

ADDIS ABABA UNIVERSITY
College of Education and Behavioral Studies
School of Psychology

**The Relationship of Social Media Usage and Adolescents’
Attitude towards Premarital Sex in Selected Government
Secondary and Preparatory Schools of
Bole Sub City**

By

Sebsibachew Alamenie

Advisor: Darge wole (Prof)

June 2019

Addis Ababa

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Sebsibachew Alamenie

**A Thesis Submitted to the School of Graduate Studies of Addis
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Psychology**

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Sebsibachew Alamenie

Approval of the board of Examiners

Chair person, Department, Graduate committee

_____ Signature _____ Date _____

Advisor _____ Signature _____ Date _____

Internal Examiner _____ Signature _____ Date _____

External Examiner _____ Signature _____ Date _____

Declaration

This is to declare that the thesis entitled “**The Relationship of Social Media Usage and Adolescents’ Attitude towards Premarital Sex in Selected Government Secondary and Preparatory Schools of Bole Sub City**” is an authentic work of **Sebsibachew Alamenie**, the matter embodied in this thesis has not been submitted earlier for awards of any degree or diploma and it is submitted in partial fulfillment of the requirements for Degree of Masters with specialization in Developmental Psychology, the Graduate Program of Institute of education and Behavioral Science, Addis Ababa University.

Name Sebsibachew Alamenie **Signature** _____ **Date** _____

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

Advisor Darge Wole (Prof) **Signature** _____ **Date** _____

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Abstract

This study was conducted to assess the relationship of social media usage and adolescents' attitude towards premarital sex in selected government secondary and preparatory schools of Bole Sub City. To achieve the objective of the research, the study used quantitative approach. Descriptive and correlational designs were used in the study. The study was conducted in randomly selected two secondary schools (Lem and Dr. Haddis Alemayehu) and preparatory schools (Bole and Beshale) of Bole Sub City. The data were collected from randomly selected three hundred fifty three students through self-reported questionnaire. The results were analyzed using SPSS version 20 computer software. The results revealed that (1) 76.8 % of secondary and preparatory school students used social media, (2) there was a difference between male and female students in their social media usage, (3) there was no difference between age categories in social media usage, (4) there was a difference between grade levels in the use social media, (4) social media usage and sex significantly contributed to adolescents premarital sexual attitude. Social Media has its own impact on adolescents' premarital sexual attitude. Use of social media involves a variety of activities (uploading sex related videos, looking at pornography, posting erotic photos, and communicating with people in SNM sites) that influence adolescents' attitude towards premarital sex. The government should design a strategy (training and community awareness program) for the youth on how to use social media and the risks and benefits of using social media.

Chapter One

Introduction

1.1 Background of the Study

In today's society, media is connected to almost everything that humans interact with. It can be used for different purposes and almost every week there is something new being discussed in the field of technological study field regarding media. Whether it is a new application, a new phone, or even a new song, media can have profound influences on people's attitudes and beliefs (Bryant, 2018). Technology gave birth to social media and adolescents have become attached to smartphones in recent years, which can act as a gateway to social media and its many features.

Social media is fast changing the public discourse in society setting trends and agenda in topics that range from the environment, politics to technology and the entertainment industry (Asur and Huberman, 2010). For the last ten years, the online world has changed dramatically; young men and women now exchange ideas, feelings, personal information, pictures and videos at a surprising rate. Garber (2014) states that most social media sites, such as Facebook, Instagram, Twitter, and Snapchat require that the users are 13 years old or older. Youtube requires that the users are 18 years old or older, but they also allow children as young as 13 to join as long as they have their parent's permission.

Lusk (2010) also maintains that social media is the use of Facebook, Blogs, Twitter, My Space and LinkedIn for the purpose of communication, sharing photos as well as videos. The increased use of social Networking Websites has become an international phenomenon in the past years. It's a hobby for some computer literate people and has become a social norm and a way of life for people all over the world (Boyd, 2010). Teenagers and young adults have adapted these sites as a way to connect with their peers, share information, change their personalities, and show their social lives (Boyd, 2010).

Communication has undergone a complete transformation with the coming of social media. People can use social media to stay in touch with friends, make plans, get to know someone, and present themselves to the world. Shapiro and Margolin (2014) found that 73% or more of all adolescents use social media. They also believe this is an underestimate. The idea of social

media seems to be wonderful, but it is the constant use and psychological harm that makes social media use dangerous. On average, 11-18 years old adolescents' in America spend over 11 hours a day exposed to electronic media (Shapiro and Margolin, 2014). Social media can disrupt activities that are supposed to be solitary and even interrupt ongoing face to face personal interactions.

Regarding social networking media usage a study by Lenhart and Madden (2007) indicated that 73% of adolescents between 12 to 17 years had their own profile in social network media sites. In the frequency of use, 59.4% of students visited a social networking site several times a day (Sponsil and Gitimu, 2012). Women use social media networking sites four or five times more than men (Tufekci, 2008).

In the using of social networking websites our social interaction is affected in multiple ways as we adapt a technological world. The way web users interact and talk to each other has changed and continues to change and they become socialize through the internet. Social networking websites have affected our social interaction by changing the way we interact face to face, how receive information, and the dynamics of our social groups and friendships (Asur and Huberman, 2010).

Researches on media which focus on adolescents' development indicated that media influences adolescents' sexual attitude and behavior (Brown, Halprn, and Engle 2005 cited in Roger, 2007). Today regardless of the type of media consumed, children and adolescents are constantly witnessing media-based characters being reinforced, being punished, or not experiencing any consequence for their actions (Kerish, 2010). For instance there is increasing evidence that exposure to sexual content on traditional media such as television is a significant contributor to many aspects of young people's sexual knowledge, beliefs, expectations, attitudes, and behaviors (Donnerstein and Smith, 2001; Gunter, 2002).

Regarding sexual attitude and media usage, a study conducted by Lund and Blaedon (2003) indicated that watching high level of sexual content in the videos play a larger role in changing sexual attitude among young adults. The rate of premarital sex in our society is very high (Clayton and Bokemeier, 1980; Roche, 1986) and adolescents' attitude towards premarital sex becoming liberal and permissive (Bell and Courgey, 1980; Eze, 2014). Onwuamanam (1983)

reported that adolescents' kissing, embracing, breast fondling and sexual intercourse attitude were found to be significantly associated with adolescents' type of liberal sexual orientation.

Nowadays social media has been used by adolescents' to promote sexual behavior in the form of unsolicited photos, videos and text from peers and strangers because of the availability of internet service in different areas. This type of social media usage may change adolescents' attitude towards premarital sex. Therefore, the purpose of this study was to assess the relationship between social media usage and adolescents' attitude towards premarital sex in selected government secondary and preparatory schools of Bole Sub City.

1.2 Statement of the Problem

Today in Ethiopia, media in general and social networking media in particular are created an appropriate situation for adolescents to have a relationship, communication, discussion directly with their friends through the Internet. The use of social networking media sites has changed from time to time. According to Internet world stats (2018), currently there are 16,437,811 Internet users and 4.5 million Facebook users in Ethiopia. An Internet user in Ethiopia has increased by 164,278% since 2000 (Internet world states, 2018). From these Internet users, 87% are Facebook users, 6% You Tube, 2.23% Twitter, and 0.34% Instagram users (Social media stats in Ethiopia, 2018).

Social media grasp the total attention and concentration of the students and divert them towards non educational, unethical and inappropriate actions such as useless chatting and posting, time killing by random searching and not doing their jobs on time.

From the researcher's observation many school adolescents in Bole Sub City use social networking media sites like; Facebook, You Tube, Twitter, Telegram, Whatsapp and others on the Internet cafe and Wi-Fi areas for the purpose of posting their own or any erotic photos, upload or download any video including prone films, chatting with different people including sexual issues and make an appointment to meet a person they know through social networking sites. These activities may expose school adolescents faced different problems and gradually change their attitudes towards premarital sex.

Several researchers in our country have studied the prevalence of premarital sex by relating it with different predictor variables like communication with family, watching pornography, living

alone, and knowledge, attitude and practice towards premarital sex (Hurissa, Tebeje, and Megersa, 2014; Bogale and Seme, 2014; Zemenu, Endalamaw, Enawgaw, Endris, and Addis, 2015). However, according to the information I was able to access, there is no research which is done in the relationship of social media usage and adolescents attitude towards premarital sex.

1.3. Research Questions

The study focused on the following research questions:

1. What is the prevalence of social media usage among government secondary and preparatory school students of Bole Sub city?
2. Is there a statistically significant difference by sex, age, and grade level in the adolescents' use of social media?
3. Is there a stastically significant relationship between social media usage and adolescents' attitude towards premarital sex?
4. Is there stastically significant relationship between predictor variables (sex, age, grade level and social media usage) and adolescents' attitude towards premarital sex?

1.4. Objective of the Study

The general objective of the study was to assess the relationship of social media usage and adolescents' attitude towards premarital sex in selected government secondary and preparatory schools of Bole Sub City.

1.4.1. Specific Objectives

Specifically the study focused on the following objectives:

- To identify the prevalence of social media usage among government secondary and preparatory school students of Bole Sub City.
- To identify whether there is sex, age, and grade level difference in the adolescents' use of social media.
- To assess the relationship between social media usage and adolescents attitude towards premarital sex.
- To explore which predictor variables predict regarding adolescents' attitude towards premarital sex.

1.5. Significance of the Study

The research helps to provide better awareness for school teachers, parents, and organizations regarding the influence of social media usage. It provides information about the extent to which adolescents in school are exposed to risk in social media usage related to sexual attitude. It also contributes for the society to know the impact of social media and to reduce risk related to social media usage by adolescents. Moreover, it serves as a source of information for future researchers.

1.6. Scope of the Study

The study was limited to secondary and preparatory students in selected government schools in Bole Sub City. Bole Sub City was selected as a study site because compared to other sub cities of Addis Abeba, Bole Sub City has a relatively better economic status (Central Statistical Agency, 2011). Adolescent students' in this area have opportunities to use smart phones and tablet computers that enable them to use Internet and search different social networking media sites. Besides, from other social media sites it is decided to assess Facebook, YouTube, Twitter, WhatsApp, Instagram, Telegram, and more than one SNM (Facebook and Telegram, Facebook and Instagram, Instagram and Telegram, Facebook and YouTube, Facebook, YouTube and WhatsApp, Facebook, YouTube and Telegram, Facebook, WhatsApp and Telegram, Facebook, Instagram and telegram, Facebook, YouTube, WhatsApp and Telegram) sites that adolescent students' can use.

Moreover, the study was delimited to the selected two secondary and two preparatory Schools namely Lem and Dr. Haddis Alemayehu secondary school, and Bole and Beshale preparatory schools. The schools were selected because the researcher worked in the selected schools and the situations were assumed to be relatively convenient for data collection.

1.7. Operational Definitions of Terms

Social Media (SM): Web sites that are used by the selected secondary and preparatory school students. The SM sites such as Facebook, YouTube, Twitter, WhatsApp, Instagram, and more than one SM sites which students can use were considered. The term Social media (SM) may be used interchangeably with social network media (SNM).

Adolescent: Secondary and preparatory school students age 14-21 years.

Attitude towards premarital sex: Thoughts of sexual behavior that comes from sexual desires for the opposite sex before marriage (French and Dishion, 2003). In this study, it refers to adolescents' score on the Reiss measure of premarital sexual permissiveness scale.

Chapter Two

Review of Related Literature

2.1. Concepts of Adolescence

Adolescence conceptualized by psychologists in different ways, most of them agrees that it is a period of transition from childhood to adulthood years. It roughly has the same characteristics to the teenage years (Kimel and Weinner, 1995). It is “a time of growing up, moving from immaturity of childhood to maturity of adulthood” (Larson, Wilson, and Rickman, 2009; as cited in Steinberg, 2014, P.5).

Kimel and Weinner (1995) and Steinberg (2014) agreed that adolescence is a time of transition. It is a period when individuals become biologically, socially and psychologically mature and economically they are expected to support themselves (Steinberg, 2014). These transitions are useful and successful to some adolescents, in other way it has negative effects for large group of adolescents (Santrok, 2002).

According to Steinberg (2014) adolescence period classified in to three. These are;

1. Early adolescence (10- 13 years of age):- during this stage children often start to grow physically more quickly. Due to physical changes they can inspire curiosity and anxiety in some. Some children may also question their gender identity at this time and the onset of puberty can be a difficult time. Adolescents during this stage have concrete, black and white thinking.
2. Middle adolescence (14- 17 years of age):- In this stage physical changes from puberty continue and many teens become interested in romantic and sexual relations. They may question and explore their sexual identity; which may be stressful if they do not have support from peers, family, and community.
3. Late adolescence (18- 21 years of age):- in this stage adolescents have completed physical development and grown to their full adult size. They usually have more impulse control and may be better able to guess risks and rewards accurately. They have a stronger sense of individuality and can identify their own values. Friendships and romantic relationships more stable.

2.2 Concepts of Social Media

Media experts and researchers have proposed many definitions of social media. Kaplan and Haenlein (2010) define social media as a group of Internet- based applications that build on the ideological and technological foundations of web 2.0 and that allow users to create and share a variety of contents. Bolton (2013) defines social media as the use of Internet and electronic tools for the purpose of discussing information and sharing experience with others in more effective ways. Social media refers to Internet based applications that allow people to create and exchange content using digital network technologies (Boyd and Ellison, 2007; Kaplan and Haenlein, 2010). Social media provides communication among people to share information easily, files and pictures and videos, create blogs and send messages, and conduct conversations (Mugahed and Shahizan, 2013). Social media strengthens the ties between people of those systems. The favorite areas of Internet sites are Face book and Twitter. These websites are creating way of communication directly with other people. They are playing a large and influential role decision making in the occasions of the global world economically, politically, socially, and educationally (Mugahed and Shahizan, 2013). Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010).

Similarly social networking sites are defined by Boyed and Ellison's (2007) as:

... web-based services that allow individuals to (1) construct a public or semi- public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system (p.2011).

2.3 Adolescents and Media Use

Regarding adolescents' media usage, different studies identified that in the second decade of life there were significant changes in young people media use. According to these studies the rate of adolescents' media exposure varies from time to time. But some studies argue that media exposure begins early (around 12 to 13 years of age). However, media exposure depends on people's need and interest (Lerner & Steinberg, 2004).

Some studies found that adolescents' media exposure varies with in gender. For example, recent studies indicated that adolescent boys spend more time than girls watching television, use video games and computers, but girls spent more time than boys listening to music (Foehr et al., 1999, cited in Lerner and Stienberg, 2004).

Adolescents use media for many reasons such as for entertainment, tension relief, staying current with popular culture, learning about the world, sensation seeking, and escape from loneliness. They also use the media for diversion, cognition, social utility, withdrawal and personal identity (Dominick, 1996; McQuail, Blumler, and Brown, 1972; cited in Lerner and Stienberg, 2004).

Moreover, adolescents use media for the purpose of seeking pleasure, relaxation, escape from boredom, and mood management. This is frequently labeled the entertainment function and tends to dominate adolescents' stated reasons for media use (Dominick, 1996). Further, adolescents use media for learning various aspects of human behavior from entertainment content.

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

Today media content addresses almost all adolescent issues and depicts a wide array of potential roles and personality. Moreover, several scholars argue that media are becoming increasingly important socialization agents for contemporary youth (Boyd and Ellison, 2007).

So, media is one of the tools of socialization and adolescents have the ability to choose which form of media they use. It might have an impact to change adolescents' behavior and attitude when they are inappropriately used.

2.4 Theoretical Framework

Scholars of early mass communication assumed that mass media had a direct effect on the audience. In the 1940s doubts were raised about media effects and scholars began shaping the research questions on the assumption that media effects were more modest (Vivian, 2003). The

theoretical approaches most frequently applied to media effect researches are cultivation theory, social and cognitive theory, and use and gratification theory.

2.4.1 Cultivation Theory

Cultivation, as defined by Gerbner (1967), is concerned with the cumulative pattern communicated by television over a long period of exposure rather than any particular content or specific effect. The theory explains that how people's conceptions of social reality are influenced according to exposure to Television. Cultivation theory stated that the more a person watches television, the more likely he is to be influenced by what he watches when compared to others who watch less.

Television is a major part of our life. The information gained from television is an important part of our knowledge of how individuals act, behave, look, and feel (Bandura, 1994). Although television has positive aspects, it has negative effects for our life at the same time. Watching television affects people by taking time away from other activities, such as social interaction, sport, and reading (Dietz, 1990). Also, it causes much violence, sexuality problems in our real society as portraying more excessive world in television.

Cultivation theorists hypothesize that people who are heavy viewers of television will be more likely to hold beliefs and attitudes congruent with the messages and world view of television (Shanahan, 1998). It stated that media cultivates our social reality.

2.4.2 Use and Gratification Theory

Uses and Gratification Theory or need seeking is one of the theories of communications that focuses on social communications. This theory concentrates on how users seek media and to what extent they are satisfied with its type, content, and method of use (Amiri, Noori, and Basatian, 2012). This theory adapts a functionalistic approach to communications and media, and states that media's most important role is to fulfill the needs and motivations of the audience. Therefore, the more these needs are met, the more satisfaction is yielded. The Uses and Gratification theorists viewed that the audience as active.

This perspective is directly linked with adolescents' use of social networking media sites, because adolescents use media for entertainment, tension relief, staying current with popular

culture, learning about the world, sensation seeking and escape from loneliness (Dominick, 1996).

Individuals with a particular inclination choose media that are consistent with their interests. Adolescents deliberately choose the media they use, either for entertainment, information, bonding with others, or developing sense of identity. Thus, adolescents who are interested in sex are more likely to look for pornography on the Internet (E. Katz, Blumler, and Gurevitch, 1974; as cited in Steinberg, 2014).

2.4.3 Social and Cognitive Theory

Media research employing social cognitive theory's conceptualization of observational learning focuses on cognitive and psychological processes as they relate to how media portrayals influence learning and performance of observed behavior. According to this theory, when people pay attention to and think about information from media or from elsewhere, they acquire new or modify existing mental representations. What is observed, learned, or performed depends in part on characteristics of the modeled display. The display's influence on learning also depends on characteristics of the observer like, gender, race, preexisting attitudes and experience, current needs and emotional states (Bandura, 1986, 2002, cited in Lerner and Stienberg, 2004).

This theory predicts that people will imitate behaviors of others when those models are rewarded or not punished for their behavior. Modeling will occur more readily when the model is perceived as attractive and similar and the modeled behavior is possible, salient, simple, prevalent, and has functional value (Bandura, 1994). In this theoretical perspective people who attend to media content that includes display of attractive characters that enjoy having sexual intercourse and rarely suffer any negative consequences will be likely to imitate the behavior.

A related idea is that the media provides cognitive scripts for sexual behavior that people may not be able to see anywhere else (Gagnon and Simon, 1973). Sexually inexperienced people especially may use the media to fill the gaps in their understanding about how a sexual scenario might work (e.g, kissing, having sex with a new or multiple partners).

Therefore, media such as video games, Internet, television, films and others provide opportunities for youth observational learning. Different individuals can be a model of the observer. So, regarding this theory, if an adolescent posted erotic pictures, uploading sex related

videos, and making companionship with people they know by using SNM sites, another individual who uses SNM sites is more likely to imitate and engaged in that behavior.

2.5 Prevalence of Social Media Usage by Adolescents

Social media sites become popular over the last decades. Social media sites such as Face book, Twitter, and MySpace are used by people to create and keep relationships with others (Boyd and Ellison's, 2007). Similarly Moreno, Parks, Zimmerman, Brito, and Christakis (2009) described that there are different types of SNM sites available but the common SNM sites used by adolescents are Face-book and Twitter.

Younger students use face book more frequently than older students to keep their friends in the school and hometown and reading other individual profile or looking at photographs (Pempek, Yermolayeva, and Calvert, 2009). The study by Lenhart and Madden (2007) indicated that 73% of adolescents between 12 and 17 years used SNM profile. Lenhart (2015) reports that 92% of adolescents report going on social media daily, while 24% of adolescents go online almost constantly. Only 12% of teenagers from 13 to 17 reported that they do not have any type of cell phone. Another study conducted by Mingle and Adams (2015) identified the rank of social media networks used by school adolescents; Watsapp was the first, Facebook the second, Twitter the third and the last ranked was Myspace. In the same study the reason to use social media platforms by adolescents' were: used by most of their friends, cheap, create easy interaction and for chatting. The purposes of using social networking sites were for entertainment, discussion with their friends on school maters, chatting, and making friendship. Friendship making was therefore identified as the main purpose for which students used social media networks (Mingle and Adams, 2015). However, according to Lenhart (2105) the most popular social media platform for adolescents would be Facebook, followed by Instagram, and then Snapchat.

Recently, research has shown that adolescents use social media to distribute sexually suggestive images of themselves (Doonwaard, Moreno, and Eijanden, 2014). For example, a content analysis indicated that one in five adolescents showed sexually revealing images on his or her online profile (Kapidzic and Herring, 2015). Another study demonstrated that up to half of the teenage profiles contain sexy image of the adolescents (Crescenzi, Arauna, and Tortajada, 2013).

The amount of time spent daily on social network sites varied greatly (Pempek et al., 2009). However, an analysis of the data indicated most participants spent approximately 30 minutes a day socializing, mostly during the evening hours between 9 p.m. to 12 p.m. Students spent an average of 47 minutes a day on social media sites. The study by Mingle and Adams (2015) revealed that 38.7% of adolescents spent over 8 hours on social media networks daily, 25.8% of adolescents spent from 1-2 hours daily, 38.7% of adolescents who were always online, 21.0% of adolescents spent from 3-5 hours daily and 14.5% of adolescents spent between 6-7 hours. Owusu and Gifty (2015) found that the majority of students had mobile phones with internet facility and spent between thirty minutes to three hours every day.

Regarding use of frequency, another study showed that 59.4% students visited social network sites many times a day (Sponsil and Gitimu, 2012). Academic experience is a factor for social media usage. In line with this, a study by Lenhart, Purcell, Smith, and Zickuhr (2010) indicated that males and females were used social networking sites frequently if they had college experience.

2.6 Studies on Social Media Usage among Adolescents in terms of Age and Gender

Gender and age are the factors of social networking media usage. Considering age as a factor the study conducted by Lenhart et al., (2010) indicated that 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites. However, another study reported that 73% of teens between the ages of 12 and 17 owned different SNM profile (Lenhart and Ellison, 2007). The study conducted by Mohammed (2014) indicated that 19- 21 years old adolescents used SNM sites than those 15- 18 years of age. In the same study Social networking media usage correlates with an advancement of grade level.

Regarding gender, women used social networking sites four to five times than men (Tufekci, 2008). A study indicated that women are more likely than men to have a personal profile on face book, but men are more likely than women to sustain a profile on LinkedIn (Lenhart et al., 2010). Sheldon (2008) found that women used social media for keeping up relationships with family, friends, passing time and entertainment, but men used to meet new people. College

women were more likely than men to use social media for communication such as contact with friends, family, and romantic partners (Baym, Zhang, Kunkel, Ledbetter, and Mei-Chen, 2007).

In relation to gender and social media addiction the research by Mingle and Adams (2015) revealed that 43 (65.2%) males and 23 (34.8%) females strongly addicted. Also, out of 205 moderate social media network addicted students, 110 (53.6%) were males and 95 (46.3%) were females. The study also indicated that 75.5% of adolescents had more than 600 friends on social media networks. Regarding gender, 38.8% of males and 36.3% of females had friends above 600 on social media networks. This gender disparity in friendship numbers indicates how males are more likely to send friend requests than their female counter parts on social media networks. Another study conducted by Mohammed (2014) reported that females used SNM sites more frequently than males.

2.7 Prevalence of Premarital Sex

Currently, adolescents are more active in sexual activity than before. Young people in the developing world like sub-Saharan Africa are more often sexually active before marriage (Wellings, Collumbien, Slaymaker, Singh, and Hodges, 2006). This phenomenon raise the age of marriage and increasing the gap between the age at first sexual intercourse (Gupta and Mahy, 2003; Mensch, Grant, and Blanc, 2006). Premarital sexual activity is frequent, especially in urban areas, among the most educated and socially advantaged young people. In this regard the study by Adhikari and Adhikari (2017) indicated that 24.6% of adolescents have had premarital sex.

Men often engage in more than one type of pre-marital sexuality (a steady girlfriend plus casual relations), which is rare in the case of women (Rossier, Sawadogo, and Soubeiga, 2013). In the same study young women have sexual relations with partners who they didn't plan to marry but they condemn premarital relations while having more than one partner. Premarital sexual behavior is common for women who come from urban areas.

Studies in Ethiopia indicated that the prevalence of premarital sexuality among adolescents is high. For example, the study conducted in Jimma teacher training college indicated that the prevalence of pre-marital sexual practice was 39.7%. Regarding gender, 63.4% of males and 36.6% of females practiced pre-marital sex. The average age of first sexual intercourse was 17.8

years for males and 18 for females (Hurissa, Tebeje, and Megersa, 2014). Another study conducted in West gojjam zone at shendi town indicated that the prevalence of premarital sexual practice was 19%, (22.7% among males and 15.5 among females). The average age of first sexual intercourse was 16.48 and 15.89 for males and females respectively (Bogale and Seme, 2014). More than three-fourth of sexually active in-school youths engaged in premarital sexual relationships before celebrating their 18th birthday (Bogale and Seme, 2014). The study conducted in the prevalence of premarital sexual practice and associated factors among Alamata secondary and preparatory school students indicated that 21.1% of adolescent students had had premarital sexual practice. From these, 72% were males and 28% were females (Getachew, Emebet and Nurilign, 2014). Premarital and early sexual practices were commonly practiced by most school adolescents (Getabelew and Mesafint, 2015). Aklilu, et al (2015) found that the prevalence of premarital sexual practice among Addis Ababa high school students was 19.8%.

2.8 Adolescents Attitude towards Premarital Sex

Many high school students are engaged in risky sexual behavior despite the knowledge of the risks (Phillips and Malcom, 2006). Mohammadi, Mohammad, Farahani, Alikhani, Zare, Tehrani, Ramezankhani, and Alaeddini (2006) conducted a study comprising 1385 adolescents aged 15 to 18 indicated that attitude towards premarital sex were moderate. Between 15% to 27% disagreed with prohibition against premarital sex and 13% were tolerant of homosexual behavior. Regarding gender, two-thirds of female respondents agreed that engaging in sex before marriage is not good. Half of male respondents agreed with engaging in sex before marriage is not good. However, the study conducted by Adhikari and Adhikari (2017) with the aim of assessing adolescents' attitude towards premarital sex among high school students indicated that 80% of high school students favor premarital sex while 20% of adolescents thought premarital sexual activities shouldn't be performed. Adolescents who had pornography exposure had higher chance of having a favorable attitude towards premarital sex and the age group of late adolescence were more liberal towards premarital sex.

The study conducted by Kumar and Tiwari (2003) revealed that the behaviors like kissing, caressing and dating among adolescents were common and 19.4% of youth approved that engaging sex before marriage was good, in contrast to 37.3% who disapproved. Another study conducted by Hindin and Hindin (2009) indicated that 62% of males and 53% of females have

had interest in the opposite sex partner and 86% of males and 63% of females their feeling about premarital sex were good. However, the study conducted in Kenya by Adaji, Warenius, Ong'any and Faxelid (2010) indicated that school adolescents have a conservative attitude towards premarital sex. Studies conducted in Ethiopia indicated that 28.2% of school adolescents agree that there is nothing wrong if unmarried boys have sex but 59% of adolescents disagree with this idea.

2.9 Social Media Usage and Adolescents Attitude towards Premarital Sex

Social media offers new opportunities and challenges for adolescents. The impact of SNM depends on the type, frequency and the purpose of use. It has potential benefits and risks for adolescents interacting with social media (Moreno and Kotah, 2013).

According to Willard (2005) young people are using Internet communities and matching services to make connections with others for sexual activities, ranging from online discussions about sex to sexual relationship. In the context of these relationships, they posted or provided sexually suggestive or explicit pictures or videos.

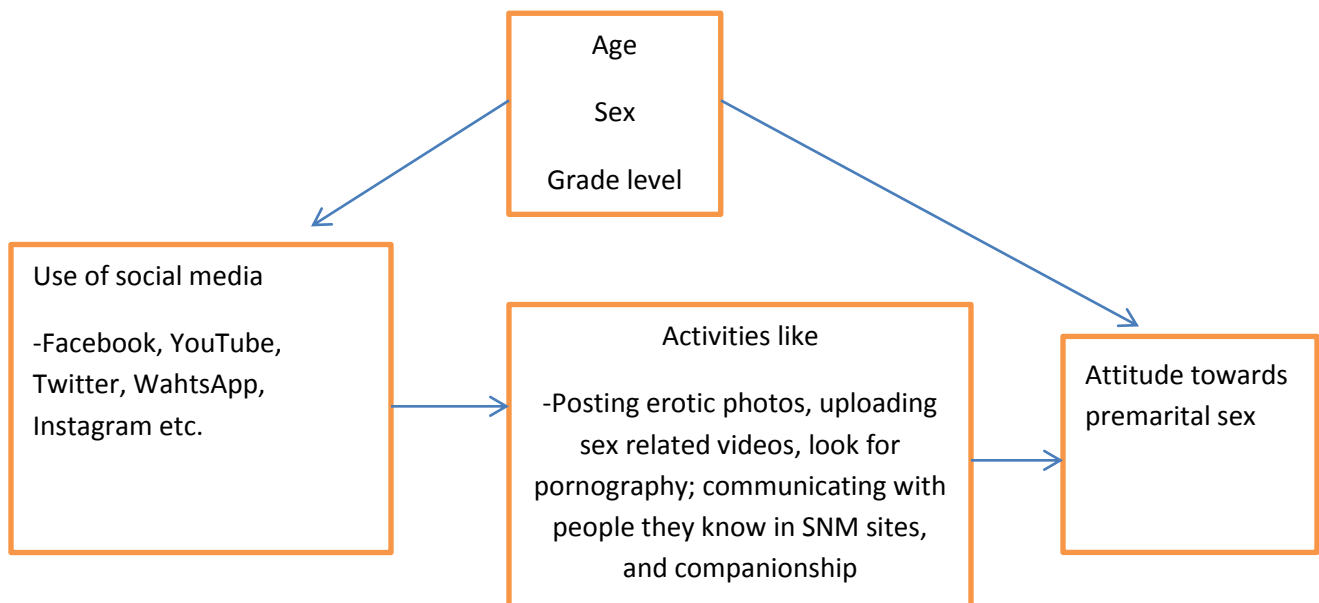
Study findings showed that daily usage of social networking sites like YouTube entice adolescents with sex contents increase the risk of sexual attitude and behavior. In line with this, a study conducted in U.S by Bryant and Chavious (2014) on assessing the impact of social media on the risky sexual behaviors of students indicated that premarital sex was associated with social media sites like Twitter and You Tube. Place of accessing social networking sites was strongly associated with change in adolescents sexual attitude and behavior. A study conducted in Sweden for examining the sex lives and pornography consumption of high school students indicated that having sexual intercourse with a friend was associated with frequent exposure to sexually illicit material (Owens, Behun, Manning and Reid, 2012). Exposure to sexually explicit materials increased the likelihood of adolescents accepting and engaging in sexually permissive attitude (Brown, Engle, Pardun, Guo, Kenneavy, and Jackson, 2006). Adolescents who use social networking media sites which contain sexual explicit contents have more positive attitudes towards premarital sexual relations Lo and Wei's (2005) and are more likely to accept casual sex (Brown et al., 2006).

Recent study conducted by Nagaddya, Kiconco, Komuhangi, Akugizibwe, and Atuhairwe (2017) to assess the influence of social networking material on adolescents' sexual behavior indicated that messages, photos, videos with sexual content shared or posted on social networking sites by adolescents' changed their sexual attitudes and behaviors. Adolescents' exposure to sex related media would influence their sexual attitudes and sexual behaviors (Chia, 2006).

2.10 Conceptual Framework

Adolescents make a relationship with family, school, media, community, and others. Thus, as stated in the theoretical frame work their development can be influenced by media effects.

The following diagram presents the relationships among the relevant variables and associated behaviors.



According to the various literature consulted, it appears that age, sex, and grade level influence attitude towards premarital sex and use of social media. Use of social media involves a variety of activities (e.g. posting erotic photos, uploading sex related videos, watching pornography, communicating with people they know in SNM sites, and making companionship), which in turn influence attitude towards premarital sex.

Chapter Three

Method

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

3.1 Research Design

The study used descriptive and correlational methods to investigate the prevalence of social media usage, whether social media usage differs by sex, age, and grade level, and whether there is a relationship between social media usage and adolescents' attitude towards premarital sex. Regression analysis was also used to examine predictors of attitude towards premarital sex.

3.2 The Study Site

The study was carried out in government school students in Bole Sub City, which is one of the administrative parts of Addis Ababa. Bole Sub City was selected from other sub cities of Addis Ababa because the city has a relatively better economic status (Central Statistical Agency, 2011). Likewise, students have access to get smart phones, tablet computers, and Internet in the schools and different areas like Internet cafes.

The Sub City consists of 14 wereda administrations and there were four secondary and two preparatory government schools. The study was conducted in randomly selected two secondary schools (Lem and Dr. Haddis Alemayehu) and both preparatory schools (Bole and Beshale). Secondary and preparatory school adolescent students selected because today all kinds of media formats are constantly available through portable mobile devices such as smartphones and have become an integrated part of adolescents' social life (Crone and Konijn, 2018).

3.3 Sampling Procedure

The total number of grade 9 - 12 government secondary and preparatory school students enrolled in randomly selected schools were 4835. The total number of students (grade 9 – 12) in the selected schools were indicated in Table 1.

Table 1:**Total Number of Students in the Selected Schools**

School	Total population by grade level and sex												
	9 th			10 th			11 th			12 th			
	M	F	T (1)	M	F	T (2)	M	F	T (3)	M	F	T (4)	Total (1-4)
Lem S	407	521	928	534	454	788							4835
Haddis. S	125	179	304	112	172	284							
Bole P.S							305	362	667	429	636	1065	
Beshale P.S							142	182	324	197	278	475	

The sample size of the study was determined based on the Krejcie and Morgan (1970) formula. The formula follows:

$$S = \frac{X^2 NP(1-P)}{d^2(N-1) + X^2 P(1-P)}$$

S= required sample size.

X^2 = the table value of the chi-square for 1 degree of freedom at the 95 % confidence level (3.841).

N= the population size.

P= the population proportion (assumed to be .50 since this would provide the maximum sample size).

d= the degree of accuracy expressed as a proportion (.05).

$$S = 3.841 \times 4835 \times 0.5(1-0.5) \div .05 \times .05 (4835-1) + 3.841 \times 0.5 (1-0.5)$$

$$S = 4605.3375 \div 12.085 + 0.96025$$

$$S = 4605.3375 \div 13.04525$$

$$S = 353$$

Therefore, out of the total number of students in the four schools 353 students were selected for the study.

The following procedures were used in determining the number of students to be included in the study. First, two secondary schools (Lem and Dr. Haddis Alemayehu) were selected through lottery method and two preparatory schools (Bole and Beshale) were selected. Then stratified sampling was used to select the sample size. For instance, the total number of students in the selected grades of the four schools was 4835. Since Lem and Dr. Haddis Alemayehu school had a total of 2304 students, they supply 168 participants for the sample proportionally (that is $\frac{2304 \times 353}{4835} = 168$). In addition, Bole and Beshale schools had a total of 2531 students and they supply 185 participants for the sample proportionally (that is $\frac{2531 \times 353}{4835} = 185$). The same procedure was used for sex and grade level. Finally, 353 participants (149 males and 204 females) were selected from the above schools randomly. The sample from each school was indicated in Table 2.

Table 2:

Sample by Grade Level and School

School	Sample size by grade level													
	9 th			10 th			11 th			12 th			Total	
	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Lem S	30	38	68	24	33	57							54	71
Haddis. S	9	13	22	8	13	21							17	26
Bole P.S							22	27	49	31	47	78	53	74
Beshale P.S							11	13	24	14	20	34	25	33

3.4 Tools for Data Collection

For the purpose of this study, self-reported questionnaires were used to collect data from the participants. The questionnaire had three parts: demographic questions, social media addiction test, and premarital sexual attitude measures.

a. Demographic Questionnaire

Demographic questions focused on background information such as age, sex, and grade level, access or use of social media, and time spent on social media.

b. Social Media Usage Questionnaire

Social media usage questionnaire was adapted from Sahin (2018) social media addiction scale (SMAS) with Cronbach alpha of .93. The questionnaire designed to indicate the addiction level of students had 29 items. It was developed as Linkert scale to determine the social media addiction level from 12-22 years of age. The low score indicated that low social media addiction and the high score indicated that high social media addiction (Sahin, 2018).

c. Premarital Sexual Attitude Measures

The measure of attitude towards premarital sex questionnaire was adapted from Reiss (1964) premarital sexual permissiveness scale (PSP) with Cronbach alpha of 0.90 (Reiss, 1964). The questionnaire designed to indicate premarital sexual permissiveness of students had 12 items. It was developed in the Linkert scale.

3.5 Pilot Study

In order to see the feasibility of the study, and the relevance and clarity of the instruments, pilot study was conducted. To reduce the effect of language barrier, the questionnaire was translated into Amharic by Amharic language experts. The resulting version was translated back into English by English language experts from Addis Ababa University. To check the content validity of the instrument one PhD holder and one PhD candidate experts in school of Psychology participated. Then comments were given like modification of some items that lack clarity and similarity of items. Considering the comments given the ambiguities found in some items were cleared and additional items were added. Finally, piloting of the instrument was carried out on randomly selected sample of 60 participants from Minilik II Preparatory School and Bole

Bulbula Secondary School. From 60 participants, 30 participants (15 males and 15 females) were selected from each School.

The responses of the respondents were scored and the reliability of item statistics and Cronbach Alpha were computed using SPSS version 20. After that, some items were omitted because of their ambiguity and weak internal consistency in the social media usage scale. The final instruments were included after reducing three items and the reliability of social media usage scale for adolescents consisting of 26 items was .85, and the reliability of premarital sexual attitude scale was .89.

From the pilot test, the researcher has got a lesson how to administer the instruments, how much time it took to administer the instrument, modification of ambiguity of instructions and items, and making certain amendments prior to administering the instrument to the main study. The instruments took 50 minutes for administering.

3.6 Procedures for data collection

Open and closed ended questions were prepared in English and translated into Amharic language to collect the appropriate data. Before distributing the questionnaire, adequate orientation was given to the participants on how to fill the questionnaire. The participants filled the questionnaire in the presence of the researcher and enough time had been given to the participants to fill the questionnaire. The data were collected with the cooperation of school teachers and principals. After data collection, the researcher checked for completeness of the data.

3.7 Method of Data Analysis

The data collected from students' were analyzed through descriptive and inferential statistics. Statistical Package for Social Science software program (SPSS) version 20 was used to enter, clean, and analyze the quantitative data.

Descriptive statistics was used in the study to indicate mean and standard deviation of the findings as well as to identify the prevalence of social media usage among government school adolescents. Inferential statistics was utilized to check the statistical significance of the results. Thus:

- An independent sample t- test was utilized to calculate the social media usage difference between male and female and between 14-17 and 18-21 years of age categories.
- One way ANOVA was used to calculate the social media usage difference between grade levels.
- Factorial ANOVA was used to see the effect of gender and grade level in the social media usage.
- Pearson's correlation was used to calculate the relationship between social media usage and attitude towards premarital sex.
- Stepwise regression was utilized to explore which predictor variables significantly predict premarital sexual attitude.

3.8 Ethical Consideration

The consent of participants to participate in the study was obtained before the questionnaire was distributed. The participants were told that their answers would remain anonymous and confidential. School officials also expressed their willingness after they were informed about the whole purpose of the research project.

Chapter Four

Results of the study

This section presents data collected through self-report questionnaires. The analyses are presented based on the research questions raised in the study.

4.1. Demographic Characteristics of Participants

Table 3:

Demographic Information

Demographic characteristics	Categories	Frequency	Percent
Sex	Male	149	42.2
	Female	204	57.8
	Total	353	100
Age	14-17	190	53.8
	18-21	163	46.2
	Total	353	46.7
Grade level	9 th	90	25.5
	10 th	77	21.8
	11 th	74	21
	12 th	112	31.7
	Total	353	100
School	Haddis A.	43	12.2
	Bole	127	36
	Lem	125	35.4
	Beshale	58	16.4
	Total	353	100
Social media usage	Users	271	76.8
	Non users	82	23.2
	Total	353	100

Three hundred fifty three secondary and preparatory school students participated in the study. From the total number of participants, 271 (76.8%) of the students reported that they use social media. The remaining 82 (23.2%) of the students reported that they did not use social media.

4.2. Prevalence of Social Media Usage

To answer the prevalence of social media usage among secondary and preparatory school students' descriptive statistics were used and presented as follows.

Table 4:

Social Media Usage by Sex

Sex	Social Media Usage				Total	
	Yes	Percent	No	Percent	No	Percent
Male	127	35.97	22	6.2	149	42.2
Female	144	40.8	60	17	204	57.8
Total	271	76.8	82	23.2	353	100

From the total number of participants, 271 (35.97% male and 40.8% female) students used social media.

Table 5:

Social Media Usage by Age

Age	Social Media Usage				Total
	Yes	percent	No	Percent	
14-17	131	37.1	59	16.7	190
18-21	140	39.7	23	6.5	163
Total	271	76.8	82	23.2	353

From the total number of participants, 271 (37.1% between 14-17 years of age and 39.7% between 18-21years of age) students used social media.

Table 6:
Social Media Usage by Type of SNM sites

Social media usage	Frequency	Percent
Facebook	40	14.8
Facebook and telegram	57	21
YouTube	11	4.1
Facebook, YouTube and WhatsApp	5	1.8
Facebook, YouTube and Telegram	7	2.6
Facebook, WhatsApp, and Telegram	6	2.2
Facebook, Instagram, and Telegram	11	4.1
Facebook, Youtube, WhatsApp and Telegram	3	1.1
WhatsApp	8	3
Facebook, Youtube, Instagram and Telegram	7	2.6
Facebook, YouTube, Whatsapp, Instagram, and Telegram	5	1.8
Facebook, YouTube, Whatsapp, Twiter, Instagram, and Telegram	11	4.1
Instagram	3	1.1
Telegram	74	27.3
Facebook and YouTube	8	3
Others	15	5.5
Total	271	100.0

From different types of social media sites, Telegram 74 (27.3%), Facebook and Telegram 57 (21%), Facebook 40 (14.8), YouTube 11 (4.1%), Facebook, Instagram and Telegram 11 (4.1), and WhatsApp, Twitter, Instagram and Telegram 11 (4.1) were commonly used by Bole secondary and preparatory school students than other types of social media. Other social medias 15 (5.5%) were slightly used.

4.3 Differences in Social Media Usage as a Function of Demographic Characteristic.

To answer differences in the use of social media as a function of demographic characteristics, independent sample t- test and one-way ANOVA were used.

Table 7:

Differences between Males and Females in Social Media Usage

Variable	Sex	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Social	Males (n = 127)	58.41	9.97	3.2	269	.002
Media Usage	Females (n = 144)	54.38	10.92			

There was statistically significant difference in scores of males ($M = 58.41$, $SD = 9.97$) and females ($M = 54.38$, $SD = 10.92$; $t(269) = 3.2$, $p < .05$). The magnitude of the differences in the means (mean difference = 4.03, 95% CI: 1.52 to 6.55) was small effect ($\eta^2 = .037$).

Table 8:

Comparison of Social Media Usage by Age

Variable	Age	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Social	14-17 (n = 131)	55.12	10.45	-1.68	269	.094
Media Usage	18- 21 (n = 140)	57.31	10.79			

There was no statistically significant difference in scores between age 14-17 ($M = 55.12$, $SD = 10.45$) and age 18-21 ($M = 57.31$, $SD = 10.79$; $t(269) = -1.68$, $p > .05$).

Table 9:
ANOVA of Social Media Usage between Grade Levels

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Between groups	3	1477.81	492.6	4.5	.004
Within groups	267	29209.1	109.4		
Total	270	30686.87			

In conducting one way analysis of variance participants were divided in to four groups according to their grade level (group 1: grade nine, group 2: grade 10, group 3: grade 11, and group 4: grade 12). There was statistically significant difference at the $p < .05$ level in social media usage scores for the four grade groups: $F(3, 267) = 4.5, p = .004$. The effect size calculated using eta squared was .048 which was small effect size. Tukey HSD post-hoc comparison further showed the following results.

Table10:
Post hoc test of Differences among Grade Levels

(I) Grade	(J) Grade	Mean Difference (I-J)	Sig.
	Ten	6.41*	.006
Nine	Eleven	2.20	.66
	Twelve	.87	.96
	Nine	-6.41*	.006
Ten	Eleven	-4.2	.13
	Twelve	-5.53*	.009
	Nine	-2.2	.662
Eleven	Ten	4.2	.133
	Twelve	-1.33	.870
	Nine	-.88	.958
Twelve	Ten	5.53*	.009
	Eleven	1.33	.870

* $p < .05$

Post- hoc comparisons using the Tukey HSD test indicated that there was statistically significant difference the mean score of grade 9 (M = 58.42, SD = 8.58) from grade 10 (M = 52.02, SD = 11.85). The mean score of grade 12 (M = 57.55, SD = 10.63) was statistically significant different from grade 10 (M = 52.02, SD = 11.85). Grade 11 (M = 56.22, SD = 10.423) did not

differ significantly from grade 9, 10, and 12 and grade 9 ($M = 58.424$, $SD = 8.583$) did not differ significantly from grade 12.

Table 11:
Differences between Secondary and Preparatory School Students in Social Media Usage

Variable	School	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Social Media Usage	Secondary (n = 118)	55.47	10.99	-1.09	269	.279
	Preparatory (n = 153)	56.88	10.39			

There was no statistically significant difference between secondary and preparatory school students in the social media usage, $p > .05$.

Table 12:
Means, Standard Deviations, and N regarding Social Media Usage as a Function of Gender and Grade Level

Grade	Males			Females			Total	
	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Nine	28	61	9.45	31	56.1	7.1	58.4	8.6
Ten	28	55.71	12.42	30	48.57	10.34	52	11.9
Eleven	29	59.38	8.87	30	53.2	11.04	56.2	10.4
Twelve	42	57.81	9	53	57.34	11.85	57.6	10.6
Total	127	58.41	9.97	144	54.4	10.9	56.3	10.7

The means and standard deviations for social media usage were conducted separately for sex and grade level. The means of grade 9, 10, 11, and 12 were 61, 55.7, 59.4, and 57.8 respectively.

Table 13:**Factorial ANOVA for Social Media Usage as a Function of Gender and Grade Level**

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Sex	1	1417.9	1417.86	13.54**	.000
Grade	3	1451.8	483.93	4.62*	.004
Sex * Grade	3	518.5	172.84	1.65	.18
Error	263	27541.1	104.72		

* $p < .05$; ** $P < .001$

In conducting the two ways analysis of variance participants were divided into four groups according to their grade level (group 1: grade 9; group 2: grade 10; group 3: grade 11; group 4: grade 12). There was statistically significant main effect for sex, $F(1, 263) = 13.54$, $P < .05$; however, the effect size was small (partial eta squared = .049). Furthermore, there was also a significant main effect of grade level on social media usage, $F(3, 263) = 4.62$, $P < .05$. Eta for grade level was about .05, a small effect. The interaction effect between sex and grade level was not statistically significant, $F(3, 263) = 1.65$, $P = .18$. This indicates that the effect of one variable (e.g. sex) did not depend on the level of the other variable (grade in this case). Post hoc comparison further showed the following results.

Table14:**Post hoc test of Differences among Grade Levels**

(I) Grade	(J) Grade	Mean Difference (I-J)	Sig.
Nine	Ten	6.41*	.005
	Eleven	2.20	.65
	Twelve	.88	.96
Ten	Nine	-6.41*	.005
	Eleven	-4.2	.12
	Twelve	-5.53*	.007
Eleven	Nine	-2.2	.65
	Ten	4.2	.12
	Twelve	-1.33	.86
Twelve	Nine	-.88	.96
	Ten	5.53*	.007
	Eleven	1.33	.86

* $p < .05$

Pot-hoc comparisons using the Turkey HSD test indicated that the mean score for grade nine ($M = 58.4$, $SD = 8.6$) was significantly different from grade ten ($M = 52$, $SD = 11.9$). Grade twelve ($M = 57.6$, $SD = 10.6$) was significantly different from grade ten ($M = 52$, $SD = 11.9$). Grade eleven ($M = 56.2$, $SD = 10.4$) did not differ significantly from other grade levels.

4.4 Relationship between Social Media Usage and Adolescents' Attitude towards Premarital Sex

The relationship between adolescents' social media usage and attitude towards premarital sex Person product moment correlations was computed. There was a moderate positive correlation between social media usage and premarital sexual attitude; $r, (271) = .423, p = .001$, with high social media usage associated with high permissive premarital sexual attitude and vice versa. The r squared indicated that approximately 17.9 % of the variance in premarital sexual attitude score can be predicted from social media usage.

4.5 Differences among Predictor Variables in Adolescents' Attitude towards Premarital Sex

The inter- correlations for adolescents' premarital sexual attitude and predictor variables as follows.

Table 15:

Means, Standard Deviations, and Intercorrelations for Adolescents' Premarital Sexual Attitude and Predictor Variables (N= 271)

Variables	Age	Sex	Grade	Social media usage
Predictor	.02	-.29*	.06	.423*
Age		-.014	.67	.102
Sex			.023	-.19
Grade				.034
Social media Usage				—

* $p < .001$

Stepwise regression analysis was computed to observe the contribution of predictor variables towards premarital sexual attitude. The mean and standard deviation were computed in the stepwise multiple regression among predictor variables. From different predictor variables (age,

sex, grade, and social media usage) only sex and social media usage were significantly correlated with premarital sexual attitude.

Table 16:
Stepwise Multiple Regression Analysis Summary Table (N = 271)

Variables	<i>R</i>	<i>R</i> ²	ΔR^2	<i>B</i>	Std. Error	β	<i>P</i>
Social media usage	.423	.179	—	.33	.042	.423	.000
Social media usage and Sex	.474	.225	.046	-3.58	.89	-.22	.000

Stepwise multiple regression was conducted to investigate the best predictors of premarital sexual attitude. Social media usage was significant, $F(1,269) = 58.7, p < .001$. Likewise, social media usage [$F(1,266) = 58.7, p < .001$] and sex [$F(2,268) = 38.88, p < .001$] were found to be significant predictors. The R squared value for social media usage was .179; which indicated that 17.9% of the variance in the premarital sexual attitude was explained by social media usage. In addition, the R squared value for social media usage and sex together was .225. This indicates that 22.5% of the variance in the premarital sexual attitude was explained by social media usage and sex together.

Chapter Five

Discussion

This study investigated the relationship of social media usage and adolescents' attitude towards premarital sex. In relation to this study, four research questions were raised and analyses of the data were undertaken by using appropriate statistical methods. Therefore, this section presents the results in relation to the research questions by relating, comparing, and contrasting them with previous research results.

5.1 Prevalence of Social Media Usage

Descriptive analysis was conducted to know the prevalence of social media usage among secondary and preparatory school students. The study found that 271(76.8%) of adolescent students used social media. This finding is similar with the study of Shapiro and Margolin (2014) who found that 73% or more adolescents use social media. Gender wise, 127 (35.97%) of males and 144 (40.8%) of females were social media users. This gender disparity in social media indicates that females more likely to create social media accounts than males.

Regarding age, the study found that 271 (37.1% between 14-17 and 39.7% between 18-21 years of age) students used social media. This finding similar with the study of Mohammed (2014) who revealed that adolescents' between 19 - 21 years of age used SNM sites more than 15- 18 years of age. However, the present finding is not similar with the results of the study by Lenhart et al., (2007) who indicated that 73% of teens between 12 – 17 years of age owned different SNM profile.

The rank order of social network media sites, the present study found that Telegram 74 (27.3%), Facebook and Telegram 57 (21%), Facebook 40 (14.8), YouTube 11 (4.1%), Facebook, Instagram and Telegram 11 (4.1), and WhatsApp, Twitter, Instagram and Telegram 11 (4.1) are from first to fourth respectively and highly used social media sites. This finding contrasts with the study by Mingle and Adams (2015) who found that the rank of social media networks used by school adolescents were Watsapp, Facebook, Twitter and Myspace respectively. Likewise, the present finding was not consistent with the previous study by Moreno, Parks, Zimmerman, Brito, and Christakis (2009) who described that there are different types of SNM sites available

but the common SNM sites used by adolescents are Face-book and Twitter. The difference between present and past findings might depend on adolescents need and interest.

The present finding is consistent with Use and Gratification theory which stated that adolescents seek media and to what extent they are satisfied with its type, content and method. This theory also suggests that individuals with particular inclinations choose media that are consistent with their interest and adolescents deliberately choose the media they use (Katz, Blumler, and Gurevitch, 1974; as cited in Steinberg, 2014). According to Use and Gratification theory, adolescents choose media which meet their need.

5.2 Demographic Differences in the Use of Social Media

The second question of the present study was to see whether there is a social media usage difference among demographic variables (sex, age, and grade). The results of this study indicated that there was a statistically significant difference by sex and grade level but there was no statistically significant difference between age categories.

Regarding sex in the use of social media, the independent sample t- test indicated that there was a significance difference between males and females. That means males used social media more than females. This finding is consistent with the study conducted by Mingle and Adams (2015) who indicated that 65.2% of males and 34.8% of females were strongly addicted by social media. However, the present finding is not consistent with the studies by Tufekci (2008) who reported that women used social networking sites four to five times more than men.

The results of this study indicated that no significant differences among the age categories in social media usage. This finding contrasts with the study of Mohammed (2014) who revealed that social networking media usage correlates with an increment of age. However, the result of the study is consistent with the study of Lenhart and Madden (2007) reported that 73% of adolescents between 12 - 17 years of age used SNM profile. The difference between the present and past findings may be due to the difference in study time. For instance, younger students in Ethiopia had less social media users due to accessibility of technological devices in the previous years than older students compared to those who live in western countries.

Regarding grade level in the use of social media, ANOVA and factorial ANOVA were conducted. The result indicated there was a significant difference between four grade levels;

especially grade 9th and 12th students were more likely to use social networking media sites than other grade levels. Grade 11th was not statistically different from other grade levels. This study is consistent with the study of Mohammed (2014) who found that there was a difference in social media usage among grade levels.

The difference in social media usage between grades may be due to limited awareness about safe social networking media usage, not understanding how long they spend in social media, and the advancement level and familiarity of social media. Adolescents become selective and can identify the impact of using social media when they are familiar and advance in their social media usage. The difference in social media usage between males and females may be as a result of social restriction and the amounts of time spend in domestic activities especially for females.

5.3 Relationship between Social Media Usage and Adolescents' Attitude towards Premarital Sex

The third research question was to see the relationship of social media usage and adolescents' attitude towards premarital sex. Pearson correlational analysis between social media usage and premarital sexual attitude revealed that there was a significant positive relationship. This relationship is consistent with the finding by Bryant and Chavious (2014) who indicated that premarital sex was associated with social media sites like Twitter and You Tube. Similarly, the present finding is consistent with the results of Lo and Wei's (2005) who indicated that adolescents who use social networking media sites which contain explicit sexual contents have more positive attitudes towards premarital sexual relations and more likely to accept casual sex (Brown et al., 2006). The finding is also consistent with the result of Nagaddya et al (2017) who indicated that messages, photos, videos with sexual content shared or posted on social networking sites changed adolescents' sexual attitude and behavior.

Furthermore, social cognitive theorists predict that people who attend social networking media and who perform the behavior rewarded or not punished are more likely to imitate the behavior. This theory also suggests that media content that includes display of attractive characteristics and modeled behavior influences adolescents' attitude and behavior (Bandura, 1994). According to social cognitive theory, when adolescents' pay attention and think about information from media or from elsewhere, they acquire new or modify existing mental presentation. So, performing

various activities (e.g. posting erotic photos, uploading sex related videos, watching pornography, and communicating people they know in SNM sites) in social media influence adolescents premarital sexual attitude.

5.4 Differences among Predictor Variables in Adolescents' Attitude towards Premarital Sex

To see the predictor variations in the premarital sexual attitude Stepwise multiple multiple analyses was computed. The overall result shows that social media usage and sex were significant predictors on the premarital sexual attitude. The present finding is similar with the result of Bryant and Chavious (2014) who indicated that premarital sex was associated with social media sites like Twitter and You Tube and place of accessing social networking sites was strongly associated with change in adolescents' sexual attitudes and behavior. Similarly, the present finding is consistent with the results of Lo and Wei's (2005) who indicated that adolescents who use social networking media sites which contain explicit sexual contents have more positive attitudes towards premarital sexual relations. This result also consistent with the study of Nagaddya et al (2017) who indicated that that messages, photos, and videos with sexual content shared or posted on social networking sites by adolescents' associated their sexual attitudes and behaviors.

Chapter Six

Summary, Conclusions and Recommendations

This section presents the summary, conclusion, and recommendation of the research.

6.1 Summary

The study aimed to assess the relationship of social media usage and adolescents' attitude towards premarital sex. The study attempted to answer the following basic research questions:-

- What is the prevalence of social media usage among government secondary school students of Bole Sub city?
- Is there a statistically significant difference by sex and age in the adolescents' use of social media?
- Is there a relationship between social media usage and adolescents' attitude towards premarital sex?
- Is there a statistically significant difference between predictor variables (sex, age, grade level and social media usage) and adolescents' attitude towards premarital sex?

In order to deal with these basic research questions related literatures were reviewed and different theoretical frameworks were utilized. Descriptive and correlational research methods were used to investigate basic research questions. Pilot study item analysis was carried out and some items were improved. The scales were distributed to 388 students in two secondary and two preparatory schools in Bole Sub City. Finally, 353 questionnaires were used for the final analysis.

Descriptive and inferential statistics were used for quantitative analysis. Descriptive statistics was utilized to see the prevalence of social media usage. Inferential statistics was used to check the statistical significance of quantitative results. From inferential statistics, independent sample t-test was utilized to see social media usage difference between males and females and age difference in the use of social media. One way ANOVA was used to see social media usage differences between grade levels. Similarly, Factorial ANOVA was used to assess the interaction effect of sex and grade level on the adolescents' social media usage. Pearson's Correlation was used to see the relationship of social media usage and adolescents attitude

towards premarital sex. Stepwise regression was used to assess the significant predictor variables on the premarital sexual attitude. Based on the analysis the major findings were:-

- The prevalence of social media usage among government secondary and preparatory school students was 76.8%. From different types of SNM sites, Telegram 74 (27.3%), Facebook and Telegram 57 (21%), Facebook 40 (14.8), YouTube 11 (4.1%), Facebook, Instagram and Telegram 11 (4.1), and WhatsApp, Twitter, Instagram and Telegram 11 (4.1) are commonly used by secondary and preparatory school students than other types of SNM sites.
- Independent sample t- test showed that there was statistically significant difference between males and females in relation to social media usage: [$t(269) = 3.2, p = .002$], however, there was no statistical difference between 14-17 and 18-21 years of age in the social media usage [$t(269) = 3.2, p > .05$]. One way ANOVA indicated that there was statistically significant difference between grade 9, 10, 11, and 12 categories: [$F(3, 267) = 4.5, p = .004$], and factorial ANOVA indicated that the interaction effect between sex and grade level was not statistically significant, [$F(3, 263) = 1.65, P = .18$], but there was statistically significant main effect for sex, [$F(1, 263) = 13.54, P = .001$] and grade level [$F(3, 263) = 4.62, P = .001$]. However, the effect size was small for both sex and grade level (partial eta squared = .049 and .05) respectively.
- Moderate positive relationship was found between adolescents' social media usage and premarital sexual attitude.
- Stepwise regression analysis indicated that sex and social media usage significantly predict premarital sexual attitude from other variables are included. Social media usage has more weight in explaining premarital sexual attitude than sex. The R squared value for social media usage was .179. The R squared value for social media usage and sex together was .225. This indicates that 22.5 % of the variance in the premarital sexual attitude was explained by sex and social media usage.

6.2 Conclusions

The study found that 76.8 percent of secondary and preparatory school students in Bole Sub City are social media users. From different social media sites, Telegram, Facebook and Telegram, Facebook, YouTube, Facebook, Instagram, and Telegram, and WhatsApp, Twitter, Instagram, and Telegram are more popular among secondary and preparatory school students.

The present study found that no significant deference between age categories. When the difference between male and female was assessed, male students showed high social media usage than female students. This finding indicates that male students are a greater risk in the social media usage. Regarding grade level, grade 9th and 12th showed high social media usage than grade 10th and 11th .This is because grade 9th students may have limited awareness about safe social networking media usage and may not understand how long they spend in social media. In addition, grade 12th students may adapt social media sites and will join to the University.

Social Media has its own impact on adolescents' premarital sexual attitude. Use of social media involves a variety of activities (uploading sex related videos, looking at pornography, posting erotic photos, and communicating with people in SNM sites) that influence adolescents' attitude towards premarital sex.

6.3 Recommendations

Based on the findings of the study and conclusions drawn, the following recommendations are forwarded:

I. Recommendation for the Government

- The government should design a strategy (training and community awareness program) for the youth on how to use social media and the risks and benefits of using social media.
- The government should facilitate other alternatives like educational activities and sports because it might decrease adolescents' social media usage.

II. Recommendation for Schools

- Schools should develop awareness program for the students about the risks and benefits of using social media.
- Schools should create their educational websites so as to encourage students to use for educational purpose.

III. Recommendation for Counselors and Media

- School counselors should communicate with parents about their adolescent students and social media usage.
- School counselors should held meetings to consult with parents on how to monitor their adolescent students' social media use.
- Media in general should create awareness program for adolescents about appropriate social media usage and the risks and benefits of using social media.

IV. Recommendation for Future Research

- Future studies should examine the impact of spending more time on social media among adolescents' academic achievement and social relations.

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Appendices
Appendix A

Appendix A:- English Version

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

The aim of this questionnaire is to assess the relationship of social media usage and adolescents' attitude towards premarital sex in Selected Secondary and Preparatory government Schools of Bole Sub City. The responses getting from the respondents are important to make the study sound and complete. Hence, I kindly request you to fill this questionnaire honestly.

Thank you very much for your cooperation!

Part I: Demographic Characteristics

The following questions are asking about your personal information. Please, give your response by circling the option that contains your right choice and write your answer for the questions with blank spaces on the space provided.

1. Age: _____
2. Sex: A. Male B. Female
3. Grade level: A. 9th B. 10th C. 11th D. 12th
4. Do you access social media? A. Yes B. No
4. Which type of social media site you use currently? You can select more than one.
 A. Face-book B. You Tube C. WhatsApp D. Twitter E. Instagram F. Telegram
5. How often you use social media site within a week?
 A. Always B. Sometimes C. Rarely D. Never
6. How much time you spend on using social media site on average per a day?
 A. Less than 30 minutes B. 30 minutes to 1 hour C. 1- 2 hours D. 2-3 hours
 E. 3-4 hours F. more than 5 hour

Appendix A1

Part II: Social Media Usage

Dear respondents' the following questions contain alternative types of responses that ask about your social media usage on the Internet. Please, read each items carefully and put (✓) for the expression you deem the most correct for you.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	I am eager to go on social media.				
2	I use social media to see erotic photos, films, and videos.				
3	Going on social media is the first thing I do when I wake up in the morning.				
4	A life without social media becomes meaningless for me.				
5	I prefer to use social media even there are somebody around me.				
6	I prefer the friendships on social media to the friendships in the real life.				
7	I express myself better to the people with whom I get in contact on social media.				
8	I usually prefer to communicate with people via social media.				
9	Even my family debar from using social media, I cannot give up using social media.				
10	I want to spend time on social media when I am alone.				
11	I prefer virtual communication on social media to going out.				
12	Social media activities lay hold on my everyday life.				
13	I pass over my homework because I spend much time on social media.				
14	I feel bad if I am obliged to decrease the time I spend on social media.				
15	I feel unhappy when I am not on social media.				
16	I usually used social media for entertainment, tension relief, and escape from loneliness.				
17	I use social media so frequently that I fall afoul of my family.				
18	The mysterious world of social media always captivates me.				
19	I do not even notice that I am hungry and thirsty when I am on social media.				
20	I notice that my academic achievement has diminished due to social media.				
21	I contact with new people all the time when I use social media.				

22	I use social media even when walking on the road in order to be instantly informed about developments.				
23	I like using social media to keep informed about what happens.				
24	I use on social media to keep informed about what social media groups share.				
25	I spend more time on social media to see some special announcements (e.g. birthdays, wedding ceremony and party etc.).				
26	I am always active on social media to be instantly informed about what my kith and kin share.				

Appendix A2

Part III Attitude towards premarital sex

Dear respondents' the following questions contain alternative types of responses that ask about your attitude towards premarital sex. Please, read each items carefully and put (✓) for the expression you deem the most correct for you.

N.B: **Love** means the emotional state which is more intense than strong affection.

Strong affection means affection which is stronger than physical attraction, average fondness, or liking but less strong than love.

Petting means sexual stimulating behavior more intimate than kissing and simple hugging but not including full sexual relation.

No	Items	Strongly disagree	Disagree	Agree	Strongly agree
1	I believe that kissing is acceptable for the male and female before marriage when he/she is engage to be married.				
2	I believe that kissing is acceptable for male and female before marriage when he/she is in love.				
3	I believe that kissing is acceptable for male and female before marriage when he/she feels strong affection for his partner.				
4	I believe that kissing is acceptable for male and female before marriage even if he/she does not feel particularly affectionate towards his partner.				
5	I believe that petting is acceptable for the male and female before marriage when he/she is engaged to be married.				
6	I believe that petting is acceptable for the male and female before marriage when he/she is in love.				
7	I believe that petting is acceptable for the male and female before marriage when he/she feels strong affection for his partner.				
8	I believe that petting is acceptable for the male and female before marriage even if he/she does not feel particularly affectionate towards his partner.				
9	I believe that full sexual relations are acceptable for the male and female when he/she is engaged to be married.				
10	I believe that full sexual relations are acceptable for the male and female when he/she is in love.				
11	I believe that full sexual relations are acceptable for the male and female when he/she feels strong affection for his partner.				
12	I believe that full sexual relations are acceptable for the male and female before marriage even if he/she does not feel particularly affectionate towards his partner.				

Appendix B:- Amharic Version

አዲስ አበባ የኒሽርሲቲ

የሰነ-ትምህርት እና ስነ-ባሕሪ ጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ክፍል

ለሁለተኛ ደረጃ እና መሰናዶ ተማሪዎች የተዘጋጀ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በቦሌ ክፍለ ከተማ የሚማሩ የመንግስት ሁለተኛ ደረጃ እና መሰናዶ ተማሪዎች የማህበራዊ መገናኛ ድረ ገጽ አጠቃቀማቸው እና ከጋብቻ በፊት ስለሚደረግ የግብረ ስጋ ግንኙነት ያላቸው አመለካከት መካከል ያለውን ዝምድና ለማወቅ ነው። ከእርስዎ የሚገኙት ምላሾች ምርምሩ የታለመለትን አላማ እንዲያሳካ ጠቃሚ ስለሆኑ ከታች የቀረቡትን ጥያቄዎች በታማኝነት እና በግልፅነት እንዲመልሱ እየጠየኩ ስለትብብርዎ አመሰግናሁ።

ማስታወሻ:- የዚህ መጠይቅ መረጃ ሚስጥራዊነት በተመራማሪው ይጠበቃል።

ክፍል አንድ:- አጠቃላይ የግል መረጃ

መመሪያ አንድ:- ከዚህ በታች የተጻፉ ጥያቄዎች ስለ አንተ/ች የግል መረጃ የሚጠይቁ ናቸው። እባክህ/ሽ ያንተን/ችን ትክክለኛ ምርመራ በመክብብ እንዲሁም ለክፍት ጥያቄዎች በክፍት ቦታው ላይ በመጻፍ ይመልሱ።

1. እድሜ -----

2. ፆታ ሀ. ወንድ ለ. ሴት

3. የክፍል ደረጃ ሀ. 9ኛ ለ. 10ኛ ሐ. 11 ኛ መ. 12ኛ

4. ማህበራዊ መገናኛ ድረ ገጽ(ለምሳሌ ፌስቡክ፣ ዩትዩብ፣ ዋትስአፕ ወዘተ) ትጠቀማለህ /ሽ?

ሀ. አዎ ለ. አልጠቀምም

5. በአሁኑ ሰዓት የትኛውን ማህበራዊ መገናኛ ድረ ገጽ ትጠቀማለህ /ሽ? ከአንድ በላይ መምረጥ ይቻላል።

ሀ. ፌስቡክ ለ. ዩትዩብ ሐ. ዋትስአፕ መ. ቲወተር ሠ. ኢንስታግራም ረ. ቴሌግራም

6. ማህበራዊ ድረ ገጹን በቀን በአማካኝ ለምን ያህል ሰዓት ትጠቀማለህ/ሽ?

ሀ. ከ 30 ደቂቃ ያነሰ ለ. ከ 30 ደቂቃ እስከ 1 ሰዓት ሐ. ከ 1 እስከ 2 ሰዓት መ. ከ 2ሰዓት እስከ 3ሰዓት

ሠ. ከ 3 እስከ 4 ሰዓት ረ. ከ 4 ሰዓት በላይ

Appendix B1

ክፍል ሁለት፡ የማህበራዊ መገናኛ ድረ ገጽ አጠቃቀምን ለመለካት የቀረበ መጠይቅ

መመሪያ ሁለት፡- ውድ የዚህ ጥናት ተሳታፊ ከዚህ በታች ያሉ ጥያቄዎች አማራጭ መልስ የያዙ ሲሆን የእርስዎን የማህበራዊ መገናኛ ድረ ገጽ አጠቃቀም የሚጠይቁ ናቸው። እባክዎ እያንዳንዱን ጥያቄ በሚገባ በማንበብ ያመኑበትን መልስ (✓) ምልክት በመጠቀም ይመልሱ።

ተ.ቁ	መጠይቆች	ፈፅሞ አልሰማም	አልሰማምም	እስማማለሁ	ሙሉ በሙሉ እስማማለሁ
1	ማህበራዊ መገናኛ ድረ ገጽ ለመጠቀም እንደሚገባ::				
2	ለወሲብ የሚያነሳሱ ፎቶዎችን ፤ ቪዲዮዎችን እና ፊልሞችን ለማየት ማህበራዊ መገናኛ ድረ ገጽ አጠቃቀሙ::				
3	ጠዋት ከእንቅልፌ እንደነቃሁ የመጀመሪያ ስራዬ ማህበራዊ መገናኛ ድረ ገጽ መጠቀም ነው::				
4	ለኔ ህይወት ከማህበራዊ መገናኛ ድረ ገጽ ውጭ ትርጉም የለውም::				
5	ሰዎች በዙሪያዬ ቢኖሩም እንኳ ማህበራዊ መገናኛ ድረ ገጽን መጠቀም አመርጣለሁ::				
6	ከእውነተኛው አለም ካለኝ ጓደኛ በማህበራዊ መገናኛ ድረ ገጽ ያለኝን ጓደኛ አመርጣለሁ::				
7	በማህበራዊ መገናኛ ድረ ገጽ ለማገኛቸው ሰዎች እራሴን በተሻለ መልኩ እገልጻለሁ::				
8	አብዛኛውን ጊዜ በማህበራዊ መገናኛ ድረ ገጽ ከሰዎች ጋር መነጋገርን አመርጣለሁ::				
9	ቤተሰቤ ማህበራዊ መገናኛ ድረ ገጽ ከመጠቀም ቢከለከሉኝም እንኳ ከመጠቀም አልቆጠብም::				
10	ብቻየን ስሆን ጊዜየን ማህበራዊ መገናኛ ድረ ገጽ በመጠቀም ማሳለፍ አፈልጋለሁ::				
11	ጥሩ ተግባራት እንዲኖረኝ ማህበራዊ መገናኛ ድረ ገጽ መጠቀምን አመርጣለሁ::				
12	የኔ የዘወትር ህይወቴ በማህበራዊ መገናኛ ድረ ገጽ እንቅስቃሴዎች ላይ ጥገኛ ነው::				
13	ማህበራዊ መገናኛ ድረ ገጽ በመጠቀም ብዙ ሰዓት ስለማሳልፍ የቤት ስራዬን ሳልሰራ አቀራለሁ::				
14	በማህበራዊ መገናኛ ድረ ገጽ የማሳልፈውን ጊዜ ተገድጄ ስቀንስ መጥፎ ስሜት ይሰማኛል::				

15	ማህበራዊ መገናኛ ድረ ገጽ ሳልጠቀም ስቀር ደስተኛ ስሜት አይሰማኝም።				
16	ለመዝናኛት፣ጭንቀትን ለማስወገድ እና ከብቸኝነት ለመውጣት አብዛኛውን ጊዜ ማህበራዊ መገናኛ ድረ ገጽን አጠቀማለሁ።				
17	ቤተሰቦቼ በማይኖሩበት ሰዓት ማህበራዊ መገናኛ ድረ ገጽን አዘወትሬ አጠቀማለሁ።				
18	ሚስጢራዊውን ዓለም ለሚያስረዳው ማህበራዊ ድረ ገጽ ምርኮኛ ነኝ።				
19	ማህበራዊ መገናኛ ድረ ገጽ ስጠቀም መራቤን እና መጠማቴን እንኳ አላውቅም።				
20	ማህበራዊ መገናኛ ድረ ገጽ በመጠቀሜ ምክንያት የትምህርት ውጤታማነቴ ቀንሷል።				
21	ማህበራዊ መገናኛ ድረ ገጽ ስጠቀም ሁልጊዜ አዳዲስ ሰዎችን አገኛለሁ።				
22	በመንገድ ላይ እየሄድኩ እንኳ ማህበራዊ መገናኛ ድረ ገጽ አጠቀማለሁ።				
23	ምን እንደተደረገ መረጃ ለማወቅ ማህበራዊ መገናኛ ድረ ገጽን አጠቀማለሁ።				
24	የተለያዩ የማህበራዊ መገናኛ ድረ ገጽ ቡድኖች የተጋሩትን መረጃ ለማወቅ ማህበራዊ መገናኛ ድረ ገጽን አጠቀማለሁ።				
25	ብዙ ጊዜየን ማህበራዊ መገናኛ ድረ ገጽን በመጠቀም የማሳልፈው የልደት ቀን፣ የሰርግ ስነ ስርዓት እና ግብዣ የመሳሰሉ ልዩ ማስታወቂያዎችን በማየት ነው።				
26	ወዳጅ እና ዘመዶቹ በማህበራዊ መገናኛ ድረ ገጽ የተጋሩትን መረጃ በፍጥነት ለማወቅ ማህበራዊ መገናኛ ድረ ገጽ ላይ ሁልጊዜ ንቁ ነኝ።				

Appendix B2

ክፍል ሦስት: ከጋብቻ በፊት ስለሚደረግ የግብረ ስጋ ግንኙነት ያለ አመለካከትን ለመለካት የቀረበ መጠይቅ

መመሪያ ሦስት:- ውድ ዚህ ጥናት ተሳታፊ ከዚህ በታች ያሉ ጥያቄዎች አማራጭ መልስ የያዙ ሲሆን የእርስዎን ከጋብቻ በፊት ስለሚደረግ የግብረ ስጋ ግንኙነት ያልወጡን አመለካከት የሚጠይቁ ናቸው። እባክዎ እያንዳንዱን ጥያቄ በሚገባ በማንበብ ያመኑበትን መልስ (✓) ምልክት በመጠቀም ይመልሱ።

ማሳሰቢያ: ፍቅር:- ማለት ጥልቅ ስሜት ሲሆን ከመውደድ የበለጠ ስሜት ማለት ነው።

በጣም መውደድ:- ማለት ከአካላዊ መሳሰብ፤ ከመጠነኛ መደባበስ ወይም መውደድ የበለጠ እና ከፍቅር በመጠኑ ያነሰ ነው።

አቅርቦተ ፈንጠዝያ:- ማለት የግብረ ስጋ ግንኙነት ስሜት የሚቀሰቅስ ባህሪ ሲሆን ከመሳሰሉና ከመተቃቀፍ ጋር

በጣም የተገናኘ ነገር ግን የግብረ ስጋ ግንኙነት ድርጊትን የማያካትት ማለት ነው።

ተ.ቁ	መጠይቆች	ፈጽሞ አልስማማም	አልስማማም	እስማማለሁ	ሙሉ በሙሉ እስማማለሁ
1	ወንድም ሴትም ለመጋባት ቃል ኪዳን ከገቡ ከጋብቻ በፊት መሳሰም ለሁለቱም ተቀባይነት አለው ብዬ አምናለሁ።				
2	ወንድም ሴትም ፍቅር ውስጥ ከሆኑ ከጋብቻ በፊት ቢሳሰሙ ተቀባይነት አለው ብዬ አምናለሁ።				
3	ወንድም ሴትም ከፍቅር ጓደኞቻቸው ጋር ጥልቅ በሆነ ስሜት ከተዋደዱ ከጋብቻ በፊት ቢሳሰሙ ተቀባይነት አለው ብዬ አምናለሁ።				
4	ምንም እንኳ ወንድም ሴትም የፍቅር ጓደኞቻቸውን የመውደድ ስሜት ባይኖራቸውም ከጋብቻ በፊት ቢሳሰሙ ተቀባይነት አለው ብዬ አምናለሁ።				
5	ወንድም ሴትም ለመጋባት ቃል ኪዳን ከገቡ ከጋብቻ በፊት አቅርቦተ ፈንጠዝያ ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
6	ወንድም ሴትም ፍቅር ውስጥ ከሆኑ አቅርቦተ ፈንጠዝያ ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
7	ወንድም ሴትም ከፍቅር ጓደኞቻቸው ጋር ጥልቅ በሆነ ስሜት ከተዋደዱ ከጋብቻ በፊት አቅርቦተ ፈንጠዝያ ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
8	ምንም እንኳ ወንድም ሴትም የፍቅር ጓደኞቻቸውን የመውደድ ስሜት ባይኖራቸውም ከጋብቻ በፊት አቅርቦተ ፈንጠዝያ ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
9	ወንድም ሴትም ለመጋባት ቃል ኪዳን ከገቡ ከጋብቻ በፊት የግብረ ስጋ ግንኙነት ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
10	ወንድም ሴትም ፍቅር ውስጥ ከሆኑ ከጋብቻ በፊት የግብረ ስጋ ግንኙነት ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
11	ወንድም ሴትም ከፍቅር ጓደኞቻቸው ጋር ጥልቅ በሆነ ስሜት ከተዋደዱ ከጋብቻ በፊት የግብረ ስጋ ግንኙነት ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				
12	ምንም እንኳ ወንድም ሴትም የፍቅር ጓደኞቻቸውን የመውደድ ስሜት ባይኖራቸውም ከጋብቻ በፊት የግብረ ስጋ ግንኙነት ማድረግ ተቀባይነት አለው ብዬ አምናለሁ።				

Appendix C

Post hoc Comparison tests

Tukey HSD Post hoc Comparison test for the use of social media as a function of grade level.

(I) Grade	(J) Grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
nine	Ten	6.40649*	1.93400	.006	1.4066	11.4064
	Eleven	2.20339	1.92572	.662	-2.7751	7.1819
	Twelve	.87636	1.73371	.958	-3.6058	5.3585
Ten	Nine	-6.40649*	1.93400	.006	-11.4064	-1.4066
	Eleven	-4.20310	1.93400	.133	-9.2030	.7968
	twelve	-5.53013*	1.74290	.009	-10.0360	-1.0242
eleven	nine	-2.20339	1.92572	.662	-7.1819	2.7751
	ten	4.20310	1.93400	.133	-.7968	9.2030
	twelve	-1.32703	1.73371	.870	-5.8092	3.1551
twelve	nine	-.87636	1.73371	.958	-5.3585	3.6058
	ten	5.53013*	1.74290	.009	1.0242	10.0360
	eleven	1.32703	1.73371	.870	-3.1551	5.8092

*. The mean difference is significant at the 0.05 level.

Appendix D

Univariate Analysis of Variance

Univariate Analysis of Variance for the effect of gender and grade level in the use of social media.

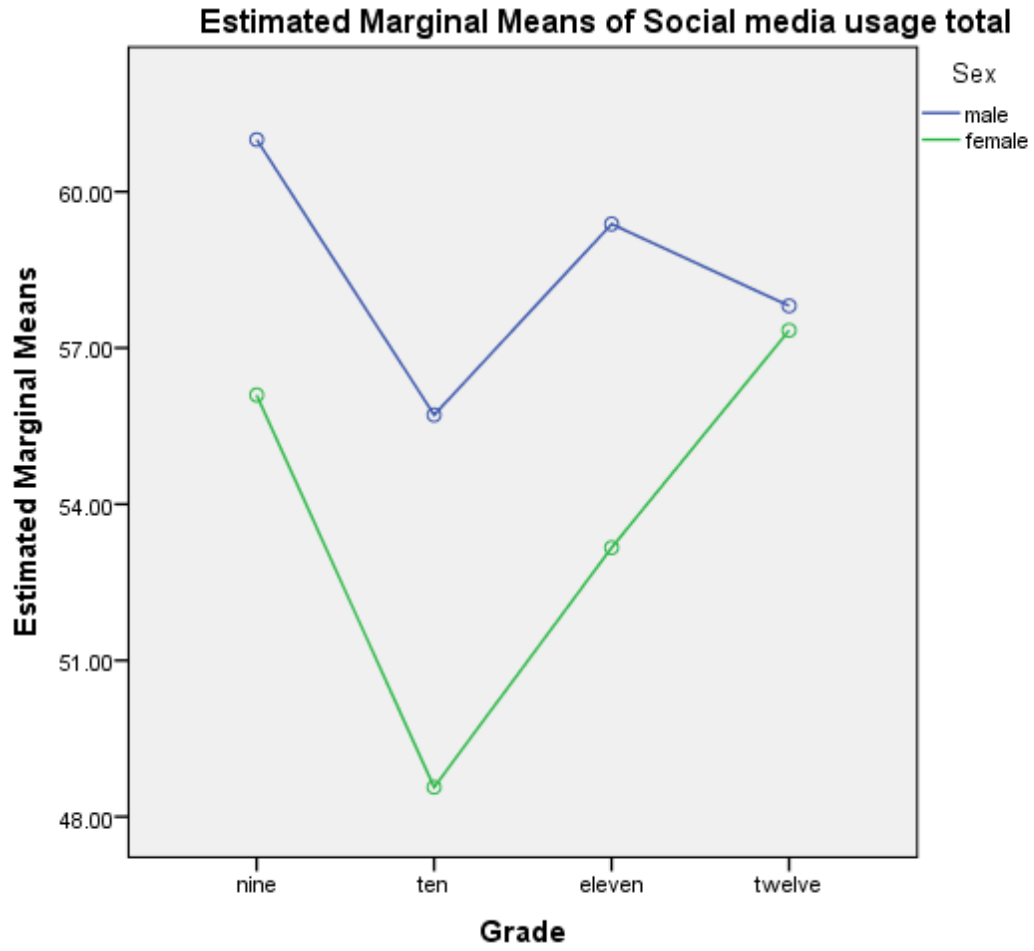
Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3145.723 ^a	7	449.389	4.291	.000	.103
Intercept	814769.363	1	814769.363	7780.516	.000	.967
Sex	1417.862	1	1417.862	13.540	.000	.049
Grade	1451.780	3	483.927	4.621	.004	.050
Sex * Grade	518.532	3	172.844	1.651	.178	.018
Error	27541.148	263	104.719			
Total	888626.000	271				
Corrected Total	30686.871	270				

a. R Squared = .103 (Adjusted R Squared = .079)

Appendix D1

Profile Plots for the effect of gender and grade level in the use of social media.



Appendix E

Correlation for the relationship between social media usage and premarital sexual attitude

Correlations

		Social media usage total	Pre-marital sexual attitude total
Social media usage total	Pearson Correlation	1	.423**
	Sig. (2-tailed)		.000
	N	271	271
Pre-marital sexual attitude total	Pearson Correlation	.423**	1
	Sig. (2-tailed)	.000	
	N	271	271

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix F

Stepwise regression for predictor variables and premarital sexual attitude

Correlations

		Pre-marital sexual attitude total	Age	Sex	Grade	Social media usage total
Pearson Correlation	Pre-marital sexual attitude total	1.000	.021	-.290	.061	.423
	Age	.021	1.000	-.006	.693	.102
	Sex	-.290	-.006	1.000	.026	-.189
	Grade	.061	.693	.026	1.000	.034
	Social media usage total	.423	.102	-.189	.034	1.000
Sig. (1-tailed)	Pre-marital sexual attitude total	.	.366	.000	.157	.000
	Age	.366	.	.462	.000	.047
	Sex	.000	.462	.	.336	.001
	Grade	.157	.000	.336	.	.289
	Social media usage total	.000	.047	.001	.289	.
N	Pre-marital sexual attitude total	271	271	271	271	271
	Age	271	271	271	271	271
	Sex	271	271	271	271	271
	Grade	271	271	271	271	271
	Social media usage total	271	271	271	271	271

Appendix F1

Coefficients for predictor variables and premarital sexual attitude

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.547	2.434		3.101	.002
	Social media usage total	.326	.042	.423	7.660	.000
2	(Constant)	14.809	2.990		4.952	.000
	Social media usage total	.294	.042	.382	6.973	.000
	Sex	-3.576	.898	-.218	-3.980	.000

a. Dependent Variable: Pre-marital sexual attitude total