

Social Media Usage, Prevalence of Social Media Addiction, and the Relationship with Academic
Performance Among Undergraduate Students of St. Mary's University

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This is to certify that the thesis prepared by Befekadu Beyene, entitled *Social Media Usage, Prevalence of Social Media Addiction, and the Relationship with Academic Performance Among Undergraduate Students of St. Mary's University* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University, and notes the accepted standards with respect to originality and quality.

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Abstract

This quantitative study was aimed at assessing the use of social media and the prevalence of social media addiction among the undergraduate students of St. Mary's University. Social Media platforms the students are using, reasons behind the students' use of Social Media, Social media addiction and its' relationship with the students' academic performance, the relationship between gender, age, and social media usage were the main questions this research addressed. Internet Addiction Test was adapted and used to measure Social media addiction. A random sample of 327 students was selected using stratified random sampling and data was collected using cross-sectional survey. Results of this research reveal that Social media addiction prevails among St. Mary's University undergraduate students. 40.7% of the respondents are addicted from moderate to severe level. However, social media addiction was found to be independent of gender and age. The overall perceived negative effect of social media on the students' academic performance was high for 70.6% of the moderately addicted students, and for all of the severely addicted students. The Pearson's r for the correlation between IAT scale and last semester grade point average of the students was found out to be $-.343$. This indicates that there is a negative relationship between social media usage and academic performance. Telegram and Facebook were found to be the most popular social media platforms being used by the students. 97% of the students use Telegram. Facebook is being used by 87% of the students of St. Mary's University. Online Chatting, Connecting with friends, and Entertainment were found to be the major purposes behind the student's use of Social media.

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Acronyms and Abbreviations

DSM	Diagnostic and Statistical Manual of Mental Disorders
EDHS	Ethiopian Demographic and Health Survey
IAT	Internet Addiction Test
IM	Instant Messaging/ Messenger
MSD	Media Systems Dependency Theory
SNS	Social Networking Sites
SMU	St. Mary's University
UGT	Uses and Gratification Theory
VOIP	Voice Over Internet Protocol
WHO	World Health Organization
WWW	World Wide Web

Chapter One

Introduction

1.1. Background of the Study

The world is experiencing a rapid innovation in information communication technology over the past two decades. This technological advancement brought a profound shift on how people are using the internet. The radical change in the information data flow on the World Wide Web is one of the major shifts noticed in the period. The potential of Web 2.0 foster the chance for individual internet users, not only to be passive consumers but also to generate their own content and reach a wide range of audience easily (Drahošová, & Balco, 2017). The tech world entrepreneurs and developers are continuously working to further improve their products and services, and even creating new ones in a user friendly manner. Dozens of Social Media websites and mobile applications are available for individuals to choose and start building their own network as long as internet connection is available and accessible.

Social networking platforms could be defined as web-based services that allow individuals to construct a public or semi-public profile to connect with others and share their list of connections (Danah and Ellison, 2008). Following the advancement of these Social Networking technologies, there has been a swift growth on the number of users as well as the need for research on Social Media. The very nature of web 2.0 has a power to attract people and engage them for so long more than any period of time in the era of the internet. Hence it is inevitable that the youth will be spending a considerable amount of their time on Social Media websites and mobile applications. According to Kwon (2011), as the Internet has become an integral part of adolescents' daily lives for both academic and recreational purposes, their excessive Internet use has become a growing concern for parents, mental health professionals, educators, and policymakers (as cited in Young & Abreu, 2011). Apparently excessive use of

Social media will affect the amount of time people could use for study, work or take enough rest. That is why social Media as a technology is already attracting the attention of many researchers in the field of media and communication, psychology, economics as well as politics.

The 2016 Ethiopian demographic health survey shows internet usage in the past 12 months prior to the EDHS among the urban men and women aged 15-49 was 44.9% & 17.5% respectively. 41.6% of those men and 35.6% of the women were daily users of the internet (EDHS, 2016). The EDHS also indicated that among women who have used the internet in the past 12 months the proportion of girls aged 15-19 and those who have used internet on a daily bases is 22.8%. And 32.9% boys in a parallel category used internet on a daily bases (EDHS, 2016). This indicates that Ethiopia has a significant portion of its' population using the internet and which is worth studying.

The internet world stats report indicates that as of June 2017 Ethiopia has more than 16 million internet users among which 4.5 million are Facebook subscribers. Given the considerable amount of time people are spending on the internet, especially on Social Media websites and applications it is important to look into the trend in the degree and nature of users involvement.

Many types of research have been conducted in the Ethiopian academia, on Information technology and Internet in general. However, despite the fact that engagement on Social Media platforms like Facebook, YouTube, and Twitter is also visibly growing especially in urban Ethiopia, it is one of the under-researched topics yet.

1.2. Statement of the problem

The availability of variety of Social Media platforms in the world is providing an abundant choices of virtual networking, communication and information access for tech users. No matter what they are using it for, social media users are continuously increasing throughout the world. In relation to that a negative side effect of social networking technologies, which is

Social Media addiction, has emerged and it is becoming a new area of research globally (Young, 1996). Cronin (1996) highlighted this fact on her book "Global Advantage on the internet, from corporate connectivity to international competitiveness", focusing on how the world wide web has lived up to its name by linking resources around the globe. According to her internet research almost inevitably calls for an international perspective as a significant component of the internet's value came from its global reach (Cronin, 1996). There are a lot of researches conducted on social media addiction in other parts of the world. However, there is a research gap on this topic in Ethiopia. A gap which needs to be filled as the topic is timely and important.

It is obvious that a significant amount of Ethiopians, specially the youth are engaged with Social Media on a daily bases. It is not also that hard to observe students using social media even in the class room or in the library. The researcher has an ample experience with Social media as part of his job. Working in a project focusing on university students, gives the chance for the researcher to closely observe the social media usage of many university students. After visiting digital libraries, Wi-Fi zones and internet centers of many universities in Ethiopia the researcher always left with a surprise to see many students sticking themselves with social media platforms like face book rather than doing relevant academic online readings. Some students are already tending towards an excessive use of Social Media websites and mobile applications.

The frequency of time the students are checking their mobile screens and social media accounts could also be another important indicator on how they are consumed by social media. If students are spending much of their time on social media which could otherwise be used for more important and academic related online activities their academic performance will be negatively affected. Nonetheless, this issue remains hazy as there is scarcity of empirical investigations on the topic in Ethiopia. But, the question of how addicted students are and for what purpose they are using social media remains a major concern. That is the question which

constitutes the focal point of this research and the study is therefore designed with the following objective.

1.3. Objectives of the Study

The main objective of this study is to find out if Social Media addiction prevails among the students of St. Mary's University and measure the level of the addiction. More specifically the study was conducted;

- to identify the different Social Media websites and mobile applications students are using
- to find out what for the students use Social Media websites and mobile application platforms
- to find out if the students are addicted to Social Media and measure the level of their addiction.
- to analyze the relationship between gender and social media usage.
- to analyze the relationship between gender and social media usage.
- to analyze the relationship between social media use and academic performance of students.

1.4. Research Questions

Based on the above-mentioned objectives the study provide answers to the following questions.

- 1) What are the Social Media platforms the students are using?
- 2) Why are they using the Social Media platforms for?
- 3) Are the students addicted to social media? and What is the level of their addiction?
- 4) Is there a difference between Male and Female students in their use of social media?
- 5) Is there a difference between the social media usage of different age groups?

6) Does the students use of social media have an effect on their academic performance?

1.5. Scope of the Study

Social Media is a wide and multidimensional area of study. Research on users of this technology could focus on many different points of views. This study is primarily aimed at finding out the existence of social media addiction among regular undergraduate students of St. Mary's University. Both male and female students were included in the research as long as they are enrolled in the regular classes of St. Mary's University. St. Mary's University was chosen for this study because of two main reasons. First it was chosen because the diversity of St. Mary's University students could be a good representative of the in school youth. It was also chosen because the university is easily accessible for the researcher, that it saved time and cost.

The research focused on identifying the different social media platforms the students of St. Mary's university are using, why they are using those platforms for and assessing if Social Media addiction prevails among the students of St. Mary's University. Effect of Social Media usage on students academic performance was also a point of assessment in this study. This was looked from the angle of grade point average based on the students' response and their own perceived effect of social media on academic performance. There are many different types of Social media websites and applications available. However, this study was mainly focused on Facebook, YouTube, Twitter, Instagram, Viber, Telegram, LinkedIn, WhatsApp & Imo.

1.6. Significance of the Study

This study is important because Social media use is continuing to grow in Ethiopia despite the nation's limited and expensive internet access. The internet world stats report indicates that as of June 2017 Ethiopia has 16,037,811 internet users among which 4.5 million are Facebook subscribers. Social media platforms like Facebook, Telegram, Viber, WhatsApp and Telegram makes it simpler to communicate with multiple people at a time. Social media may also make it

easier for users to monitor activities of people they have not seen in a while as well as reconnecting with new and old friends (Quan-Haase & Young, 2010). When social media use is concerned with students, it needs a different angle of observation. Because their degree of engagement and the amount of time they spend on social media may interfere with their academic effectiveness and other aspects of their life as well.

This study focuses on finding out which Social Media platforms the University students are using, why they are using the platforms for, the degree of their addiction towards Social Media websites and mobile applications, the relationship between gender, age, and Social media usage as well as the effect of social media on the students' academic performance. Hence, the research will provide an important insight on the status quo of the topic under study. The results of this study will also be useful in initiating deeper and wider inquiry regarding the use of social media by students at the national level. Furthermore, this study would be an important input for governmental and none governmental communicators, marketing companies, manufacturing industries and entertainment companies who are planning a social media campaign targeting the youth.

1.7. Limitation of the study

This study was conducted exclusively based on respondents' personal perception and answers about their own use of Social Media platforms. Due to a shortage of time, no experiments has been done for the purpose of this study. Survey was the only means of data collection to reach to the conclusion. Future researches shall look into the case more closely using additional methods of study, like the use of controlled group and experimental group.

1.8. Organization of the Study

The study is comprised of Five Chapters. The introductory chapter deals with background of the study, Statement of the problem, General and Specific Objectives of the Study, Research

Questions, Significance of the Study, Scope of the Study, Limitations of the Study as well as definition of Key Terms.

In Chapter two the researcher discussed related literature and theoretical framework of the study. Research Method is discussed in Chapter three. Data presentation and analysis are dealt with in Chapter Four and the final Chapter covers Conclusion and Recommendations.

1.9. Operational Definition of Key Terms

1.9.1. Website is a collection of webpages with a unique identification domain name (web address) through which people can access digitally organized multi-media contents using the internet . A website can be accessed using a web browser or a mobile application designed for the same purpose.

1.9.2. Mobile Application. Otherwise called an app on its' short form, it is a type of application software designed to run on a mobile device such as a Smartphone or tablet computer. Mobile applications frequently serve to provide users with similar services to those accessed on personal computers such as a game, calculator or mobile Web browsing (n.d, Retrieved from <https://www.techopedia.com/definition/2953/mobile-application-mobile-app>.)

1.9.3. Web 2.0. According to Sachs & McHaney (2016) Web 2.0 is a term coined during *O'Reilly Media Web 2.0 Conference* in late 2004 used to describe applications that allow people to participate in information creation, digital resource sharing, webpage design and collaboration on the World Wide Web. Social Media websites like Facebook, Twitter and YouTube are a good examples of Web 2.0 platforms. Web 2.0 technology enables internet users to generate their own contents and share among wide range of audience.

1.9.4. Social Media addiction could be defined as excessive use and dependency on Social Media websites and mobile applications. Walker (2011) defined Social media addiction as

situation where a user spends too much time on social media platforms such that it negatively affects other aspects of his or her daily life. This topic is broadly discussed in Chapter two.

1.9.5. Social Media is an online platform which is being used to build interaction among people in which they create, share or exchange information and ideas in virtual communities and networks. Kaplan & 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 the creation and exchange of user-generated content". The flow of digital contents is multi-directional unlike the traditional forms of web based communication where users are passive consumers of information.

Social media platforms could serve unique or combined purposes of Instant Messaging (IM), Social Networking, and Micro blogging, Photo and Video sharing. The study focused on the following nine types of social media platforms grouped in three broad categories.

1.9.5.1. Instant Messaging platforms.

Instant Messaging (IM) is a technology where users can exchange real time messages over the internet. An IM could be used to send or receive messages like text, photo, video, audio or other digital files. This study focused on four major IM platforms.

WhatsApp- is an IM and voice over internet protocol (VOIP) service application which let users share text, audio, video, images and other documents across smart phone devices.

Viber- A mobile and desktop application that connects users around the world with each other. It gives people the ability to connect through one-on-one messaging or group chats, voice and video calls as well as following brands and celebrities on Public Chat.

Telegram- a recent mobile and desktop instant messaging app with more speed and security options for users.

Imo- an instant messaging tool that lets user talk with text, one to one and group video calls.

1.9.5.2. Social Networking & Micro blogging platforms.

Facebook The Largest Social Networking platform in the world with more than 2 billion active monthly users. Social networking services of Facebook are available across devices like Personal Computers, tablets and smart phones.

Twitter- a social networking service where users post and interact with short messages, called "tweets." A single tweet is not longer than 140 characters.

Linkedin- A professional Networking platform where people interact with a network of their own profession and subject area group.

1.9.5.3. Photo and video sharing platforms.

YouTube- a video sharing platform by Google. People Can watch and stream videos, create channels and build their own audience.

Instagram- a mobile and desktop photo-sharing application and service that allows users to share pictures and videos.

Chapter Two

Literature Review and Theoretical Framework

2.1. Literature Review

2.1.1. Social media and social networking sites.

Globalization and the concept of a Global Village is becoming more real than ever before with the invent of digital Social media and Social Networking platforms. People are virtually connected regardless of the distance between their physical location on planet earth. Following the invention of this technology, it is easy now more than ever before to create the kind of interconnection which narrow down the physical distance between people living around the globe into a click away virtual intimacy.

The term Social Media often comes with Social networking and people tend to use the two terms, interchangeably as the same concept. However, Drahošová & Balco (2017) asserted that the two terms has their own Similarity and difference:

The term social media is superior to the social networks and includes various media that people use for online communication and collaboration and also to develop social interaction (sociability). Social media include blogs, wikis, video or photo sharing sites and more other things. Creating social networks belongs under the social media and the term is used when it is some way of people interaction, such as Facebook, LinkedIn, MySpace and so on. We are talking about creating social networks when people create personal profiles and interact with the aim of becoming part of a community of friends and people who have "the same blood type," that are interested to communicate and exchange information. (P. 1006)

Social networking sites could also be defined as internet services where individuals construct a profile and connect with people of their interest and build their virtual human network (Boyd and Ellison, 2008). As Wasserman and Faust (1997) explained, a system of connected nodes is called network. Hence it is possible to say that all networking tools that can

be installed on Computers, tablets and cell phones and which enables people to connect each other and form webs of personal relationship in cyberspace, could be taken as social networking platforms (Rheingold, 2000).

After many years of the dominance of the traditional media such as Television, Radio and News Papers, Social media brought about a dynamic change serving as another means of information gathering, sharing and connecting with people. "Social media sites such as Facebook, Twitter, Instagram, LinkedIn and mobile instant messaging services (IM) such as WhatsApp, Viber and IMO and video calling services like Skype have become a popular means of communication in the past few years" (Otu, 2015. p.1).

As discussed in Chapter one Social media platforms could serve unique or combined purposes of Instant Messaging (IM), Social Networking, Micro blogging, Photo and Video sharing. However, social networking platforms could primarily serve a certain dimension of the multi purposes of social media.

2.1.2. Addiction as a dysfunction of social media.

In these days of information age internet means a lot to people. Every day hundreds of millions of people stick themselves to the internet for different purposes. It is almost impossible to imagine life without internet connection now. For some, it is a matter of work and education for others it is all about abusing it and spending a lot of free time just surfing on the internet and jumping from one social media to another.

Andrew (2015. p.3) stated, "Young adults (ages 18 to 29) are the most likely to use social media" while "women and men use social media as similar rates". Social media platforms offer a straightforward way to converse with peers and get peer feedback, as well, which may influence a young adult's self-esteem (Pempek et al., 2008).

Berger (2003) states that people could use the internet to the extent of taking it as a replica of actual social interaction:

With the development of the internet, new "virtual" kinds of community are evolving-for people with shared interests. There are many people who belong, if that's the correct word, to such communities and who spend many hours each day online, communicating with other members of their virtual community. Within such communities, there are often dozens of interest groups in which people with mutual interests can send messages to one another. These virtual communities can be looked upon as functional alternatives to real communities, in which people know one another and there are many face-to-face interactions and shared activities. (p.108)

People use the word addicted when they get obsessed or psychologically depend on something. By using Pathological Gambling as a model, Internet addiction can be defined as an impulse-control disorder which does not involve an intoxicant (Young, 1996). Even though the Diagnostic and Statistical Manual of Mental Disorders (DSM) doesn't include Internet or Social Media addiction as a psychological problem, it doesn't make the issue any less important. Actually, it is getting the attention of many researchers in academia. According to Young, 2007, Internet addiction has gained acceptance as a legitimate clinical disorder which needs treatment. Weinstein (2010) also emphasized that problematic internet use or excessive internet use is a growing issue which is being debated worldwide. The initial formal inquiry of Internet addiction was made in 1996 by Dr. Kimberly Young. She is an internationally known expert on the subject matter and an author of many articles and books including *Caught in the Net*. When she presented her paper titled "Internet Addiction: The Emergence of a New Disorder," at the American Psychological Association's annual conference based on the findings of a study on 600 subjects who met a modified version of the *DSM* criteria for pathological gambling addiction, it was controversial. Initially, the actual existence of the issue was debatable and scholars have been questioning a lot. However, empirical research on Internet addiction has

grown gradually. Discussing the issue further Young (1998) indicated interference with addicts' academic performance, work, social lives and professional performance, skipping sleep, ignoring family responsibilities, and showing up late for work are some outcomes of Internet Addiction.

Young developed the globally well-known Internet Addiction Test (IAT), a list of 20 questions to assess the level of addiction. Following Dr. Young various names and problem identification criteria have been put forward to assess the issue, which is now most popularly known as Internet Addiction Disorder. Terms like Problematic Internet Use, computer addiction, Internet dependence, compulsive Internet use, pathological Internet use have been used by different scholars who has been interested in the problem (Caplan, 2002 & Dowling, 2009). As social media is part of the internet technology social media addiction can be seen using the same method used to assess internet addiction. Can & Kaya (2016) links Social Media addiction with the time users spend on it:

Over the last decade, other addictive behaviors have become a part of our lives, such as Internet addiction, excessive use of the Internet, microblogs, blogs or social networking sites. Social networking sites are the most widely used social media canal and the term Social Networking Sites addiction come to eminence. Terms such as “excessive use,” “addiction,” “dependency,” and “problematic use” have often been used interchangeably to refer to the negative aspects of SNS usage. In particular, SNS addiction refers to spending too much time on SNSs. (p.486)

Based on the criterions developed by Beared, students can be said to have social media addiction when they are preoccupied with social media, spending much time using social media and find it hard to cut or control the amount of time they are spending on social media, and uses social media as a way of escaping from depression (Beard, as cited on Hilarie Cash et'al, 2012, p. 293).

Young & Abreu (2011) asserted that the issue of Internet related addiction exists in America and other Countries:

One national study that originated from a team at the Impulse Control Disorders Clinic at Stanford University School of Medicine estimated that one in eight Americans suffers from at least one indicator of problematic Internet use. In other countries such as China, South Korea, and Taiwan, media reports suggest that Internet addiction has reached epidemic proportions. (p. 14)

According to Young & Abreu (2010) "Globally, the first inpatient treatment center opened in Beijing, China, in 2006, and today, it is estimated that South Korea has more than 140 Internet addiction treatment recovery centers"(p.15). In their analysis of advantages and disadvantages of the use of social media in European Union Drahošová & Balco (2017) identified addiction as the biggest drawback followed by lack of security , information overload and loss of social contacts. Berger (2003) intensified this idea in his book of media and society:

The digital devices we use are increasingly powerful and are able to connect us to one another in remarkable ways; but at the same time, they seem to be fostering a kind of hyper-individualism and a lack of a sense of community. We can say that global means you can be connected to everyone; the question is, are you connected to anyone? Are people less stressed in our new digital world or more stressed? Do they have less time or more time for themselves, their loved one, and their communities? (p. 107)

The aforementioned quote further signifies the need for a closer look on the amount of time people are spending with social media and the nature of this engagement.

2.1.3. Social media usage globally.

It is almost half a century since the first internet connection has been made in 1969. Since then the word has experienced a rapid growth and improvement of the technology. The services and products one can use from the internet are getting diversified as well as more user friendly. Having that in mind it is not surprising to see the number of internet users is rapidly increasing

from time to time. From the total of over seven billion people living in the world half of them use internet and close to 40 % are on social media according to an online digital overview of the year 2016.

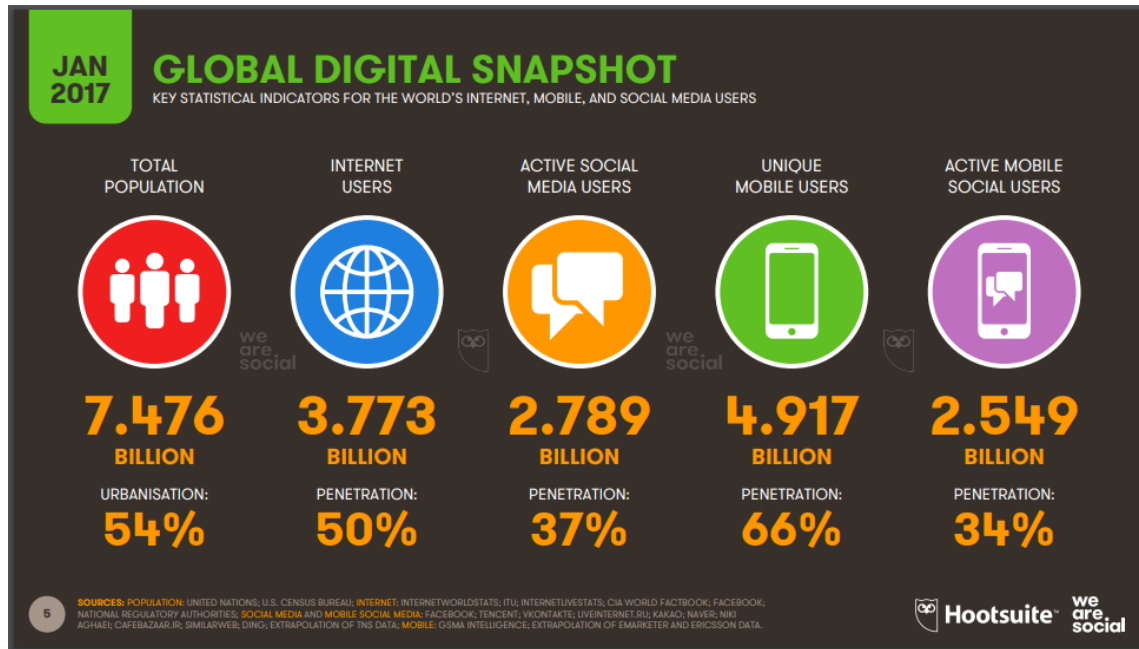


Figure 2.1 Global internet and social media users (Source <https://wearesocial.com/special-reports/digital-in-2017-global-overview>)

According to the report released in January 2017, the overall internet users and active social media users of 2016 show a 10 % and 21 % growth from 2015 respectively. This indicates that the number of social media users is rapidly growing worldwide. If we see Facebook, for example, it has almost 1.9 billion monthly active users at the end of the year 2016, making it the leading social networking platform in the entire world. 55% of the aforementioned users use Facebook on a daily bases (Digital Overview...,2017).

2.1.4. Social media usage in Africa.

The internet penetration in Africa is still not as big as the population of the continent (See Figure 2.2 below). Africa has a total of 362 million internet users among which 46 % are active social media users ("Digital Overview...". 2017). The number of internet users in 2016 shows a

4% growth with a penetration rate of 29 % while the number of active social media users shows 32 % growth from where it was 170 million in the previous year (2015). Additional 42 million Africans started to use social media in the year 2016 only ("Digital Overview...". 2017).

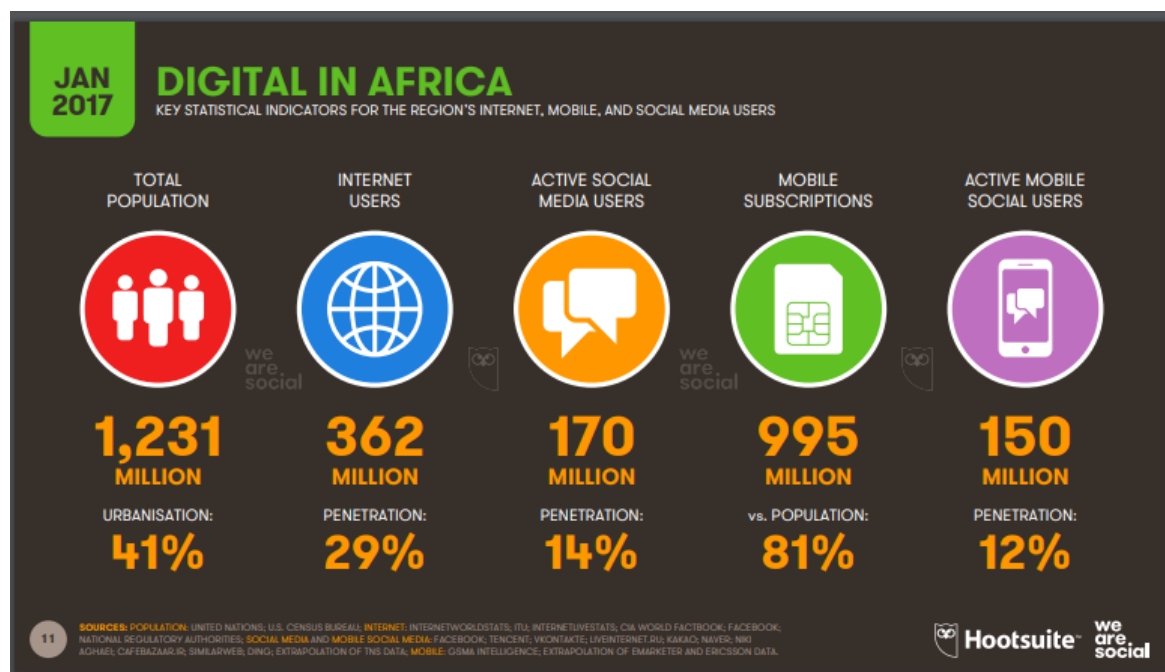


Figure 2.2 Internet and Social Media Users in Africa

(Source: <https://wearesocial.com/special-reports/digital-in-2017-global-overview>)

The trend of internet and social media usage in the continent seems to start getting the attention of new media technology researchers. A survey of Facebook addiction level among selected Nigerian universities indicates a considerable amount of Facebook addicts with 23.3 % of the surveyed students reported to have moderate to high level of Facebook addiction (Folaranmi, 2013).

The survey also indicated that students of private universities are more prone to Facebook addiction which is attributed to the fact that many of the students in private universities are from a well to do family background (Folaranmi, 2013). The study further reveals that only 15% of the respondents use social media for academic related activities (Folaranmi, 2013).

Another study conducted in Ghana has also confirmed the existence of Social Media addiction among university students. 45% of the respondents happen to be addicted from moderate to high level (Otu. 2015). Entertainment was the major reason for the university students use of social media among which 36% spend more than four hours on social media daily (Otu. 2015).

Even though high level of Social Media addiction is less than 2% in both the aforementioned researches in the two African countries, the percentage of people who are moderately addicted is quite considerable. That is an indication of the tendency of gradual increase in the level of addiction when more people get internet access and start using social media in Africa.

2.1.5. Social media usage in Ethiopia.

As Social media is part of the various internet services the researcher looks into the background of the internet in Ethiopia. The overall internet usage in Ethiopia is still at a low level. Among the population which already hits the 100 million mark, the 2016 Ethiopia demographic health survey indicates that only Five percent of women and 13% of men have ever used the Internet ("EDHS", 2016). The survey also indicates that "Men are slightly more likely than women to use the Internet on a daily basis; 36% of men report that they used the Internet nearly every day in the past month, compared with 34% of women" ("EDHS". 2016,p.36).

Looking deeply in the survey the researcher also find out that among women who have used internet in the past 12 months the proportion of girls aged 15-19 and those who have used internet on a daily bases is 22.8%. Among boys in the same group, it is reported that 32.9% used internet on a daily bases ("EDHS", 2016).

The mobile data network service provided by Ethio-telecom plays a significant role in increasing the number of people accessing social media on smart phones. As a result, it is

common nowadays to see many Ethiopians participating in social media. From the young to adult, from scholar to ordinary public has engaged in the social media and social networking activity (Tesfaye, 2013. p. 33).

The availability of Wi-Fi hotspots in higher education institutions, hotels, cafe & restaurants is also playing an important role in making it easier for people to use social networking sites even for free. As discussed in Chapter one, Ethiopia has 4.5 million Facebook subscribers based on the information acquired from internet world stat 2017 report. This indicates that social media needs a closer inquiry as many Ethiopians are evolving on it.

Tefera (2008) lists social networking among the major reasons of Ethiopian teenagers for using the internet;

Teenagers access the Internet for the following major purposes: to e-mail different people, to chat, to visit social-networking sites, to search for information for assignments, to download music, software and pictures, to get recent news, to visit pen-pal sites to meet new people, to read film reviews, to read about famous writers and their latest novels, to read love letters, to find out about newly released albums and which movie are in the Box Office list, to look for jokes, to acquire general knowledge and others Social-networking sites like MySpace, hi5 and Facebook are so popular amongst these youth. (pp. 40-41)

One of Tefera's respondents strengthen this idea and was quoted as saying " Mostly I use the Internet to download music and different kinds of software. Unless I was told to use it by teachers, I don't usually use it for school projects of my own accord. I also use it to e-mail friends, to visit social networking websites like hi5, Facebook and the like" (Tefera, 2008, P. 41). Teferas' study titled "Teenagers' Use of the Internet – A Case Study of Selected Children in Addis Ababa" was mainly aimed at exploring how and why teenagers use the Internet in general. The study doesn't take any closer look specifically on Social Media.

2.2. Theoretical Framework

Uses and gratification theory (UGT) and Media dependency theories (MDS) are the founding blocks of this study. UGT focused on what people do with media (Williams, 2003). The theory postulate that media consumption is a deliberate choice that people make to satisfy their specific needs, but their needs vary from person to person. Thus, media doesn't have a uniform effect on the audience as effects vary from individual to another based on the reasons of media use (Sparks, 2012). On the other hand, Media systems dependency theory asserts that people will depend on a media for information they need (Nayyar, 2007). The more a medium provides the functions individuals need the more they will be dependent on that media (Nayyar, 2007). The theoretical foundations of the study are broadly discussed in the following pages.

2.2.1. Uses and gratification theory.

Introduced in 1970's by Eilhu Katz, Jay Blumler & Michael Gurevitch Uses and Gratification (UGT) also known as *uses & grat* has a notion that people use the media to their benefit (Nayyar, 2007; Sparks, 2002; Littlejohn, & Foss, 2009). The theory "grants only a limited effect to the media, suggesting instead that individuals have much control over what they consume (Littlejohn, & Foss.2009. p. 979).

Williams (2003) explained, in his book of "Understanding media theory", that "The 'uses and gratifications' approach argued the audience brought its own needs and desires to the process of message reception, which structured the way in which the message is received" (p. 166). He also explained that, "this approach is a reversal of the hypodermic model [which considers the audience as a passive consumer of the media content]; the media now have no effect on their audience. Rather they are at the 'beck and call' of their audiences, with power resting with individuals who determine what part the media play in their lives" (p. 166).

According to William (2003), there are three assumptions behind UGT;

While there are several versions of the uses and gratifications model, it is possible to identify three basic assumptions on which the approach rests. First, people actively use the media for their own purposes; second, people know what these purposes are and can articulate them, and third, despite the variations between individuals in their use of the media, it is possible to identify some basic patterns in uses and gratifications. (p.177)

The central question posed under UGT is why do people use media, and what do they use them for? (MaQuail, 2010). West & Turner (2010) explained " The theory holds that people actively seek out specific media and specific content to generate specific gratifications (or results)" (p.393). It is also believed that there is a link between the people's use of media and the gratification they get out of it.

Just as people eat in order to satisfy certain cravings, uses & grats assumes that people have needs that they seek to gratify through media use. Note the close connection between the concepts of *media use* and *gratification from media*. The deliberate choices people make in using media are presumably based on the gratifications they seek from those media. Thus, *uses* and *gratifications* are inextricably linked. (Sparks, 2012. p.359).

Sparks (2012) also listed typologies of media uses and gratifications proposed by communication scholar Alan Rubin in 1981. Passing time, Companionship, Escape from anxiety, Enjoyment, Social interaction, Relaxation, Information, and Excitement are listed as the most common reasons behind people's use of mass media (Sparks, 2012). Exclusively based on audience self responses, so many other scholars have also attempted to answer why individuals choose a certain media.

According to MaQuail (2010) information, relaxation, companionship, diversion or 'escape' can be listed as motives behind people's use of media. He also asserted that many of those needs have a social or psychological origin (MaQuail, 2010). Though the lists of needs vary from scholar to scholar Thomas E. Ruggiero (2000) & Katherine Miller (2005) indicates

that UGT proponents go beyond listing to categorizing and subcategorizing the audience needs as well as the gratifications.

Ruggiero (2000) asserted that emergence of computer-mediated communication has revived the significance of uses and gratifications theory. As new technologies present people with more and more media choices, motivation and satisfaction become even more crucial components of audience analysis (Ruggiero, 2000). Even though different scholars have critiques over UGT (see 2.2.3) Ruggiero argue that the theory continues to be very important in media studies:

By and large, U&G has always provided a cutting-edge theoretical approach in the initial stages of each new mass communications medium: newspapers, radio, television, and now the Internet. It may be argued that the timely emergence of computer-mediated communication has only bolstered the theoretical potency of U&G by allowing it to stimulate productive research into a proliferating telecommunications medium... Hence, if the Internet is a new dominion of human activity, it is also a new dominion for U&G researchers. (Ruggiero, 2000. pp.27-28)

He also asserted that:

Concepts such as *active* and *audience* will have to be revised when applied to Internet communication. Reasons for using the Internet differ from person to person. Some individuals are goal directed and may want to complete a task through visiting specific Web sites. Others may only be curious and surf the Web for fun. (Ruggiero, 2000, p.18)

Hence it has to be noted that audience in new media technologies like Social media is active not only in choosing the type of media they are using, but also they can be active in creating the content as well.

It is also crucial to put in mind that the reason behind people's use of social media might differ from time to time. For example, a person might put information as the major reason behind his/her preference of a certain media. However, this reason is not guaranteed to be there for so long as that person continues to use media. After a while, the principal reason of that persons' use

of social media could be changed from seeking information to looking for entertainment, creating linkage with others or even just having fun.

2.2.2. Media systems dependency theory

Melvin DeFleur and Sandra Ball-Rokeach developed the media systems dependency theory (MSD), aka dependency theory, in 1976 (Nayyar, 2007). The theory asserts that people will depend on a media for information they need and make a Variety of decisions in their daily lives. "If a person finds a medium that provides with several functions that are central to their desires, they will be more inclined to continue to use that particular medium in the future" (Nayayar, 2007, p. 113). According to this theory if the media has a lot to offer its potential use would be a lot as well. Littlejohn & Foss (2009) explain the point of departure between UGT & MSD:

By itself, uses and gratifications theory grants limited effects to the media, suggesting instead that individuals have much control over what they consume. However, in the process of using media, consumers may develop certain dependencies that allow media greater power than uses and gratifications theory originally imagined. Such dependencies lead to cognitive, affective, and behavioral outcomes. (p. 979).

Factors like individual's personal need and motives, external conditions outside the individual's control and life attributes can increase or decrease individual's dependency on a medium (Littlejohn, & Foss, 2009; Miller, 2005). Dependency on a media will be high on times of social instability (Littlejohn, & Foss, 2009) as a result "individuals may depend a great deal on the media and be affected by the media. During these times, a strong effects model would be supported. During more stable historical periods, limited effects would likely be observed" (Miller, 2005. p. 264)

Ruggiero (2000) asserted that dependency on a medium or a message results when individuals either intentionally seek out information or ritualistically use specific communication

media channels or messages. According to Miller (2005) MSD "has at its heart, a complex system in which the media, individuals, their interpersonal environment, and the social environment are seen to have dependency relationships with each other" (p. 261). Miller further elaborates the theory by explaining the different types and levels of dependency:

In the words of Ball-Rokeach and DeFleur (1976), dependency is "a relationship in which the satisfaction of needs or the attainment of goals by one party is contingent upon the resources of another party" (p. 6). For example, a media organization might be dependent on a political structure (i.e., part of the political system and social environment) for permission to broadcast. Or a manufacturing organization (part of the economic system and social environment) might depend on media systems to advertise its products and enhance sales. Or an individual might rely on the newspaper (part of the media system) or on rumors spread by friends (part of the interpersonal network) to provide information about what apartments are available for rent. These are examples of dependency relationships, the resources of another portion to reach goals. MSD divides these various system components into three levels: the macro level of the social environment and media systems, the micro level of individuals with particular goals and positions within the social environment, and the meso level of interpersonal relationships. (Miller, p.262)

Loges and Ball-Rokeach (1993) explain that uses and gratifications theory and media systems dependency theory are similar as both of them emphasize on the link between individual purposes and media usage (as cited on Miller 2005). However, Miller asserted that UGT & MSD also have their own difference. "Media systems dependency theory can be applied to dependency relationships at a variety of levels (e.g., group, organizational, and societal), whereas uses and gratifications deals almost exclusively with the individual-media relationship (Miller, 2005. p. 265).

As discussed in subtopic 2.1.3 the number of internet and social media users is increasing Globally. This growth reflects many factors and Riff et al (2008) point out four unique characteristics of the internet comparing it to traditional media:

1. The Internet features almost instantaneous delivery of information, which makes it faster than traditional print media.

2. The Internet is interactive, which allows more immediate feedback than any other medium.

3. The Internet allows for the distribution of multimedia content, which many media do not.

4. The Internet allows for the distribution of large amounts of low-cost, in-depth information. These four relative advantages of the Internet helps explain its spread and its potential importance in the micro-level dependency between individuals and media producers. (p. 4)

It is the assumption of both the UGT & MSD theories as well as the researcher, that those unique characteristics of the internet and social media by extension might have their own implication on the overall use of social media among St. Mary's university students.

2.2.3. Critics on UGT and dependency theory

Besides their strong and sound assumptions of UGT & MSD, the theories were subjected to some criticisms. Nayyar (2007) point out the issue of consistency, testability and the issue of complete activeness among the audience as some criticisms on Uses and Gratification theory and Media Systems theory.

1. when focusing on the consistency aspect to the theories, this area is one that is somewhat differential. Although the theories are not highly contested, they do not correspond completely with previous research. One may find it hard to believe that the media has no influence over the viewer at all. There are several circumstances within the field of advertising that suggest that people are influenced by the media. This suggests that people can be persuaded.

2. The testability aspect seems somewhat unreliable. The way that the theories were primarily tested were through sampling the audience viewers. The results could possibly be biased because individuals may not realize the power that the media has over them. In essence, the sampling was one sided:

3. One main criticism is based on the idea that the audience is completely active. It seems as though the theorists feel that there is no room for any middle ground. In many cases, people turn to viewing the media as a result of habit. This factor is not mentioned in the theories. (Nayyar, 2007. pp. 114-115)

MaQuail (2010) also mentioned that the UGT approach was criticized as being to behaviorist and functionalist.

It also failed to provide much successful prediction or causal explanation of media choice and use. The reasons for poor prediction may lie partly in difficulties of measurement of motives and partly in the fact that media use is actually very circumstantial and weakly motivated (p. 354).

"Research in the uses and gratifications tradition was often fragmented and sometimes criticized as consisting of too many lists and not enough understanding" (Miller, 2005. p. 265).

The UGT theory has also been criticized as being an over individualistic:

In moving from the strong effects paradigm of the 1930s to a belief in the active audience, it can be argued that uses and gratifications theorists have swung the pendulum too far and ignored cases in which the media do have strong impacts on audiences. Uses and gratifications researchers often ignore the larger context of media consumption (e.g., economic relationships and production processes) in favor of an individualistic explanation of media exposure and effects. (Miller, 2005. p.260)

Nevertheless, as discussed in subtopic 2.2.1 UGT has proven itself to be potent mass communication theory with the emergence of new media technologies. Barbara Kaye and Thomas Johnson (2004) also agree with this saying that the growth of the Internet "has produced a renaissance in the uses and gratifications tradition as scholars are increasingly interested in going beyond discovering who uses the Internet to examine why they use this new medium" (as cited on West & Turner, 2010. p.406).

Chapter Three

Research Method

This is a quantitative study which is aimed at casting light on the current state of social media usage in Ethiopia. The study was conducted in St. Mary's University, one of the private higher education institutions in the nation. Topics of which social media platforms students of St. Mary's University are using, why are they using the social media platforms for, the prevalence of social media addiction, level of addiction towards social media and impact of the use of social media on students' academic performance, the relationship between gender, age, and social media usage are dealt with in this research. In doing so the researcher used survey as a means of data collection. The research method applied in this study is discussed further on the following subtopics.

3.1. Research Design

There are different types of study designs to be used in a research such as descriptive, historical, experimental, and comparative study design. This study applied descriptive study design. According to Abate (2017) "Descriptive research is primarily concerned with explaining the nature or conditions or the degree of intensity of a factor under investigation" (p.49). Descriptive research usually "identify the problem accurately, demarcate the population, take a representative sample from the population, record what has been perceived, organize and present the report" (Abate, 2017).

3.2. Sampling

This study was conducted on regular undergraduate students of St. Mary's University. Therefore, those students are population of the research. Unless when making a census, it is impossible both financially and time-wise to observe all the students in St. Mary's University.

Hence a section of the population will be selected as a sample. In order to get a reliable and representative sample of the population, one has to use a random or probability sampling (Tan, 1985; Reinard, 1998). Deacon et al (1999) emphasized random or probability sampling gives for each unit of the population an equal chance of being selected for a sample.

Hence for the purpose of this study, the researcher applied stratified random sampling. According to Reinard (1998) "This variation of sampling defines samples based on the known proportions within the population and follow with random sampling within each group" (p.266). Stratified random sampling is useful where dividing the sample based on some characteristics is important (Reinard, 1998; Patten, 2004; Oakshott, 2006). As the population of this study is stratified by gender and department, this type of random or probability sampling is found to be appropriate.

The researcher also chose stratified random sampling to avoid sampling errors like choosing disproportionately between gender and departments. Hence at most effort has been exerted to assure an accurate representation of the population based on the characteristics used to divide the population into strata.

3.2.1. Sample size estimation.

Cochran (1997) developed a formula to calculate a representative sample from any given population. The researcher used that sample size calculation formula for the purpose of determining the sample size. Therefore:-

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where

- n_0 is sample size
- e is the desired level of precision (i.e. the margin of error),

- p is the (estimated) proportion of the population which has the attribute under investigation (People using internet)
- q is $1 - p$.
- Z is Z score of the confidence interval. A z-score is the number of standard deviations from the mean data point.

Hence

- e is the desired level of precision (margin of error for 95% CI (5%)=0.05)
- p is the percent of population in urban areas aged 15-49 exposed to internet in last 12 months 28.5% =0.285 (Source EDHS 2016)
- q is $1-P$ $1-28.5\% =0.715$
- Z value for 95% CI is 1.96

$$\text{Therefore, } n_0 = \frac{(1.96)^2 * (0.285) * (0.715)}{(0.05)^2} = 313 + 10\% \text{ contingency} = 344$$

Allowing equal representation of students from the strata of gender and department a sample size of 344 was selected from the population using Cochran's formula. As per the information acquired from St. Mary's University 1942 students were enrolled on the regular undergraduate program in the 2017/2018 academic year. The data also indicates the distribution of the students by gender and department. Sample allocation was performed using that data. The following table shows the sample allocation.

After deciding the sample size to be drawn from each stratum of department and gender the researcher creates a sampling interval by dividing the population to the sample size. Hence using N/n , where N is the population under study and n is the sample size, the result became 5.65. Rounding up the decimal points the sampling interval used for the study is 6. Therefore,

every 6th male and every 6th female students were selected to be included in the sample respectively.

Table 3.1 Sample allocation by stratum of gender & department

Department	Number of Male Students	Percentage of the total population	Sample drawn	Number of Female Students	Percentage of the total population	Sample drawn	Total Sample drawn
Accounting and finance	644	33%	114	489	25%	87	200
Computer Science	36	2%	7	142	7%	25	32
Tourism and Hospitality Management	35	2%	7	23	1%	4	11
Marketing management	228	12%	41	179	9%	32	73
Management	85	4%	14	81	4%	14	28
Total	1028	53%	182	914	47%	162	344

In the undergraduate program St. Mary's University was teaching 1942 students in five different departments during the time of this study, among which 1028 are Male and 914 Female students. Due attention was given for this distribution of students while undertaking the sampling process.

Therefore, 182 male students and 162 female students were selected to be included in the sample, which makes a total of 344 students.

3.3. Data collection instrument

Cross sectional survey was used as a data collection tool for this study. As discussed in Chapter two the issue of internet addiction is getting an increasing amount of attention worldwide. Research issues like internet addiction or social media requires a standardized assessment instrument. A well established and frequently used instrument is a 20 items Internet Addiction Test (IAT) developed by Dr. Kimberly Young. The IAT is chosen for two main reasons. First, it

is because of the fact that Social media is also a type of internet service. Second, the items in the internet addiction test could be used to assess the nature of peoples use of social media with a little modification.

The 20 item test assess an individual using a Likert scale which ranges from 1 = less extreme behavior to 5 = most extreme behavior. The maximum score one can get through this instrument is 100 points, the greater the level of addiction (Young, n.d). Based on the final score, results would be grouped in four level of addiction categories (Young, n.d).

1. Normal Range 0-30 points
2. Mild 31-49 points
3. Moderate 50-79 points
4. Severe 80-100 points. (Young, n.d).

The 20 IAT questions can be also grouped in to questions of Saliency, Excessive Use, Neglect Work, Anticipation, Lack of Control and Neglecting Social Life. According to Young (n.d) high scores in those sub group of questions has their own implication;

Saliency – IAT question 10, 12, 13, 15, and 19.

High ratings for Saliency-related items indicate that the respondent most likely feels preoccupied with the Internet, hides the behavior from others, and may display a loss of interest in other activities and/or relationships only to prefer more solitary time online. High ratings also suggest that the respondent uses the Internet as a form of mental escape from disturbing thoughts and may feel that life without the Internet would be boring, empty, or joyless. (Young , n.d. pp.4-5)

Excessive Use – IAT question 1, 2, 14, 18, and 20

High ratings for Excessive Use-related items indicate that the respondent engages in excessive online behavior and compulsive usage, and is intermittently unable to control time online that he or she hides from others. High ratings also suggest that the respondent is most likely to become depressed, panicked, or angry if forced to go without the Internet for an extended length of time.(Young , n.d. pp.4-5)

Neglect Work – IAT question 6, 8, and 9

High ratings for Neglect Work-related IAT items indicate the respondent may view the Internet as a necessary appliance akin to the television, microwave, or telephone. Job or school performance and productivity are most likely compromised due to the amount of time spent online and the respondent may become defensive or secretive about the time spent online. (Young , n.d. pp.4-5)

Anticipation – IAT question 7, 11

High ratings for Anticipation-related items indicate that the respondent most likely thinks about being online when not at the computer and feels compelled to use the Internet when offline. (Young , n.d. pp.4-5)

Lack of Control – IAT question 5, 16, and 17

High ratings for Lack of Control-related items indicate that the respondent has trouble managing his or her online time, frequently stays online longer than intended, and others may complain about the amount of time he or she spends online. (Young , n.d. pp.4-5)

Neglect Social Life – IAT question 3 and 4.

High ratings for Neglect of Social Life-items indicate the respondent most likely utilizes online relationships to cope with situational problems and/or to reduce mental tension and stress. High ratings also suggest that the respondent frequently forms new relationships with fellow online users and uses the Internet to establish social connections that may be missing in his or her life. (Young , n.d. pp.4-5)

3.3.1. Questionnaire design.

A self administered questionnaire, which has two parts , was used as the main source of data collection. The first part of the questionnaire included demographic questions, usage pattern questions and questions of intensity of engagement with social media as well as questions about respondents academic result. This part is basically intended to deal with answering the first, second, Fourth, Fifth and Sixth of the research questions; what are the Social Media platforms the students of St. Mary's University are using? Why are they using the Social Media platforms for? Is there a difference between Male and Female students in their use of social media?, Is

there a difference between the social media usage of different age groups? and Does the students use of social media have an effect on their academic performance?

The third and the main question of this research which deals with the overall social media addiction was assessed using the Internet Addiction Test (IAT) developed by Dr. Kimberly Young (1998). Using different scientific methods, many scholars made tests that proved the soundness of the tool for assessing internet addiction (Chang & Law, 2008; Frangos, et al, 2012; Hawi, 2013). Frangos et'al. (2012) emphasized that IAT is also believed to be more reliable instrument to assess college students. The researcher adapted the IAT with a modification towards the purpose of assessing social media addiction among the study group.

The whole questionnaire which has 39 questions is a mix of close and open ended items. For the purpose of collecting quality data and avoiding possible misunderstandings the English version of the tool has been translated in to Amharic. Two professional English to Amharic & Vice Versa translators were used for this purpose. The first one translate the questionnaire to Amharic and the second one, who never seen the English version, did a back translation in to the original form of the data collection instrument. Then both of the translators and the researcher work together to fix any potential errors or misinterpretations.

3.3.2. Pretest and reliability of the instrument

3.3.2.1. Pretest.

After the Amharic version of the instrument was finalized a pilot test was conducted by administering the questionnaire for 40 regular students of St. Mary's University to make sure that all the questions in the Amharic version of the data collection instrument were properly understood. During and after taking the pilot testing the students were encouraged to raise questions and make any suggestions on the language of the tool. Some minor revisions were

done based on feedback from the students to produce the final version of the Amharic data collection tool.

3.3.2.1. Reliability of the instrument.

The reliability of the data collection instrument was also checked based on responses of the 40 students participated in the pilot testing. The respondents and their data are not included in the actual study process as they were only for testing purpose. The internal consistency of the IAT was measured using Cronbach's alpha, the most popular coefficient of reliability measure. Based on the analysis generated from SPSS the value of Cronbach's Alpha was 0.845 which is above the standard value, suggested by (Nummally, 1978), of 0.70. It means that the instrument is reliable and can be used to assess Ethiopian students.

3.3.2.2. Validity of the instrument

Many validation studies were conducted to assess the validity of the Internet Addiction Test (IAT). According to Widyanto & McMurren (2004) IAT is the first validated instrument capable of addressing the issue under investigation. After adapting it to social media, the researcher also used face validity to check the validity of the instrument. Patten (2004) asserts that face validity inspects if an instrument appears to be valid on its face value. Therefore, the adapted IAT was appeared to be valid on the face of it and it measures what it is designed to do so.

3.4. Ethical Considerations

The data gathering nature of this study was highly dependent on self-reporting of the students about their own social media usage. Hence, it was found to be important to build confidence and trust among the students so that they can provide the required information without hesitation and as honestly as possible. This was done via ensuring anonymity & confidentiality in order to respect the privacy of the students.

The genuine purpose of the study was clearly provided for the research participants in a debriefing before they start filling out the questionnaire and it was also stated on the first page of the data collection instrument. Through providing as much information as possible on the research aims and objectives the researcher attempted to build confidence and trust among the respondents.

3.5. Data Presentation and Analysis

The study was conducted based on primary data which comes from scientifically chosen respondents. Data collected by the instrument was encoded into a computer with Statistical Package for social science (SPSS) version 20. Coding, presentation and analysis of the data was carried out using SPSS and Microsoft Office 2007 through techniques of frequency, percentages, mean, Cross Tab, Pearson's correlation, Regression, Chi-square test and t-test.

Results of the survey are presented in tables and figures followed by analysis of the outcome of the survey. Relevant literature was also included to strengthen the findings of the research.

Chapter Four

Data Presentation and Analysis

As discussed in the previous chapter, the study was conducted using the survey method. Data collection took place, from March 26, 2018, to April 3, 2018. Fieldwork was carried out by a team of four people, consisted of three data collectors and a supervisor (the researcher). A questionnaire aimed at assessing SMU students social media usage pattern, the intensity of their engagement with social media, social media addiction level and its effect on their academic performance was distributed to 344 students. Among the distributed questionnaires 327 were properly filled and returned, yielding a response rate of 95.06 %. The collected data was entered into SPSS version 20 and processed after editing some minor errors identified by the software. Hence, the following analysis is made based on a quality data and as per the sequence of objectives set in Chapter one.

4.1. Demographic and Background Characteristics of Respondents

4.1.1. Demographic Characteristics

Key Points

- Respondents Age is between 18-28 Years old
- 97% of the respondents are between 18-24 years old.
- Male students Make 53% of the respondents while Female students make 47% of the respondents

Table 4.1 illustrates that the minimum age of respondents is 18 while the maximum age is 28. As it can be seen from the Cumulative percent on the last column of Table 4.1, 97.9% of the respondents are between the age of 18 and 24 and within the young people age group as defined by WHO (UNFPA,n.d). 22.6% of the respondents are between the age of 18 and 19 years old,

32.4% of the respondents are 20 years old, 31.2% of the respondents are between the age of 21 and 22 years old, 11.6% of the respondents are between 23 and 24 years old. The remaining 2.1% goes to the respondents aged 25 years old and above.

Table 4.1. Respondents Age Distribution

Age	Frequency	Percent	Cumulative Percent
18	10	3.1	3.1
19	64	19.6	22.6
20	106	32.4	55.0
21	63	19.3	74.3
22	39	11.9	86.2
23	19	5.8	92.0
24	19	5.8	97.9
25	4	1.2	99.1
26	1	.3	99.4
27	1	.3	99.7
28	1	.3	100.0
Total	327	100	

As shown in Figure 4.1 below, 53% of the respondents are Male students while Female students make 47% of the respondents. The Gender distribution of the sample match with the Gender distribution of the population.

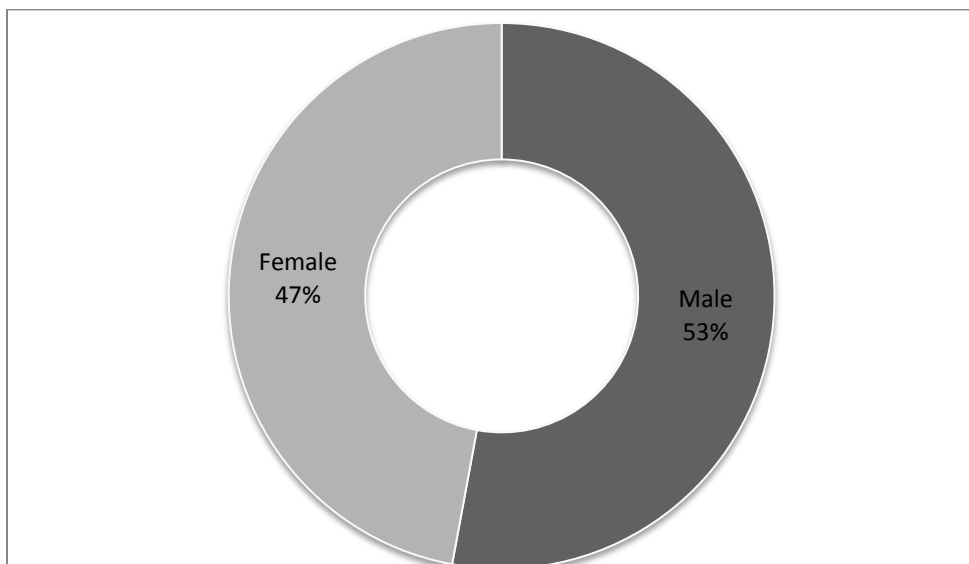


Figure 4.1 Respondents distribution by Gender

4.1.2. Respondents background.

Academic Background- Figure 4.2 below, show that 60% of the respondents are Accounting & Finance Students and makes the majority of the sample population. Marketing management students took 19% of the population and became the 2nd largest in the sample.

Computer Science students are the third largest in the sample with 10% of the total number of respondents. Management students make 8% of the total respondents, while Tourism & Hospitality Management students make the remaining 3% of the total respondents.

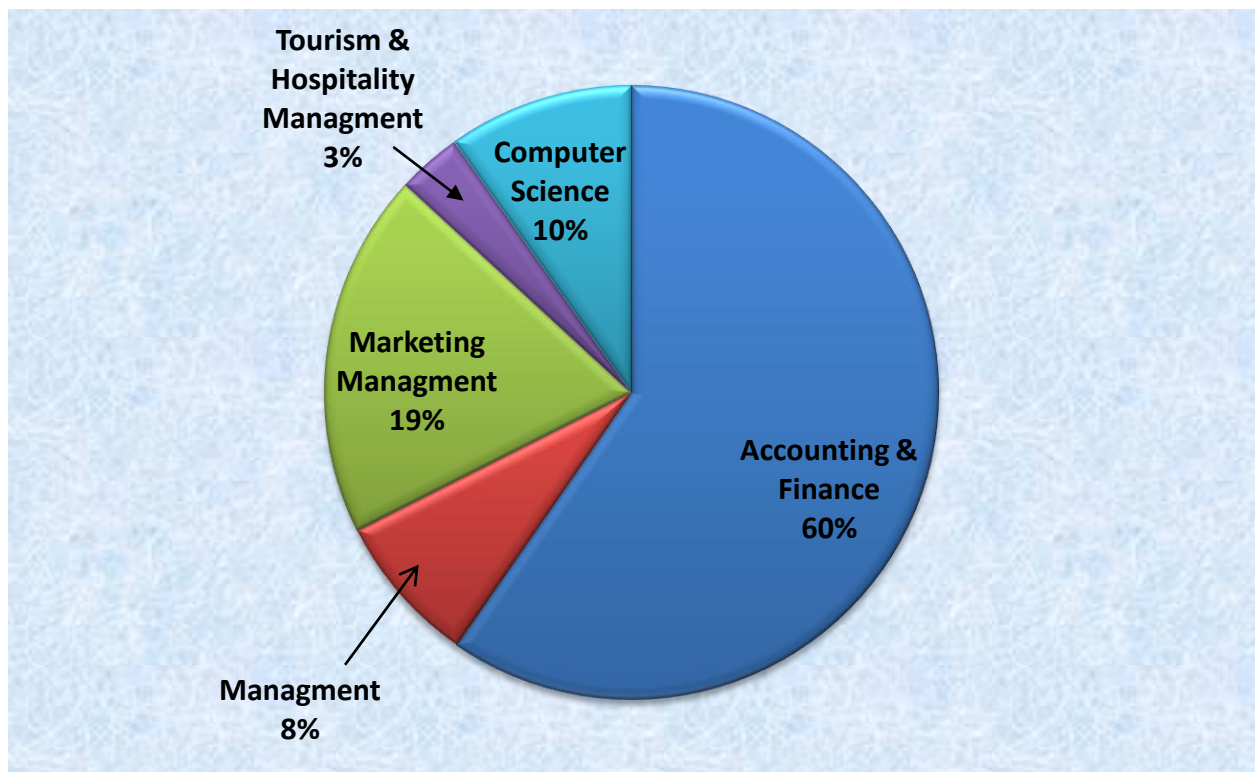


Figure 4.2 Respondent distribution by department

Figure 4.3 below depicts that 38.8% of the respondents are first year students of SMU. Second year student comprise 39.8% of the respondents, while Third and year Fourth students make 20.2% and 1.2% of the respondents respectively. The proportion of 4th year students is too low because the university gives much of Social science classes which take three years to complete.

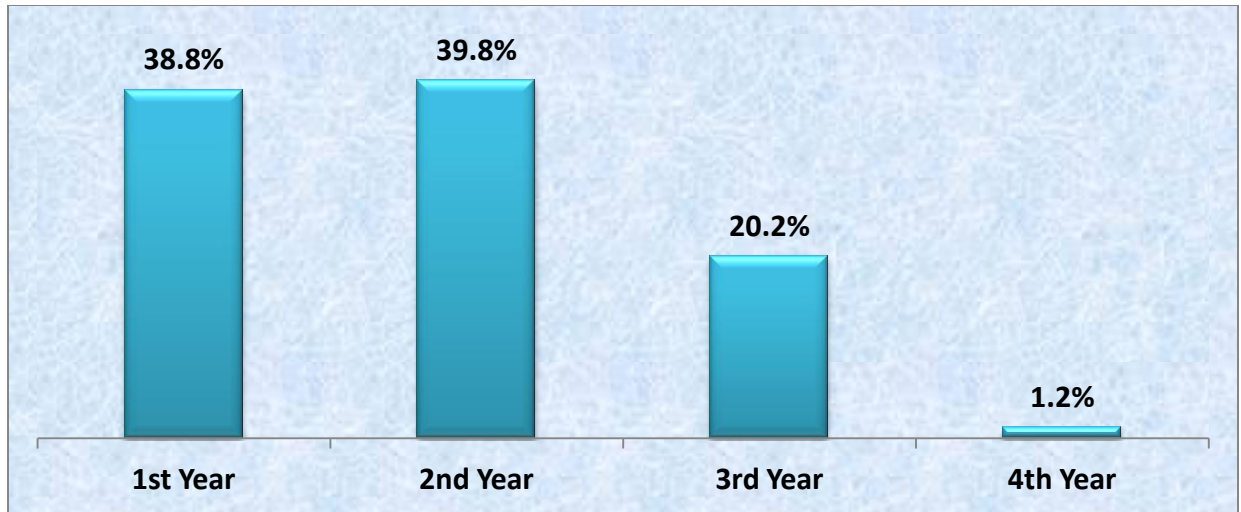


Figure 4.3 Respondents distribution by batch

Economic Background- The researcher attempts to see the respondents' economic background by asking how much pocket money do they get each month on average. As shown in Figure 4.4 below, 20.2% of the respondents get up to 250 birr average monthly pocket money. The figure also indicates that 43.4% of the respondents have average monthly pocket money ranging from 300 to 500 birr. Those who get from 600 up to 1000 birr on average make 24.5% of the respondents, while the remaining 11.9% get average monthly pocket money more than 1000 birr.

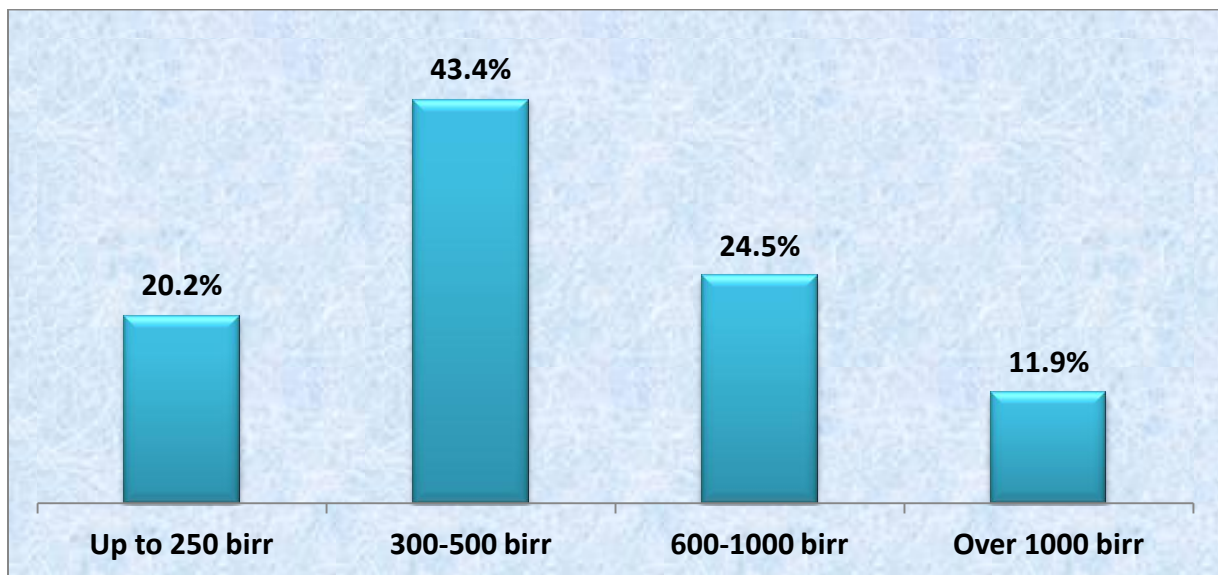


Figure 4.4. Respondents Monthly Pocket Money

Another point worth seeing here is the average monthly mobile card expense of respondents and as shown in Figure 4.5 below, the majority of the students use mobile card worth 100 up to 200 birr every month on average. This group makes 55% of the total respondents. When we see the other group of students who spend different amount of average monthly mobile card, 16% of the respondents use below 80 birr monthly mobile card on average. 18% of the students responded that they use 250-350 birr monthly mobile card on average. And only the remaining 11% of the respondents use average monthly mobile card which is more than 400 birr. Therefore, as we can see from the figure below, it is fair to conclude that 71% of the students spend up to 200 birr for mobile card every month.

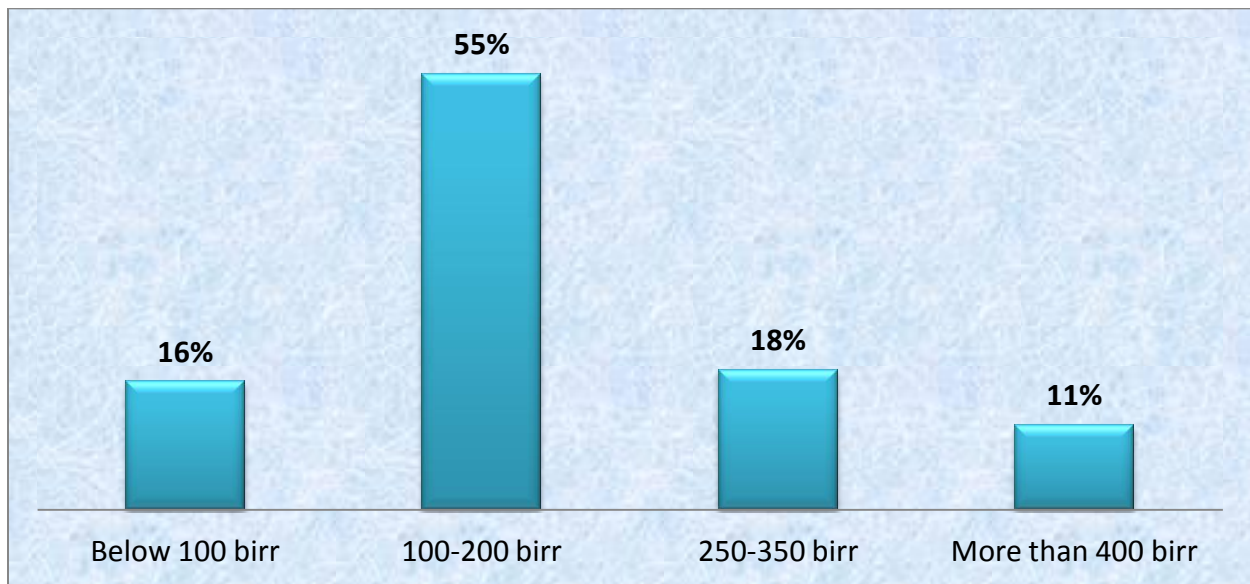


Figure 4.5. Average monthly mobile card expense

4.2. Source of Internet access and social media exposure

Key Findings

- Mobile data Service is the primary source of internet access for 90% of the students
- 69% of the students spend much of their mobile card on Mobile data/internet

4.2.1. Source of internet access.

Respondents were asked to tell their primary source of internet access and it appears to be that, Mobile Data Service of Ethio-Telecom is the primary means of connection to the World Wide Web for 90% of the respondents (see Figure 4.6 below). 9.5% of the students said that they use Free Wi-Fi to access the internet while only 0.6% go to internet cafe for the same purpose. This justifies why respondents reported that mobile data/Internet service consumes much of their monthly mobile card expense (see Figure 4.7).

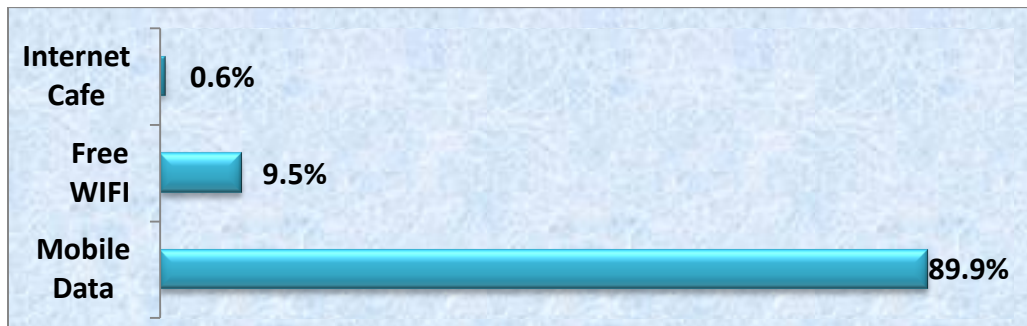


Figure 4.6. Primary Source of Internet access

4.2.2. Mobile card consumption.

The researcher further attempted to see what consumes much of the Students' monthly mobile card expense. Respondents were asked to choose from the main mobile telecom services (SMS, Phone call, and Mobile data/Internet) and as shown in Figure 4.7 (below) Mobile data/Internet consumes much of the monthly mobile card expense of 69% of the students.

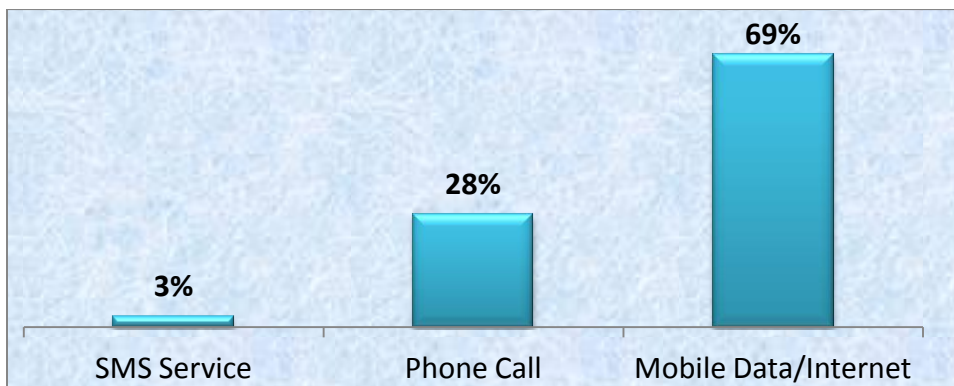


Figure 4.7. Mobile Card Consumption by type of service

4.2.2. Internet and social media exposure.

Figure 4.8 illustrates Social media usage of respondents goes as long as eight years ago and above. Initially, as it is demonstrated in the right most of the two lines in the figure, there was a gap between the number of students who started to use internet 8 years ago and those who started using Social media during that period of time. This indicates that there were students who had access to the internet, but not using social media. This trend went up to four years ago.

However, the gap started to narrow down and finally the two lines join since three years ago. This obviously indicates that almost every student who has access to the internet is using social media in the recent time.

The Figure also indicates that the number of students using social media is increasing in the recent times.

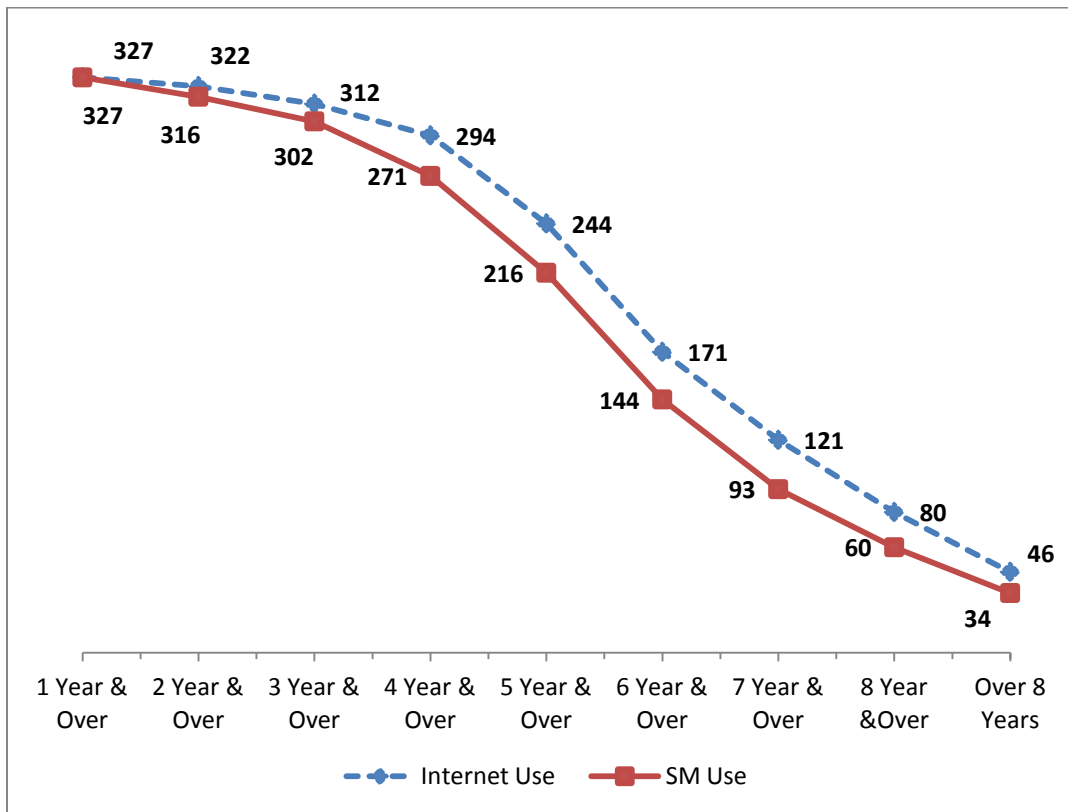


Figure 4.8. Experience of Internet and Social Media Use

4.3. Types of Social Media on use

Key Findings

- Telegram was found to be the most popular social media followed by Facebook
- 97% of the students use Telegram
- 87% of the students use Facebook
- 59.3% of the students use social media daily
- 37 % of the students spend more than 4 hours on social media every day

Figure 4.9 below indicates that Telegram is the most popular social media among St. Mary's university students.

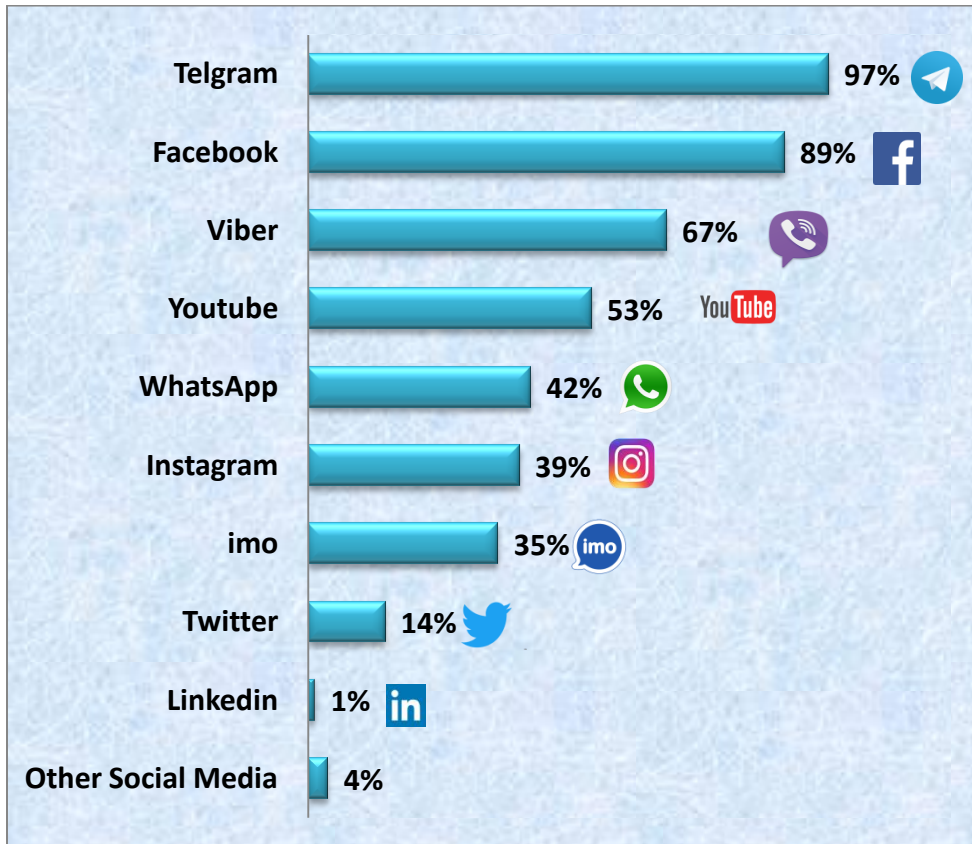


Figure 4.9. Types of Social media in use

Figure 4.9 illustrated 97% of the respondents use Telegram. Facebook follows behind by 89% while 67% of the students use Viber and 53% are using YouTube, a video sharing social media platform. The research also indicates Twitter has fewer users among the students. The professional networking platform, LinkedIn, have almost nil users with only 1% of the respondents reported the use of this Social media platform.

As Figure 4.10 below indicates the social media preference doesn't have a significant difference between male and female students. Telegram is the most used Social media for 97% of Male and the same percentage of Female Students. Facebook (90%), YouTube (57%), WhatsApp(43%), Instagram (40%), and Twitter (18%) are slightly more popular among the Male students, whereas, Viber (70%) and Imo (37%) has more Female users.

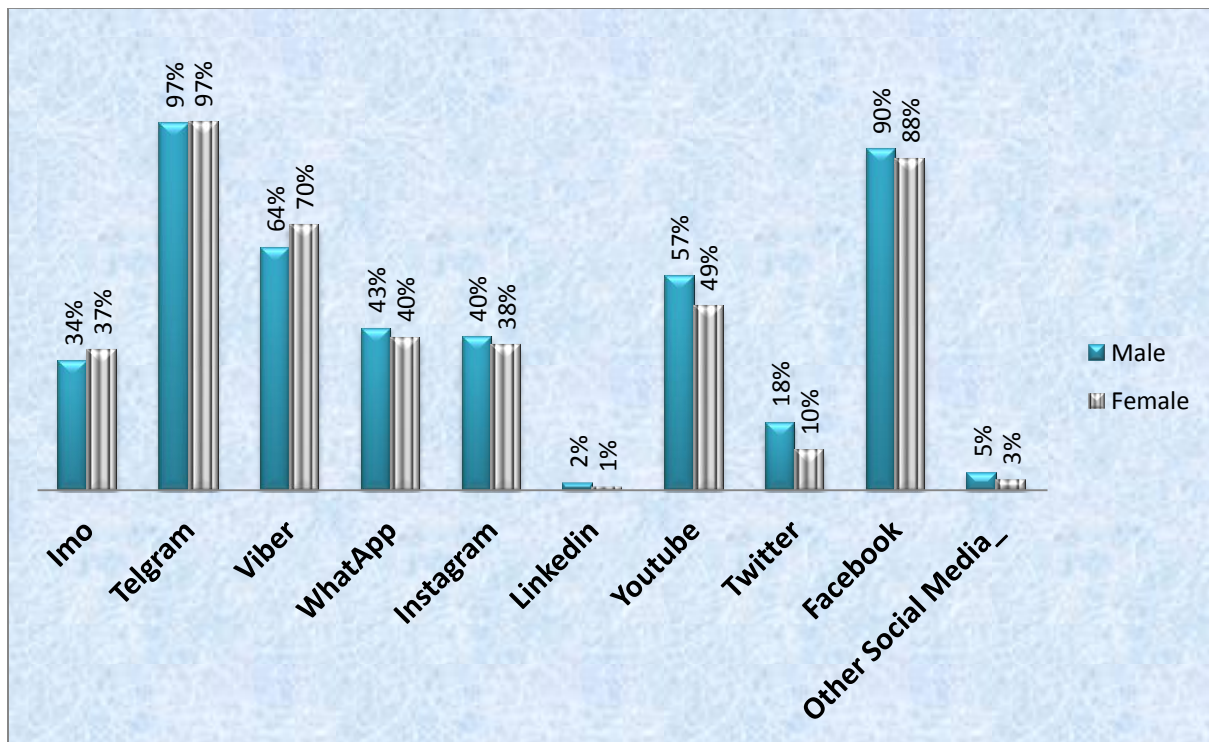


Figure 4.10 Types of Social Media in use by Gender

4.3.1. The most favorite social media.

Figure 4.11 below indicates that Telegram is the most favorite social media platform for the students of St. Mary's University. As it can be seen from the figure Telegram is the most

favorite Social Media Application for 64.5% of the respondents. Facebook appears to be the most favorite Social media for 19.3% of the respondents, followed by Instagram (5.5%), YouTube (5.2%) and Viber (2.8%).

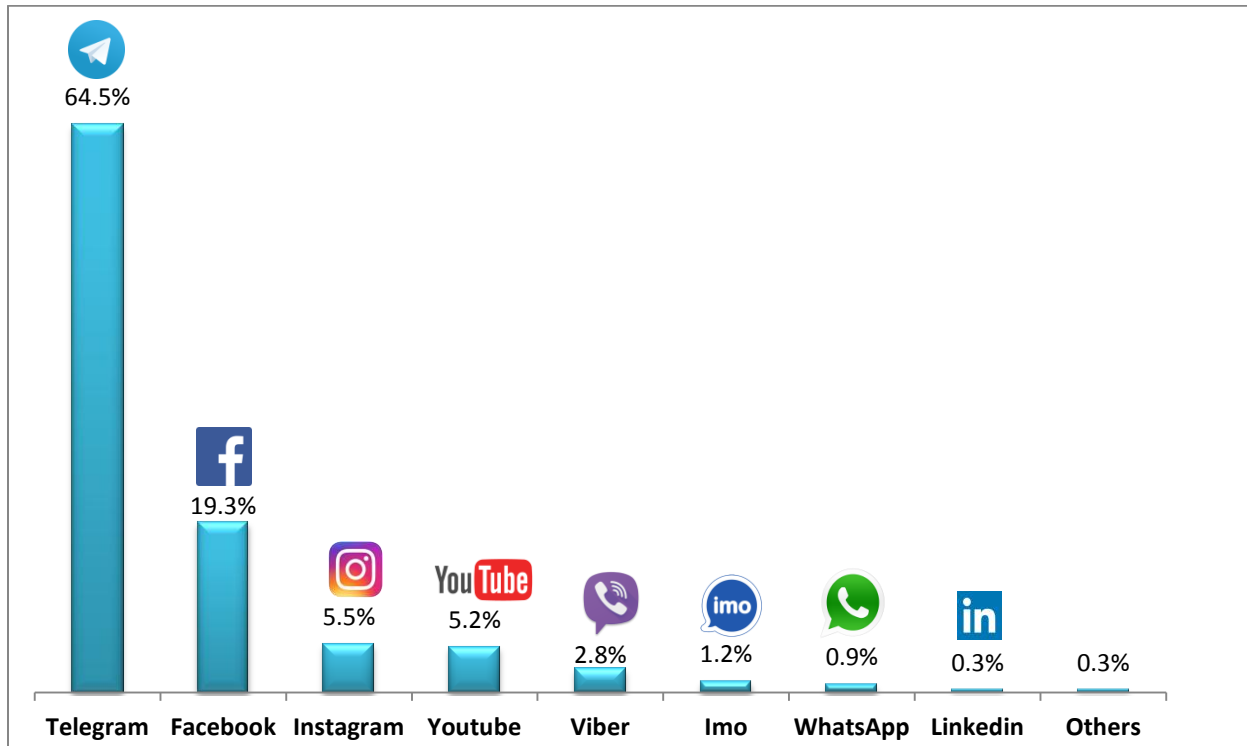


Figure 4.11. Students' most favorite social media

As discussed in subchapter 4.5, connecting with friends is mentioned as the second gratification sought from social media by 76.5% of the students. Therefore, given its' intrinsic nature, it is logical that Facebook is the most favorite social media platform next to Telegram.

The results of the analysis showed how the students were active in their choice of social media for different purposes. This goes with the major idea of the uses-and-gratifications theory. "The deliberate choices people make in using media are presumably based on the gratifications they seek from those media. Thus, *uses* and *gratifications* are inextricably linked" (Sparks, 2012. p.359). Telegram is an IM which gives instant messaging service and it is no wonder to see Chatting as number one gratification sought from social media in subtopic 4.5 (Figure 4.15). Possible to conclude that Chatting is the main gratification the students get from social media.

4.3.2. The second most favorite social media.

Figure 4.12 below illustrates that Facebook is the second most favorite social media platform for 34.3% of the students. As it will be discussed in subchapter 4.5, networking with others is the second gratification the students are getting from Social Media. Facebook is a social networking site with a main goal of interconnecting people. Hence it is logical that majority of the students chose it as their Second most favorite Social Media. Telegram is the second most favorite social media for 25.1% of the students followed by Viber (11.9%) and Instagram(9.5%).

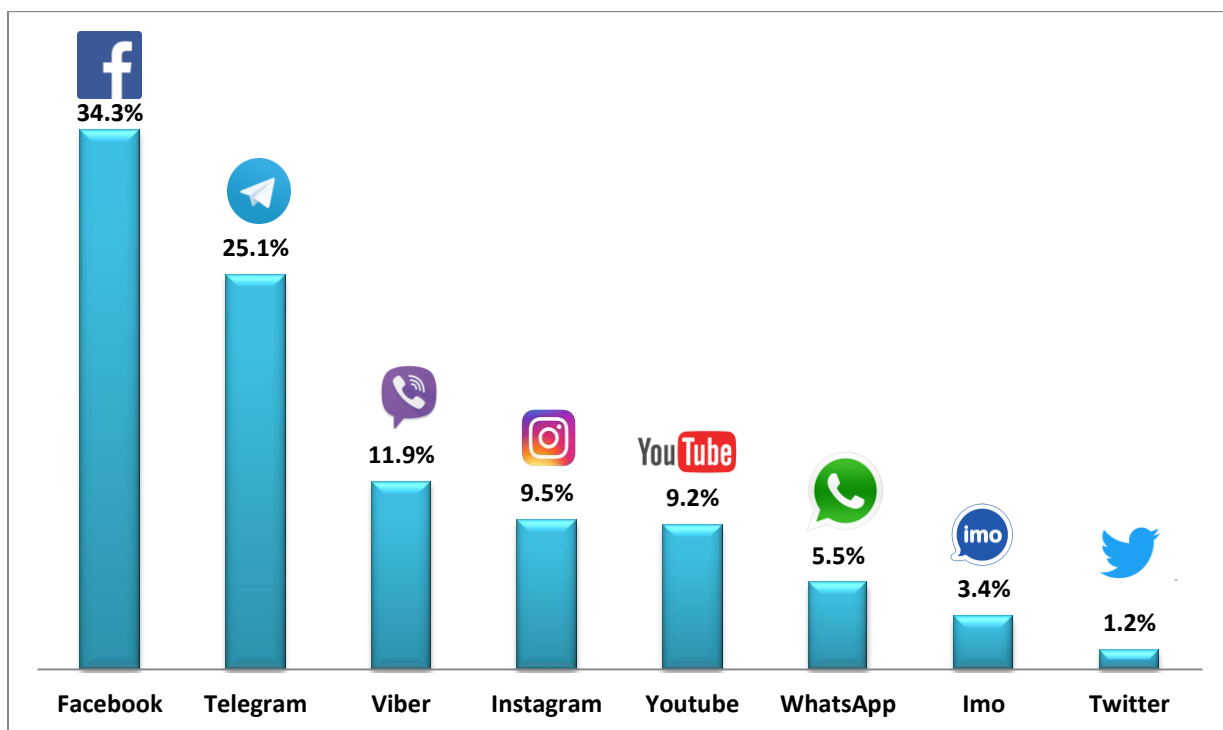


Figure 4.12. Students' second most favorite Social media

4.4. Amount of Time Spent on Social Media

4.4.1. Weekly frequency of social media use.

Table 4.2 illustrates 12.5% of the students are using Social Media up to two days a week. Those who use social media 3-4 days make 19.6% of the respondents, while the majority of the students are using social media more than 5 days a week. 8.6% of the students are on Social media Five up to Six days per week and 59.3% of the students are daily users.

Table 4.2 Weekly Frequency of Social media usage

Weekly Time Spent	Frequency	Percent
1-2 days	41	12.5
3-4 days	64	19.6
5-6 days	28	8.6
Daily	194	59.3
Total	327	100.0

Looking further into the data further the researcher find out that there is a slight difference between Male and Female students in the Frequency of time they are using Social Media. 31% of Female students are using social media less than four days a week and 33% of Male students are in the same category. 67% of Male Students are using social media more than Five days a week while Females in this category are 69% and higher by 2%.

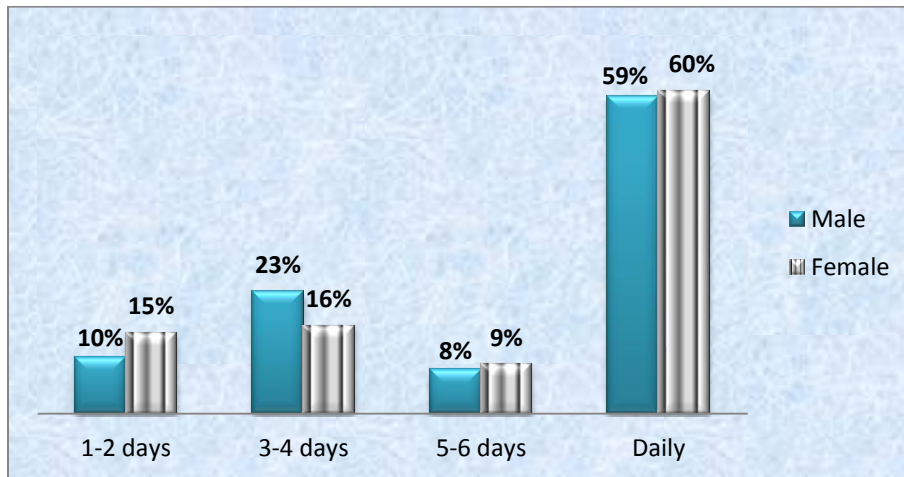


Figure 4.13. Weekly Frequency of Social media usage by Gender

4.4.2. Daily amount of time spent on social media.

Table 4.3 illustrates that 30% of the students are using social media up to one hour per day on average. Those who are using social media from two hours to three hours per day on average are 33% while those who are using social media for more than 4 hours a day make a total of 37% of the respondents. 10% of the respondents also reported that they are online in their social media accounts for more than 7 hours a day.

In other words, the results of Table 4.3 indicates that 33% the students are spending 14-21, hours, 27% of the students are sending 28-49 hours, and 10% of the students are spending more than 49 hours per week on social media.

Table 4.3 Average daily Time Spent on Social Media

Daily Social Media Usage	Frequency	Percentage
Up to 1 hour	97	30%
2-3 Hours	109	33%
4-7 Hours	88	27%
More than 7 hours	33	10%
Total	327	100%

It has been found out that Female students tend to spend numerically more time on Social media than their male counterparts. Figure 4.14 indicates that a total of 64.1% male students are spending up to three hours on average on their daily social media usage. 61.7% female students are in the same category of students who spend up to three hours on Social media.

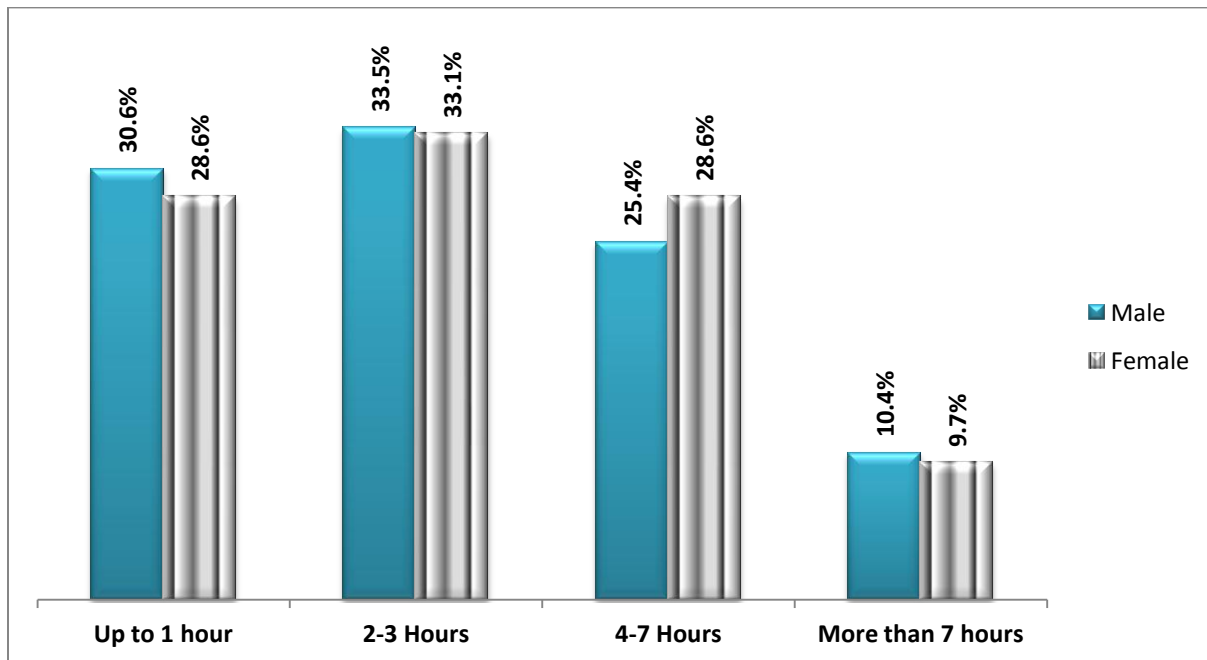


Figure 4.14 Daily time Spent on Social Media

35.8% of Male students spend more than four hours on Social media while the percentage of Female students' who spent more than 4 hours on Social Media every day is 38.3%, which is 2.5% higher than the Male students'. Even though the gap is not as such big the data indicates that female students are more likely to spend more time on social media.

An independent sample t-test was conducted to compare the daily time spent on social media between Male and Female students. Male students (N=173) has a mean Daily time spent on Social media of 3.3 (SD=2.47) and Female students (N=154) has a mean Daily time spent on Social media of 3.31 (SD=2.36). As can be seen in Table 4.4 the independent samples test shows a result of $t(325)=-0.041$, $p=0.967$, a value which is greater than the acceptable range of 0.05. Thus, there is no statistically significance difference between Male and Female students in terms of daily time spent on social media.

Table 4.4 Independent Samples T-Test of Gender and Daily Time Spent on Social Media

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Time Spent for Using Social Media Daily	Equal variances assumed	.514	.474	-.041	325	.967
	Equal variances not assumed			-.042	323.260	.967

The amount of time the students are spending on social media has been found out to be a strong predictor of an increment in their IAT score. As Table 4.5 shows there is a significant positive relationship, at $p < 0.01$, between the weekly and daily amount of time, and IAT score of the students. The correlation result of Daily time spent for using social media and the IAT score was computed to be $r=0.505$ at $p < 0.01$ significance level. There is a correlation of $r=0.347$ between Frequency of weekly time spent on social media and IAT Scale at $p < 0.01$ significance level. This indicates that, the more students are spending their time on social media the more

they will score on the IAT scale and their dependency or Social media addiction level increases subsequently.

Table 4.5 Relationship between time spent on social media and addiction

		Daily Time Spent for Using Social Media	Frequency of Weekly Social Media Use	IAT Scale
Daily Time Spent for Using Social Media	Pearson Correlation	1	.465**	.505**
	Sig. (2-tailed)		.000	.000
	N	327	327	327
Frequency of Weekly Social Media Use	Pearson Correlation	.465**	1	.347**
	Sig. (2-tailed)	.000		.000
	N	327	327	327
IAT Scale	Pearson Correlation	.505**	.347**	1
	Sig. (2-tailed)	.000	.000	
	N	327	327	327

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

4.5. Gratification Sought from Social Media

Respondents were asked to choose from the different types of purposes that was thought to be behind their social media use. Chatting was found out to be the leading purpose behind the use of the students' social media use. As indicated on Figure 4.15 below, 88.7% of the students' are using social media for Online Chatting, 76.5% of the respondents reported that they are using social media to connect with Friends, 70% of the students are using it for entertainment, 45.9% for meeting new people, 45.6% for posting photo, 45% for Flirting, 44.3% for connecting with Families or relatives. It is worth mentioning the finding that 11% of the respondents reported that watching pornography is one of the reasons behind their Social media usage.

The purposes behind social media usage of St. Mary's University students are very much related with typology of media uses and gratification listed by Sparks (2012) and media use motives stated by MaQuail (2010). In reporting the purposes behind their use of social media

students were allowed to choose more than one option and the results were as presented below.

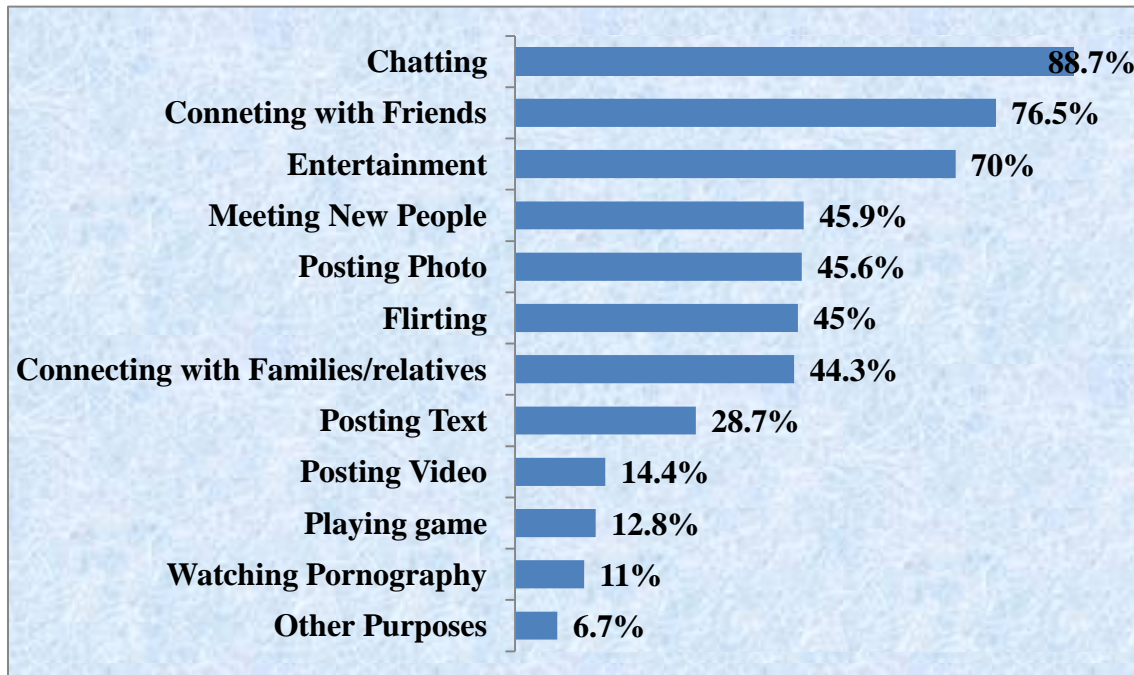


Figure 4.15 Gratification sought from Social Media

However, as shown on Table 4.6 there are some numerical differences between male and female students in the gratifications they get from social media. Female students are more likely to use Social media for entertainment (74%), Chat (89%), Connecting with Family or relatives (45%) and Sharing text (29%).

Relatively fewer Male students are using social media for those purposes. On the other hand Male students take the lead in using social media for Connecting with friends (77%), Sharing Video (17%), Sharing photo (46%), Meeting new people (47%), Playing game (17%), Flirting (50%) and watching pornography (12%). Relatively fewer Female students are using social media for those purposes.

Major differences were noticed in using social media for entertainment where the proportion of Female students who are using social media for entertainment is 8% higher than male students, Percentage of male students who are using Social media for sharing video is 5% higher than Female students, percentage of Male students who are using social media for playing

game is 9% higher than females, percentage of Male students who are using Social media for Flirting is 10% higher than Female students. However, there was no significant difference between male and female students in using social media for the other purposes.

Table 4.6 Gratification sought from Social Media by gender

Purpose of Social Media Use	Male n=173	Female n= 154
	Percentage	Percentage
Entertainment	66%	74%
Chat	88%	89%
Connecting with Friends	77%	76%
Connecting with Family	43%	45%
Sharing Video	17%	12%
Sharing Photo	46%	45%
Sharing Text	28%	29%
Meeting New People	47%	44%
Playing game	17%	8%
Flirting	50%	40%
Watching Pornography	12%	10%
Other Purposes	10%	3%

The analysis above supported one of the major assumptions of UGT. The students of St. Mary's university use social media to gratify their own purposes and it was possible to draw some patterns on why do they use social media (William, 2003: MaQuail, 2010). However, as Ruggiero (2000) asserted it, even though some individuals might be goal oriented in their use of internet others might only surf the web for fun. That is what the outcomes of this research indicates. Majority of the students are using social media for fun.

A Chi-square test was performed to see the relationship between gender and gratification sought from social media. While gratification sought from social media is independent of gender in most cases there is only a statistically significant relationship between gender and using social

media for playing game, $X^2 (1, N= 327)= 5.04, p< 0.05$. As shown on Table 4.7 Male students are more likely to use social media for the purpose of playing online games than their Female counterparts.

Table 4.7 Gender of the Student * Using Social Media for Playing game Cross tabulation & Chi-Square Test Result

			Using Social Media for Playing game		Total
			Yes	No	
Gender of the Student	Male	Count	29	144	173
		Expected Count	22.2	150.8	173.0
	Female	Count	13	141	154
		Expected Count	19.8	134.2	154.0
Total		Count	42	285	327
		Expected Count	42.0	285.0	327.0

Chi-Square Test Result $X^2 (1, N= 327)= 5.04, p< 0.05$.

4.6. Gratification Level With Social Media

The vast majority (94%) of the students are happy with their social media experience. 72% of the students are satisfied while 22% are very satisfied with social media in what it does for them. Only 6% of the students reported that they are not satisfied with their social media experience (See Figure 4.16)

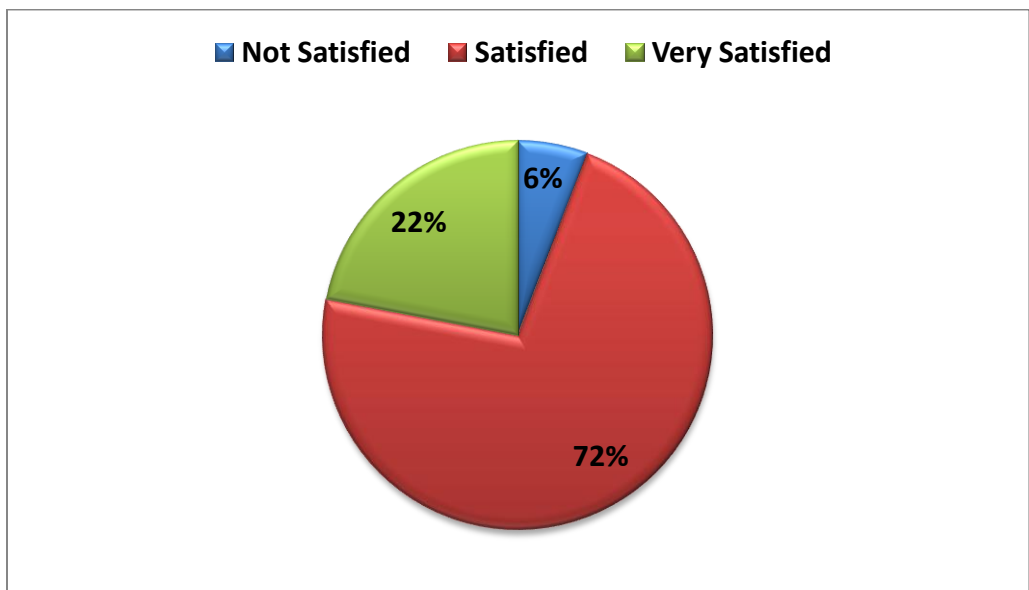


Figure 4.16 Level of Satisfaction with Social media

As Littlejohn & Foss (2009), explained "in the process of using media, consumers may develop certain dependencies which lead to cognitive, affective, and behavioral outcomes" (p. 979). The next topic discusses if this idea of Media systems dependency theory holds water in the case of St. Mary's university students.

4.7. Social Media Addiction Among St. Mary's University Students

Key Findings

- 9.5% of the students are severely addicted
- 31.2 % of the students are moderately addicted
- 81% of the severely addicted students spend more than 5 hours daily on social media
- Social media is affecting academic performance of the students

4.7.1. Overall social media addiction level of students

One of the objectives of this research was to find out the level of Social media addiction among St. Mary's University students. To assess this issue a 20 item IAT was included in the questionnaire. After adding up the individual scores of each answers for the questions the students level of addiction was categorized in to four levels. Those who score 0-30 points on the IAT were considered to be in the Normal Range. Students who score 31-49 were considered to have a mild level of social media addiction. Students who score 50-79 were considered to have a moderate level of addiction. Whereas, those who score 80 and above out of 100 were in the severely addicted category (Young, n.d). In a broad classification the students were categorized in to two groups. Dependents, meaning those who are moderately, and severely addicted, and none dependents, referring to the students in the normal and mild range.

As the results summarized in Table 4.8 indicates, 27.8% of the students were found to be none addicted. Those who show mild level of addiction are 31.5%. Hence, it is possible to say that a total of 59.3% of the students are not in a serious level of social media addiction. The researcher found out that 31.2% of the students are having a moderate level of Social media addiction and the remaining 9.5% of the students are in a severe level of addiction. Therefore, it is possible to conclude that Social media addiction manifested in 40.7% of the students of St. Mary's University.

Table 4.8. Overall Social Media Addiction Level (N=327)

Social Media Addiction Level	Frequency	Percent	Cumulative Percent
None	91	27.8	27.8
MILD	103	31.5	59.3
MODERATE	102	31.2	90.5
SEVERE	31	9.5	100
Total	327	100	

Addiction level of St. Mary's University students is comparatively higher than what was found in Nigeria. A survey of Facebook addiction level among selected Universities of Nigeria indicated 23.3 % of the surveyed students were reported to have moderate to high level of Facebook addition (Folaranmi, 2013), which is relatively lower than the findings of this study. The survey conducted in Nigeria Universities also indicated that private university students are more prone to Facebook addiction as many of them are from a well to do family background (Folaranmi, 2013).

Even though it is low, Pearson Correlation showed a positive correlation between the monthly pocket money of the students of St. Mary's University and their addiction level. The correlation was found to be 0.109 at 0.05 significance level. The study conducted in the

University of Ghana Ghana reported that 45 % of the students were social media addicts (Otu, 2015), a higher level than what was found in this research.

As discussed in the previous Chapter people who are addicted to Social media show behaviors like Saliency, Excessive use, Neglecting work, Anticipation, Lack of Control and Neglecting Social life (Young (n.d). The tendency towards having these behaviors increase simultaneously when the level of addiction goes from none to mild, mild to moderate and moderate to severe. That is what Table 4.9 below illustrates. Those who are non addicted or have a mild level of social media addiction score low in the addiction behaviors.

The mean score for saliency is 14.75 for students who are moderately addicted and 19.65 for those who are severely addicted. As discussed in Chapter Three, students with high ratings for Saliency-related items are most likely to feel preoccupied with social media and may display a loss of interest in other activities only to spend more time online. Students with this saliency level also tend to use internet as a form of mental escape from disturbing thoughts and may feel that life without the Internet would be boring, empty, or joyless (Young , n.d.).

The mean score for Excessive use of social media is 16.35 and 22.32 for those who have moderate and severe level of Social media addiction respectively. These students often find it hard to control the amount of time they are wasting on social media. Neglecting work is highest among the students who are severely addicted to social media with a 13.42 mean score out of 15. Neglecting Social life is relatively the lowest behavior manifested in students who are addicted to social media. The mean score for neglecting social life is 5.53 and 7.61 out of ten for students who are moderately and severely addicted respectively. As shown in Table 4.9 the mean score for Anticipation and Lack of control is also highest among students who are moderately and severely addicted. Students with high ratings for Anticipation-related items are likely to fantasize about being online when they are offline (Young , n.d.).

Table 4.9. Manifested Addiction Behaviors

Addiction Behaviors	Level of Social Media Addiction								Maximum Possible Score
	None		Mild		Moderate		Severe		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Salience	3.87	2.91	8.30	4.01	14.75	3.24	19.65	1.68	25
Excessive use	4.89	2.66	10.09	2.93	16.35	3.39	22.32	1.66	25
Neglect Work	2.10	2.19	5.05	2.71	9.07	3.22	13.42	1.29	15
Anticipation	2.93	2.00	5.57	2.28	6.95	2.19	9.74	.58	10
Lack of control	3.43	2.26	7.21	2.89	10.25	2.50	13.74	1.09	15
Neglect Social Life	2.01	1.52	3.66	2.10	5.53	2.24	7.61	1.05	10

The results illustrated in Table 4.9 go in accordance with the idea of Media Systems dependency theory which asserts that "in the process of using media, consumers may develop certain dependencies which lead to cognitive, affective, and behavioral outcomes." (Littlejohn & Foss, 2009. p. 979) can be clearly seen in the analysis above. As discussed in Chapter Two, dependency on a medium, which is social media in this case, results when individuals either intentionally seek out information or ritualistically use specific communication media channels (Ruggiero, 2000).

4.7.2. Social media addiction level by Gender and Age

The research found out that more Female students are addicted to Social media than male students. A total of 42.2% of the Female students are in moderately and severely addicted groups. This is higher than 39.3% of Male students who are in the same category. As shown in Table 4.10 Female students with moderate level of addiction are 4.9% higher than Male students. However, more Male students (10.4%) are at a severe level of addiction compared to the Female students (8.4%).

Table 4.10 Social Media Addiction Level by Gender

Sex	None	MILD	MODERATE	SEVERE
Male	28.9%	31.8%	28.9%	10.4%
Female	26.6%	31.2%	33.8%	8.4%

An independent sample t-test was conducted to compare social media addiction between Male and Female students. Male students (N=173) has a mean IAT score of 45.98 (SD=22.76) while Female students (N=154) scored numerically a very slightly lower mean of 45 (SD=22.37). As can be seen in Table 4.11 the independent samples test shows a result of $t(325)=0.209$, $p=0.841$, a value which is greater than the acceptable range of 0.05. Thus, there is no statistically significance difference between Male and Female students in terms of social media addiction.

Table 4.11 Independent Samples T-Test of Social Media Addiction and Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
IAT Scale	Equal variances assumed	.041	.841	.209	325	.835
	Equal variances not assumed			.209	321.807	.835

A correlation analysis was performed to see the relationship between age and social media addiction. The result shows there is no statistically significant correlation between the two variables. As shown on Table 4.12 the p value is greater than the acceptable range of 0.05, $r = -0.1$, $N=327$, $p= 0.07$. The significance level is greater than 0.05 which indicates that Social media addiction is also independent of age. Therefore, it is possible to conclude that social media addiction independent of the students individual age.

Table 4.12 Correlations between age and IAT score

Variables		IATScale	Age of the Student
IAT Score	Pearson Correlation	1	-.100
	Sig. (2-tailed)		.070
	N	327	327
Age of the Student	Pearson Correlation	-.100	1
	Sig. (2-tailed)	.070	
	N	327	327

4.7.3. Social media addiction and time spent online.

As it can be seen on Table 4.13 dependents (Moderately & Severely addicted students) spend relatively more time on social media than the none dependents. 53% of the none addicted spend only less than an hour a day, 40% of them spent 2-4 hours and the only the remaining 7 percent spend 5 hours and above on social media daily. Among the students who has mild level of Social media addiction 28% of them spend less than an hour, 57% spend 2-4 hours, 10% spend 5-6 hours and 5% of them spend more than 7 hours daily on Social media.

Table 4.13 Social Media Addiction & Time spent on Social media (N=327)

Addiction Level	Less than one hour	2-4 Hours	5-6 hours	More than 7 Hours
NONE	53%	40%	3%	4%
MILD	28%	57%	10%	5%
MODERATE	17%	44%	22%	17%
SEVERE	6%	13%	39%	42%

Only 17% of the moderately addicted students spend less than an hour while 44% of them spend 2-4 hours, and 39% spend more than 5 hours on social media every day. Among the highly dependent or Severely addicted students only 19% spend less than 4 hours a day while 39% of them are spending 5-6 hours and 42% give more than 7 hours for social media on daily bases. This indicates that the higher the level of social media addiction the more students are spending much of their time on it.

4.7.4. Impact of Social Media.

4.7.4.1. Perceived effect on students academic performance.

Students were also asked to scale the perceived effect of social media on their education. Those who are addicted to Social media reported a higher level of perceived effect on their homework and academic performance than those who doesn't have significant level of addiction. Table 4.14 illustrates that homework of 61.8% of the students who are moderately addicted is affected (14.7% Frequently, 32.4% Often, and 14.7% always) by their use of social media. 100% of the severely addicted students reported that their homework is most of the time affected by social media.

Table 4.14 Effect of Social Media on students academic performance (N=327)

Education	Level of Perceived Effect	Social Media Addiction Level			
		None Percentage	Mild Percentage	Moderate Percentage	Severe Percentage
Homework	None	54.9%	16.5%	9.8%	0%
	Rarely	26.4%	29.1%	16.7%	0%
	Occasionally	12.1%	32%	11.8%	0%
	Frequently	2.2%	9.7%	14.7%	0%
	Often	4.4%	6.8%	32.4%	22.6%
	Always	0%	5.8%	14.7%	77.4%
	Total	100%	100%	100%	100%
Academic Performance	None	71.4%	33%	9.8%	0%
	Rarely	12.1%	20.4%	11.8%	0%
	Occasionally	9.9%	15.5%	7.8%	0%
	Frequently	3.3%	9.7%	19.6%	3.2%
	Often	2.2%	16.5%	36.3%	38.7%
	Always	1.1%	4.9%	14.7%	58.1%
	Total	100%	100%	100%	100%

Students who are moderately and severely addicted also reported that their use of social media is seriously affecting their academic performance. Among the moderately addicted students 19.6%, 36.3%, and 14.7% reported that the use of social media is frequently, often and always affecting their academic performance, respectively. In general, 70.6% of the moderately addicted students believe social media is affecting their academic performance. On the other

hand all of the students who are severely addicted to social media reported their academic performance is affected by social media, among which 3.2% are frequently, 38.7% are often and 58.1% are always affected by their own use of social media.

4.7.4.2. The Degree of the effect of social media on students academic performance.

To reveal the relationship between time spent on social media, IAT scale, and academic performance, and determine the statistical significance of the relationship, Pearson's correlation coefficient was used. This technique of statistical analysis assume among other things, normal distribution of the data and linearity, and that was checked before getting into it.

Table 4. 15 Correlation between academic performance and social media

	Average Cumulative Grade point in Last Semester	Time Spent for Using Social Media Daily	IAT Scale	Grade Point Average in Last Semester
Average Cumulative Grade point in Last Semester	1	-.108	-.179**	.859**
		.050	.001	.000
	N	327	327	327
Time Spent for Using Social Media Daily	Pearson Correlation	1	.505**	-.242**
	Sig. (2-tailed)		.000	.000
	N	327	327	327
IAT Scale	Pearson Correlation	-.179**	1	-.343**
	Sig. (2-tailed)	.001	.000	.000
	N	327	327	327
Grade Point Average in Last Semester	Pearson Correlation	.859**	-.242**	1
	Sig. (2-tailed)	.000	.000	.000
	N	327	327	327
			27	
			3	
				327

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

As illustrated in Table 4.15 there is a significant negative relationship between the dependent and independent variables. The Pearson's r for the correlation between IAT scale and average Cumulative Grade point in Last Semester is -.179. There is also a -.343 correlation between IAT scale and last semester grade point average of the students. This negative relationship means that the more students are addicted to social media their academic performance will be affected accordingly.

The Pearson's r for the correlation between daily time spent for using social media and grade point average in last semester is $-.242$. This also indicates that the more time students are spending on social media, the more their academic performance will be negatively affected. The time wise and addiction related effects of social media support the perceived effect of social media on academic performance, discussed in subtopic 4.7.4.1.

In order to determine the effect size of social media the researcher used commonly used rule of thumbs. According to Cohen (1992), the effect size is small if the value of Pearson r correlation (r) is around 0.10, medium if the value of r is around 0.30, large if the value of r is around 0.50 and very large if the value of r is around 0.70 and above.

Based on Cohens' rule it is possible to conclude that the effect of internet addiction on average Cumulative Grade point of students which is $r = -.179$ is low. This indicates there are also other factors affecting the students' academic performance. However, the effect of internet addiction ($r = -.343$) is medium on the student's academic performance of the last semester. The negative effect of the amount of time students are spending on social media ($r = -.242$) is also medium on their academic performance.

Multiple linear regression analysis was employed to predict students' academic performance (grade point average in last semester) from their Social media addiction level and daily time spent on social media. As shown on Table 4.16 B each of the predictor variables are statistically significant at $p < 0.05$. Social media addiction level has even a statistically significance at $p < 0.01$ level. The model shows that the predictor variables, Social media addiction level and Daily time spent on social media explain 10.3% of the variance on the dependent variable, which is grade point average in last semester (see Table 4.16 A). This indicates that social media is one of the contributing factors for decline in academic performance of students. One can't expect social media to be the only predictor behind the academic

performance difference of students. As the results from the multiple regression analysis indicates social media is contributing to deterioration in the academic performance of students. This is also in accordance with the students perceived effect of social media on their academic performance.

Table 4.16 A Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.320 ^a	.103	.097	.989

a. Predictors: (Constant), Social Media Addiction Level, Time Spent for Using Social Media Daily

b. Dependent Variable: Grade Point Average in Last Semester
P<0.01 n=327

Table 4.16 B Regression Analysis Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.652	.139		.000
	Time Spent for Using Social Media Daily	-.057	.026	-.132	.027
	Social Media Addiction Level	-.257	.064	-.237	.000

Chapter Five

Summary of Findings, Conclusion and Recommendation

5.1. Summary of Findings

This study was conducted with the main objective of finding if Social Media addiction prevails among the students of St. Mary's University and measure the level of the addiction. In due process the research answer the following questions. What are the Social Media platforms the students are using? Why are they using the Social Media platforms for? Are the students addicted to social media? and what is the level of their addiction? Is there a difference between Male and Female students in their use of social media?, Is there a difference between the social media usage of different age groups? The study also assesses if social media is affecting academic performance of the students.

The study which was founded on Uses and gratification and Media dependency theories used survey as a means of data collection. Representative samples were selected from the population with stratified random sampling. Accordingly, 327 students were selected from different departments and batches, among which 53% were Male and 47% Female students.

The findings of the study showed that Mobile Data Service of Ethio-Telecom is the primary means of connection to the World Wide Web for 90% of the respondents. The rest of the students access the internet through Wi-Fi and going to internet cafe. 9.5% of the students said that they use Free Wi-Fi to access the internet while only 0.6 go to internet cafe for the same purpose. Mobile data/Internet service was reported to be the main telecom service which consumes much of the students monthly mobile card expense.

The study also found out that students use different social media platforms among which Telegram is the most popular one being used by 97% of the respondents, and followed by Facebook which is being used by as many as 87% of the students of St. Mary's University.

Viber, Instagram, YouTube, WhatsApp, Imo and Twitter are also among the social media platforms being used by the students of St. Mary's University.

Regarding the frequency of usage, 59.3% of the students use social media daily, and the rest of the students use social media from one up to six days a week. The research also reveals 37% of the students of St. Mary's university students use social media for more than four hours every day. 27% of these students spend more than 7 hours daily on social media.

Chatting, Connecting with Friends and entertainment were found out to be the main motives behind the use social media. 88.7% of the students are using social media to Chat with others online 76.5% of the respondents reported that they are using social media to connect with Friends, 70% of the students are using it for entertainment, 45.9% for meeting new people, 45.6% for posting photo, 45% for Flirting, 44.3% for connecting with Families or relatives. Watching pornography was also mentioned to be a purpose behind the use of social media for 11% of the students (See Figure 4.15). However, a statistically significant relationship was only found between gender and using social media for playing game, $X^2(1, N= 327) = 5.04, p < 0.05$. Male students were found to be more likely to use social media for the purpose of playing online games than their Female counterparts.

The research also revealed that 9.5% the respondents are severely addicted to social media. 30.2% of the students are also in a moderate level of social media addiction. This indicates that social media addiction prevails among the students of St. Mary's University. 81% of the students who are severely addicted spend more than 5 hours daily on social media.

However, there was no statistically significant difference based on the analysis made on gender and age. The research indicates that Social media addiction is independent of gender and age. Nevertheless, a statistically significant negative correlation was found between batch of the students and social media addiction.

The use of social media is also found out to have a negative relationship with students academic performance. The overall perceived negative effect of social media on academic performance is high for 70.6% of the moderately addicted students, and for all of the severely addicted students. The effect of social media on students academic performance was also confirmed through the use of Pearson's correlation coefficient.

The Pearson's r for the correlation between IAT scale and last semester grade point average of the students was found out to be $-.343$. This negative relationship means that the more students are addicted to social media their academic performance will be negatively affected. The Pearson's r for the correlation between daily time spent for using social media and grade point average in last semester is $-.242$. This also indicates that the more time students are spending on social media their academic performance is negatively affected. The time wise and addiction related effects of social media support the students perceived effect of social media on academic performance. While discussing the effects of internet addiction Young (1998) indicated interference with addicts' academic performance as one of the negative outcomes. Hence, this study also proves that social media addiction is negatively affecting academic performance of the students.

5.2. Conclusion

Every technology has its own blessings. That is also true for social media. However, the way people are using any kind of technological output determines its' outcome. That is what this study affirms. Social media addiction is a growing concern in the world as the users of different social media platforms is being counted in hundreds of millions and billions.

Internet addiction get to the level of being a major national concern in China, South Korea, and Taiwan. "China opened the first inpatient treatment center in 2006, and South Korea has more than 140 Internet addiction treatment recovery centers" (Young & Abreu, 2011. pp. 14-

15). Social media is part of the internet and can be seen as another form of internet related addiction.

The number of social media users in Ethiopia might not be as big as other countries like China , South Korea and Tiwan. However, it is growing and will be counted in tens of millions as more people get access to the internet. The research reveals that the issue of social media addiction is here among, the significant portion of the productive age group, university students. Social media addiction prevails with its' negative effect on academic performance and other related behaviors of Excessive use, Salience, Neglecting Work and Social life. This is a clear indication for the need to deal with all the negative effects of social media usage before it gets to the level of being a national headache. Therefore, the findings of this research set the alarm.

5.3. Recommendation

The results of this study has several implication. 37% of the students spend more than four hours on social media every day. The daily time spent on social media is even higher among the moderately and severely addicted students. This indicates that the students are wasting significant portion of their days on social media. A time which could otherwise be used for more productive and meaningful tasks in the students life is being wasted on social media.

The research also indicated that, the time spent on social media and the subsequent social media addiction has its own negative effect on the students' academic performance. Even though, the effects of social media addiction on students academic performance is not at a critical level, the outcomes of this study justify the need to focus on the issue before it gets worse.

Therefore,

1) Early intervention should be given due attention by stakeholders engaged in human development among this key part of the population. Prevention is always better than cure.

2) Parents has to play an important role in limiting the amount of time their young children are spending on social media.

3) Instructors could also contribute in creating awareness among their students about the advantages and disadvantages of social media.

4) The university has to work on creating or promoting more meaningful pages on social media to create a positive engagement of students with social media.

5) Mobilizing students in fruitful use of social media should be an integral part of the teaching learning process. Productive use of social media still worth it as long as the students are not consumed by it.

6) The study indicates that Telegram, Facebook, Viber, and YouTube are the most popular social media platforms among the students of St. Mary's university. Therefore, actors of the education, health and the economy sectors could use these platforms to reach students with their communication campaigns.

7) Finally, it is also recommended that upcoming researches has to focus in deeper and wider inquiry on the use of social media among the youth nationwide.

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ADDIS ABABA UNIVERSITY
SCHOOL OF JOURNALISM AND COMMUNICATION

Dear Student,

I am Befekadu Beyene, an MA students of Journalism & Communication in Addis Ababa University. I am conducting a survey on Social media usage pattern and its implications on academic performance. Social media is an online platform which build interaction among people in which they create, share or exchange information and ideas over the internet. Websites and mobile applications like Facebook, Twitter, Imo, Telegram, Viber, WhatsApp, Instagram, LinkedIn, YouTube, Skype, We Chat etc are considered to be Social media.

You have been randomly selected as one of the participants in this survey. The data you provide will be used exclusively for my master's thesis. Your responses to the questions below shall be strictly kept confidential and managed with utmost ethical care. I alone will have access to the data, for which the overall result will later be presented to my thesis advisor and examiners only for academic purpose. There is no special interest in individual persons, hence you will not be asked to write down your name or student ID number. Should you feel uncomfortable you can stop your participation in this survey at any point.

Please, DO NOT write your name or ID Number.

Thank you in advance your time and participation in this survey!

Section One Respondent background & Exposure to internet

1. Age _____
2. Gender Male Female
3. Department _____
4. What year are you in school? 1st 2nd 3rd 4th
5. How much is your average pocket money per month? _____birr
6. What is your Grade point average in the last semester?
 - a) Less than 1.0
 - b) 1.01-2.0
 - c) 2.01-2.5
 - d) 2.51-3.0
 - e) 3.01-3.5
 - f) 3.51-4.0

7. What is your Cumulative grade point average?

- a) Less than 1.0 d) 2.51-3.0
b) 1.01-2.0 e) 3.01-3.5
c) 2.01-2.5 f) 3.51-4.0

8. Mostly how do you get access to internet?

- a, Mobile data b, Free Wi-Fi c, Internet cafe

9. If your answer for question 8 is (b) where do you get the free Wifi access from?

- a. Campus b, hotels, cafe & restaurants c. Others (please specify) _____

10. How much mobile card do use per month? _____birr

11. What consumes much of your monthly mobile card?

- a. SMS services b. Phone Call c. Mobile Data/Internet

12. For how many years have you been using internet?

- 1 year 3 years 5 years 7 years
2 years 4 years 6 years 8 years Over 8 years

13. For how many years have you been using Social Media?

- 1 year 3 years 5 years 7 years
2 years 4 years 6 years 8 years Over 8 years

14. How often do you use Social Media within a week?

- a. 1-2 days c. 5-6 days
b. 3-4 days d. Everyday

15. Which social media platforms do you use? (Tick in front of every platform you use?)

- a. Imo f. LinkedIn-
b. Telegram- g. YouTube-
c. Viber- h. Twitter-
d. WhatsApp i. Facebook
e. Instagram- j. Others (please specify) _____

16. Among the social media platforms listed above which are your most favorite one's?

(Please write three social media platforms starting with your number one choice in order)

1st _____

2nd _____

3rd _____

17. Why are you using social media platforms for? (You can select more than one purpose if applicable)

- a. Entertainment (To watch Music, Film & different short videos)
- b. Chatting
- c. Connecting with friends,
- d. Connecting with family & relatives
- e. Posting video
- f. Posting photo
- g. Posting texts
- h. Meeting new people
- i. Playing Game
- j. Flirting
- k. Watching Porn
- l. Others specify _____

18. On average how much time do you spend on social media daily?

- a. up to 1 hour
- b. 2 hours
- c. 3 hours
- d. 4 hours
- e. 5 hours
- f. 6 hours
- g. 7 hours
- h. 8 hours
- i. More than 8 hours

19. Overall, how satisfied are you with social media in what it does in providing you with the things you are seeking?

- a. Not satisfied
- b. Satisfied
- c. Very satisfied

Section Two

On a scale from **0** to **5** please answer the following 20 questions about your social media usage.

- 0** = Not Applicable
- 1** = Rarely
- 2** = Occasionally
- 3** = Frequently
- 4** = Often
- 5** = Always

Please write the appropriate number which best describes you next to each questions below.

Remember Social media refers to websites and mobile applications like Facebook, Twitter, Imo, Telegram, Viber, WhatsApp, Instagram, LinkedIn, YouTube, Skype, We Chat etc.

_____1. How often do you find that you stay online using Social media longer than you intended?

_____2. How often do you neglect household chores to spend more time on social media?

_____3. How often do you prefer the excitement of the Social Media to intimacy with your partner?

- _____4. How often do you form new relationships with fellow social media users?
- _____5. How often do others in your life complain to you about the amount of time you spend using social media?
- _____6. How often does your homework suffer because of the amount of time you spend using social media?
- _____7. How often do you check your social media accounts before something else you need to do? (eg, Checking your Viber or Facebook for new messages)
- _____8. How often does your academic performance suffer because of the social media?
- _____9. How often do you become defensive or secretive when anyone asks you what you do on Social media?
- _____10. How often do you block disturbing thoughts about your life with soothing thoughts of the social media?
- _____11. How often do you find yourself anticipating when you open your social media accounts?
- _____12. How often do you fear that life without social media would be boring, empty or joyless?
- _____13. How often do you snap, yell, or act annoyed if someone bothers you while you social media?
- _____14. How often do you lose sleep due to late night social media use? (eg, Chatting and watching videos on YouTube)
- _____15. How often do you feel preoccupied with social media when not online, or fantasize about being online?

- ____ 16. How often do you find yourself saying "Just a few more minutes" when you are using social media?
- ____ 17. How often do you try to cut down on the amount of time you spend using social media and fail?.
- ____ 18. How often do you try to hide how long you've been online on social media?
- ____ 19. How often do you choose to spend more time using social media over going out with others?
- ____ 20. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back on Social media?

Thank you!

አዲስ አበባ ዩኒቨርሲቲ

የጋዜጠኝነትና ኮሚዩኒኬሽን ትምህርት ቤት

ውድ ተማሪ

በፍቃዱ በየ እባላለሁ። በአዲስ አበባ ዩኒቨርሲቲ የጋዜጠኝነትና ኮሚዩኒኬሽን የ2ኛ ዲግሪ ተማሪ ነኝ። በማህበራዊ ሚዲያ አጠቃቀም እና በትምህርት ዉጤታማነት ላይ ስላለው ተፅእኖ ጥናት እያካሄድኩ ነው። ማህበራዊ ሚዲያ የሚባሉት በሰዎች መካከል ግንኙነት በመፍጠር ያላቸውን መረጃና ሀሳቦች እንዲያጋሩ እና እንዲለዋወጡ የሚያስችሉ የኢንተርኔት አገልግሎቶች ናቸው። እንደ Facebook, Twitter, Imo, Telegram, Viber, WhatsApp, Instagram, Linkedin, YouTube, Skype, We Chat ወዘተ ያሉ ድረገጾችና የተንቀሳቃሽ ስልክ መተግበሪያዎች ናቸው ማህበራዊ ሚዲያ ተብለው የሚጠሩት።

እርስዎ በእጣ ነው በዚህ ጥናት እንዲሳተፉ የተመረጡት። የሚሰጡት መረጃ ለመመረቂያ ፅሁፌ ብቻ ጥቅም ላይ የሚውል ነው። ከዚህ በታች ለተዘረዘሩት ጥያቄዎች የሚሰጧቸው ምላሾችዎ በጥብቅ ሚስጥርነት እና በከፍተኛ የጥናትና ምርምር ስነምግባር ይጠበቃሉ። የዚህን ጥናት መረጃዎች ለጥናትና ምርምር አላማ እኔ ብቻ የማያቸው ሲሆን አጠቃላይ ዉጤቱም ለጥናት አማካሪዬ እና ፈታኞቼ ይቀርባል። በግለሰቦች ላይ የሚደረግ ልዩ ትኩረት ስለማይኖር ስምዎትንም ሆነ የመታወቂያ ቁጥርዎትን እንዲፅፉ አይጠየቁም። ምላሳዎች ካልተሰማዎት በዚህ ጥናት የሚያደርጉትን ተሳትፎ በማንኛውም ጊዜ ማቆም ይችላሉ።

እባክዎት ስምዎትንም ሆነ የመታወቂያ ቁጥርዎትን አይጻፉ!

በዚህ የፅሁፍ መጠይቅ ለመሳተፍዎና ለጊዜዎ በቅድሚያ አመሰግናሁ!

ክፍል አንድ የመላሾች ዳራ እና የኢንተርኔት አገልግሎት ተሞክሮ

1. እድሜ _____
2. ፆታ ወንድ ሴት
3. የትምህርት ክፍል (Department) _____
4. ስንተኛ ዓመት ነህ/ሽ? 1ኛ ዓመት 2ኛ ዓመት 3ኛ ዓመት 4ኛ ዓመት
5. በአማካኝ በወር ምን ያህል የኪስ ገንዘብ ታገኛለህ/ሽ? _____ ብር

6. ያለፈው ሴሚስተር ውጤትህ/ሽ ስንት ነው?

ሀ) ከ 1.0 በታች

መ) 2.51-3.0

ለ) 1.01-2.0

ሠ) 3.01-3.5

ሐ) 2.01-2.5

ረ) 3.51-4.0

7. አጠቃላይ ያለፉት ሴሚስተሮች አማካይ ውጤትህ/ሽ ስንት ነው?

ሀ) ከ 1.0 በታች

መ) 2.51-3.0

ለ) 1.01-2.0

ሠ) 3.01-3.5

ሐ) 2.01-2.5

ረ) 3.51-4.0

8. በአብዛኛው ኢንተርኔት አገልግሎት የምታገኘው/የምታገኘው እንዴት ነው?

ሀ) በሞባይል ዳታ

ለ) በነፃ Wi-Fi

ሐ) ኢንተርኔት ካፌ በመሄድ

9. ለጥያቄ ቁጥር 8 መልስህ/ሽ (ለ)ከሆነ የት ነው የWi-Fi አገልግሎት የምታገኘው/የምታገኘው?

ሀ) በዩኒቨርሲቲው ግቢ ለ) በሆቴሎች፣ ሬስቶራት እና ካፌዎች ሐ) ሌላ ካለ ይገለፅ _____

10. በወር ምን ያህል የሞባይል ካርድ ትጠቀማለህ/ትጠቀሚያለሽ? _____ ብር

11. አብዛኛውን ወርሃዊ የሞባይል ካርድህን/ካርድሽን የሚጨርሰው ምንድነው?

ሀ) SMS አገልግሎት

ለ) ስልክ መደወል

ሐ) የሞባይል ዳታ/ ኢንተርኔት

12. ኢንተርኔት መጠቀም ከጀመርክ/ከጀመርሽ ምን ያህል ጊዜ ሆነህ/ሆነሽ

አንድ አመት

ሶስት አመት

አምስት አመት

ሰባት አመት

ሁለት አመት

አራት አመት

ስድስት አመት

ስምንት አመት

ከስምንት አመት በላይ

13. ማህበራዊ ሚዲያ መጠቀም ከጀመርክ/ከጀመርሽ ምን ያህል ጊዜ ሆነህ/ሆነሽ

አንድ አመት

ሶስት አመት

አምስት አመት

ሰባት አመት

ሁለት አመት

አራት አመት

ስድስት አመት

ስምንት አመት

ከስምንት አመት በላይ

14. ማህበራዊ ሚዲያዎችን በሳምንት ስንት ቀን ትጠቀማለህ/ትጠቀሚያለሽ?

ሀ) ከአንድ እስከ ሁለት ቀን

ሐ) ከአምስት እስከ ስድስት ቀን

ለ) ከሶስት እስከ አራት ቀን

መ) በየቀኑ እጠቀማለሁ

15. የትኞቹን ማህበራዊ ሚዲያዎች ነው የምትጠቀሙ/የምትጠቀሙ? (ከምትጠቀማቸው/ከምትጠቀሟቸው

ማህበራዊ ሚዲያዎች ፊት ለፊት ባለው ክብ ውስጥ የ ✓ ምልክት አስቀምጥ/አስቀምጧል)

ሀ) Imo

ረ) LinkedIn-

ለ) Telegram-

ሰ) YouTube-

ሐ) Viber-

ሸ) Twitter-

መ) WhatsApp

ቀ) Facebook

ሠ) Instagram-

በ) ሌላ ካለ ይግለጹ _____

16. ከላይ ከተዘረዘሩት ማህበራዊ ሚዲያዎች አንተ/አንቺ በጣም የምትወዳቸው/የምትወጃቸው የትኞቹን ነው?

(እባክህ/ሽ ከመጀመሪያ ምርጫህ/ሽ ጀምሮ ሶስት ማህበራዊ ሚዲያዎችን በቅደም ተከተል ዓፍ/ዓፊ::)

1ኛ _____

2ኛ _____

3ኛ _____

17. ማህበራዊ ሚዲያዎችን የምትጠቀሙ/የምትጠቀሙ ለምን ለምን ጉዳዮች ነው? (ከአንድ በላይ ምርጫዎችን

መምረጥ ይቻላል)

ሀ) ለመዝናናት (ሙዚቃ፣ ፊልሞችን እና የተለያዩ አጫጭር ቪዲዮዎችን ለማየት)

ለ) Chat ለማድረግ

ሐ) ከጎደኞች ጋር ለመገናኘት

መ) ከቤተሰብ እና ዘመዶች ጋር ለመገናኘት

ሠ) ቪዲዮ ፖስት ለማድረግ

ረ) ፎቶ ፖስት ለማድረግ

ሰ) ፅሁፎችን ፖስት ለማድረግ

ሸ) ከአዳዲስ ሰዎች ጋር ለመገናኘት

ቀ) ጌም ለመጫወት

በ) ለመጀናጀት

ተ) ወሲብ ቀስቃሽ ቪዲዮና ምስሎችን ለማየት

ቸ) ሌላ ካለ ይግለጹ _____

18. ማህበራዊ ሚዲያን በአማካይ በቀን ለምን ያህል ሰዓት ትጠቀማለህ/ትጠቀሚያለሽ?

- ሀ) እስከ አንድ ሰዓት ያህል
- ለ) ለሁለት ሰዓት ያህል
- ሐ) ለሶስት ሰዓት ያህል
- መ) ለአራት ሰዓት ያህል
- ረ) ለአምስት ሰዓት ያህል
- ሠ) ለስድስት ሰዓት ያህል
- ሰ) ለሰባት ሰዓት ያህል
- ሸ) ለስምንት ሰዓት ያህል
- ቀ) ከስምንት ሰዓት በላይ

19. በአጠቃላይ በምትጠቀማቸው/በምትጠቀሟቸው ማህበራዊ ሚዲያዎች አገልግሎት ምን ያህል ደስተኛ ነህ/ነሽ?"

- ሀ) ደስተኛ አይደለሁም
- ለ) ደስተኛ ነኝ
- ሐ) በጣም ደስተኛ ነኝ

ክፍል ሁለት

እባክዎን ተከታዮቹን 20 የማህበራዊ ሚዲያ አጠቃቀም ጥያቄዎችን ከ 0 - 5 ባለው ስኬል መሰረት ይመልሱ

- 0 = አይሰራም
- 1 = አንድ አንድ ጊዜ
- 2 = አልፎ አልፎ
- 3 = በተደጋጋሚ
- 4 = ብዙ ጊዜ
- 5 = ሁል ጊዜ

እባክዎን ከታች ከተዘረዘሩት ጥያቄዎች ጎን እርስዎን በደምብ የሚገልፁዎትን ቁጥር ይጻፉ!

ያስታውሱ ማህበራዊ ሚዲያ እንደ Facebook, Twitter, Imo, Telegram, Viber, WhatsApp, Instagram, Linkedin, YouTube, Skype, We Chat ወዘተ ያሉ ድረገጾችንና የሞባይል መተግበሪያዎችን የሚገልፅ ነው።

- ___ 1. ማህበራዊ ሚዲያዎችን እየተጠቀሙ ምን ያህል ጊዜ ካሰቡት በላይ ይቆያሉ?
- ___ 2. ተጨማሪ ጊዜ በማህበራዊ ሚዲያዎች ላይ ለማዋል ሲሉ ምን ያህል ጊዜ የቤት ውስጥ ስራዎችን ችላ ይላሉ?
- ___ 3. ከጎደኛዎ ጋር ካለዎት ቅርብ ይልቅ ምን ያህል ጊዜ በማህበራዊ ሚዲያ የሚገኘውን ደስታ ይመርጣሉ?
- ___ 4. ምን ያህል ጊዜ ከሌሎች የማህበራዊ ሚዲያ ተጠቃሚዎች ጋር አዳዲስ ግንኙነቶች ይመሰርታሉ?
- ___ 5. ማህበራዊ ሚዲያን እየተጠቀሙ በሚያውሉት ጊዜ ላይ በእርስዎ ህይወት ውስጥ ያሉ ሌሎች ሰዎች ምን ያህል ጊዜ አሉታዊ አስተያየት ያቀርባሉ?
- ___ 6. ማህበራዊ ሚዲያን እየተጠቀሙ በሚያውሉት ጊዜ ምክንያት የሚሰጥዎት የቤት ስራ ምን ያህል ጊዜ ይሰተገባል?

- ___7. ምን ያህል ጊዜ ከሌሎች ማድረግ ከሚጠበቅብዎ ነገሮች አስቀድሞ የማህበራዊ ሚዲያ አካውንቶችዎን ያያሉ (ምሳሌ፡- በቫይበርና በፌስቡክዎ ኢዲዲስ መልዕክቶች ተልከው እንደሆነ ማየት)
- ___8. በማህበራዊ ሚዲያ አማካኝነት የትምህርት ውጤትዎ ምን ያህል ይስተንጎላል?
- ___9. ማህበራዊ ሚዲያ በሚጠቀሙበት ጊዜ ምን እንደሚያደርጉ ሲጠየቁ ምን ያህል ላለመናገር ወይ ለመደበቅ ይሞክራሉ?
- ___10. ስለ ራስዎ ህይወት የሚረብሹ ሀሳቦች በአይምሮዎ በሚመላለሱ ጊዜ ምን ያህል ራስዎን ስለማህበራዊ ሚዲያዎች በማሰብ ያረጋጋሉ?
- ___11. የማህበራዊ ሚዲያ አካውንቶችዎን ከፍተው የሚያዩበትን ጊዜ ምን ያህል በጉጉት ይጠብቃሉ?
- ___12. ህይወት ያለ ማህበራዊ ሚዲያ አሰልፎ፣ ባዶ ወይም ደስታ የሌለው እንደሚሆን ምን ያህል ያስባሉ?
- ___13. ማህበራዊ ሚዲያ በሚጠቀሙበት ጊዜ ሌላ ሰው ቢያስቸግርዎ ምን ያህል ይናደዳሉ፣ ይጮሃሉ ወይም ብስጭትዎን ያሳያሉ?
- ___14. ሌሊት ላይ ማህበራዊ ሚዲያዎችን እየተጠቀሙ ምን ያህል ጊዜ እንቅልፍዎትን ያጣሉ (ለምሳሌ ቻት እያደረጉ፣ YouTube ላይ ቪዲዮዎችን እያዩ)?
- ___15. አንላይን በማይሆኑበት ጊዜ ምን ያህል እራስዎን ስለማህበራዊ ሚዲያ እያሰቡ ወይም አካውንቶችዎን ከፍተው ሲገቡ ስለሚያገኙት ደስታ እያሰቡ ያገኙታል?
- ___16. ማህበራዊ ሚዲያ እየተጠቀሙ እራስዎን ምን ያህል ጊዜ "ቆይ ትንሽ ጊዜ ልቆይ" ሲሉ ያገኙታል?
- ___17. ማህበራዊ ሚዲያ እየተጠቀሙ የሚያጠፉትን ጊዜ ለመቀነስ ሞክረው ምን ያህል ጊዜ ሳይሳካልዎት ቀርቷል?
- ___18. ማህበራዊ ሚዲያ እየተጠቀሙ ስላሳለፉት ጊዜ ለመደበቅ ምን ያህል ጊዜ ይሞክራሉ?
- ___19. ከሌሎች ጋር ወጥቶ ከመዝናናት ይልቅ ማህበራዊ ሚዲያ እየተጠቀሙ ጊዜ ማሳለፍን ምን ያህል ይመርጣሉ?
- ___20. አንላይን በማይሆኑበት ጊዜ ተመልሰው ማህበራዊ ሚዲያ ሲከፍቱ የሚጠፉ የመደበር፣ የስሜት መረበሽ እና ያለመረጋጋት ስሜት ምን ያህል ያጋጥምዎታል?

(አመሰግናለሁ!)

The original Internet Addiction Test

Based upon the following five-point likert scale, select the response that best represents the frequency of the behavior described in the following 20-item questionnaire.

0 = Not Applicable

1 = Rarely

2 = Occasionally

3 = Frequently

4 = Often

5 = Always

1. How often do you find that you stay online longer than you intended?
2. How often do you neglect household chores to spend more time online?
3. How often do you prefer the excitement of the Internet to intimacy with your partner?
4. How often do you form new relationships with fellow online users?
5. How often do others in your life complain to you about the amount of time you spend online?
6. How often do your grades or school work suffer because of the amount of time you spend online?
7. How often do you check your e-mail before something else that you need to do?
8. How often does your job performance or productivity suffer because of the Internet?
9. How often do you become defensive or secretive when anyone asks you what you do online?
10. How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?
11. How often do you find yourself anticipating when you will go online again?
12. How often do you fear that life without the Internet would be boring, empty, and joyless?
13. How often do you snap, yell, or act annoyed if someone bothers you while you are online?
14. How often do you lose sleep due to late-night log-ins?
15. How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?
16. How often do you find yourself saying “just a few more minutes” when online?

17. How often do you try to cut down the amount of time you spend online and fail?
18. How often do you try to hide how long you've been online?
19. How often do you choose to spend more time online over going out with others?
20. How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?

Declaration

I, the undersigned, declare that this thesis is my original work and all the sources of materials used for the thesis have been duly acknowledged.

Name: Befekadu Beyene

Signature: _____

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