞቼ ጋር ቻት ለማድረግ **ሠ/** መረጃዎችን ለመለዋወጥ **ረ/** ለሁሉም
15. ለትምህርታዊ ተግባር በጠም የተሻለ የምትለው/የምትይው የትኛው ማህበራዊ ሚዲያ ነው? **U/** ፌስቡክ **A/** ዩቲዩብ **ሐ/** ቲክቶክ **መ/** ቴሌግራም **ሠ/** ኢንስታግራም **ረ/** ሊንከዲን **ሰ/** ከእነዚህ ሌላ ከሆነ ይጻፍ _____

የመላሾች መረዳት እና አስተሳሰባዊ እይታ ደረጃ።

➤ የሰንጠረዥን ተከታዮቹን ጥያቄዎች በመረጥከው/ሽው መልስ ሳጥን ውስጥ ✓ በማድረግ መልስ/ሽ

ተ.ቁ		በጣም እስመማለሁ	እስመማለሁ	አልስመማም	በጣም አልስመማም
	የማህበራዊ ሚዲያ ጥቅሞች				
1	ትምህርታዊ ማቴሪያል ለማጋራት ማህበራዊ ሚዲያ አስፈላጊ ነው።				
2	ማህበራዊ ሚዲያ ከሰዎች ጋር ጥሩ ግንኙነት ይፈጥራል።				
3	ማህበራዊ ሚዲያ ከጓደኞች ጋር ለማውራት ጥሩ ነው።				

4	ማህበራዊ ሚዲያ አዲስ ዳይጃች ለማግኘት ይጠቅማል።				
5	ማህበራዊ ሚዲያ ትምህርታዊ ጉዳይን አንላዩን ለመወያየት ይረዳል።				
6	ማህበራዊ ሚዲያ አንግሊዝኛ ቋንቋን ለማሻሻል ይረዳል።				
የማህበራዊ ሚዲያ ጉዳቶች					
7	ከልምድ/ሽ፣ ልክ ያልሆነ የማህ/ሚዲያ አጠቃቀም የጠናት ጊዜህን/ሽን እየጎዳ ነው።				
8	ልክ ባልሆነ የማህ/ሚዲያ አጠቃቀም የቤተሰብ ግንኙነትንና የቤተሰብ ጊዜን ይጎዳል				
	ከልምድ/ሽ ልክ ያልሆነ የማህ/ሚዲያ አጠቃቀም የእንቅልፍ ጊዜዬን እየጎዳ ነው				
9	ልክ ባልሆነ የማህ/ሚዲያ አጠቃቀም የሰዎችን ገጽ ለገጽ ግንኙነት እስቀረ።				
10	ልክ ያልሆነ የማህ/ሚዲያ አጠቃቀም የተማሪን የትምህርት ውጤታማነት ይጎዳል።				

አመሰግናለሁ!

ክፍል ስድስት :-

- ከሪከርድና ማህደር ክፍል የተማሪዎችን ሮስተር በማየት ከማህበራዊ ሚዲያ መምጣት (እ.ኤ.አ.2010) በፊት እና ከዚያ በኋላ ያለውን የተማሪዎች የውጤት ለውጥ ማነጻጻር።

ለት/ቤቱ አስተዳደር ሰራተኞችና እና አንጋፋ መምህራን የቡድን ውይይት መነሻ ጥያቄዎች

1. ተማሪዎቻችሁ ማህበራዊ ሚዲያዎችን ለትምህርታዊ አገልግሎት ይጠቀማሉ? እንዴት?
2. በመማር ማስተማሩ ሂደት ተማሪዎች ማህበራዊ ሚዲያዎችን መጠቀማቸው ጥሩ የምትሉት ጠቀሜታው ምንድነው?
3. ተማሪዎች ማህበራዊ ሚዲያዎችን መጠቀማቸው የትምህርት አፈጻጸማቸው ላይ ያለው አሉታዊ ጉዳት ምንድነው?
4. በእናንተ ሁኔታ ተማሪዎች ማህበራዊ ሚዲያዎችን መጠቀማቸው በትምህርት ውጤታማነት ላይ አሉታዊ ጉዳት አምጥቷል ብላችሁ ታምናላችሁ? እንዴት?
5. ከማህበራዊ ሚዲያ መምጣት ወዲህ (እ.ኤ.አ. 2010) በተማሪዎች የትምህርት ውጤታማነት ላይ መሻሻል መጥቷል?
6. አሉታዊ ውጤቱን ለመቀነስ ተማሪዎቻችሁ ማህበራዊ ሚዲያዎችን እንዴት መጠቀም እንዳለባቸው መረጃ ለመስጠት ሞክራችሁ ታውቃላችሁ?
7. ታዲያ ተማሪዎቻችሁን ከማህበራዊ ሚዲያ አሉታዊ ጉዳት ለመታደግ ምን እያደረጋችሁ ነው?

8. በተማሪዎቻችሁ የማህበራዊ ሚዲያ አጠቃቀም ላይ የቀረ ምን የተለየ ሀሳብ አላችሁ?

የተማሪዎች የቡድን ውይይት መነሻ ጥያቄዎች

1. እናንተ ተማሪዎች ማህበራዊ ሚዲያዎችን ለምን ተግባር/ዓላማ ነው የምትጠቀሙት ?
2. ማህበራዊ ሚዲያዎችን ለትምህርታዊ ጉዳይ መጠቀማችሁ ያን ያህል በጣም አስፈላጊ ነውን?
3. ማህበራዊ ሚዲያን መጠቀሙ ለተማሪዎች ያለው አወንታዊ ጠቀሜታ እና አሉታዊ ጉዳቱ ምንድን ናቸው?
4. ማህበራዊ ሚዲያን እንደምትጠቀሙና ለምን ተግባር እንደምትጠቀሙ ወላጆቻችሁ ያውቃሉ ብላችሁ ታስባላችሁ?
5. ማህበራዊ ሚዲያን እንዴት መጠቀም እንዳለባችሁ ትምህርት ቤቱ የወሰደው እርምጃ ለምሳሌ በምክር፣ በአጠቃቀም ስህተት ቅጣት መውሰድ የመሳሰለውን ሰምታችሁና አይታችሁ ታውቀላችሁ?

ከወላጆች ጋር ለሚደረጉ የቡድን ውይይቶች መሰረታዊ መነሻ ጥያቄዎች

1. ልጆቻችሁ ማህበራዊ ሚዲያዎችን እንደሚጠቀሙና ለምን አላማ እንደሚጠቀሙ ታውቃላችሁን?
2. ልጆቻችሁ ማህበራዊ ሚዲያ በመጠቀማቸው በጥናት ፕሮግራማቸውና በእንቅልፍ ጊዜያቸው ላይ የደረሰ ጉዳትና መስተጓጎል አይታችሁ ታውቃላችሁን?
3. በቤት ውስጥ የልጆቻችሁ ተሳትፎና ቤተሰባዊ ትስስራችሁ ምን ይመስላል ?
4. ልጆቻችሁ ማህበራዊ ሚዲያዎችን ከመጠቀማቸው አንጻር በቤት ውስጥ ያለው ቤተሰባዊ ግንኙነት (ወሬና ጨዋታ) እና የቤተሰብ ጊዜ ያላችሁበት ሁኔታ ምን ይመስላል ?
5. አግባብ ያልሆነ የማህበራዊ ሚዲያ አጠቃቀም በልጆቻችሁ ላይ በርካታ አሉታዊ ውጤት/ ጉዳት እንደሚያመጣ ታውቀላችሁን?
6. በማህበራዊ ሚዲያ አጠቃቀም ላይ ልጆቻችሁን ለመከታተልና ለመምራት ያደረጋችሁት ጥረት ነበርን?