

**THE LIVED EXPERIENCE OF FEMALE ADOLESCENT  
STUDENTS WITH REGARDS TO SOCIAL MEDIA USE IN ADDIS  
ABABA AND ITS PERCEIVED PSYCHOSOCIAL EFFECT**

**BY**

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**A THESIS SUBMITTED TO THE SCHOOL OF PSYCHOLOGY ADDIS ABABA  
UNIVERSITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF MASTER'S IN SOCIAL PSYCHOLOGY, ADDIS ABABA**

**OCTOBER 2023**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**Addis Ababa, Ethiopia**

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**APPROVAL BY BOARD OF EXAMINER**

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## DECLARATION

I, Kidist Teshome, declare that this thesis is my original work and has never been presented in this or any other university and that all resources and materials used in the thesis have been duly acknowledged.

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This thesis has been submitted to the School of Psychology, Addis Ababa University Graduate Studies for examination with my approval as a university advisor.

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## **ACKNOWLEDGMENTS**

I would like to thank God for helping me finish this study and get me here. My heartfelt thanks go out to my study advisor Dr Dame Abera for his guidance, support, and invaluable feedback. His expertise, patience, and constructive criticism have been instrumental in shaping this research into its final form.

I would also like to thank my family members for their unwavering support, encouragement, and belief in me. Their love, care, and patience have been a constant source of motivation throughout this journey.

Finally, I would like to express my sincere gratitude to the participants who took the time to be a part of this study and provide invaluable insights. Their contributions have been a key source in the successful completion of the study.

Last but not least, I would like to extend my appreciation to all of the individuals who helped me throughout the research process. Your support and dedication to helping me succeed have not gone unnoticed and are deeply appreciated.

## ABSTRACT

*This study examines the lived experiences of female adolescent students in Addis Ababa that use social media platforms on regular basis, with a focused analysis on the perceived impact of their use on their psychosocial wellbeing.*

*As more and more people are seeking to increase their social engagements online, research professionals have expressed a growing concern over the need for understanding the psychosocial impacts of social media use. At the same time, there is a dearth of qualitative research exploring the association between social media and psychological and social ailments. However, most lack the appropriate context to be applicable in a country like Ethiopia, as there are considerable cultural, social differences and individual peculiar understanding. Employing a phenomenological framework, the purpose of this study was to investigate the lived experiences of adolescent females in Addis Ababa with regular use of social media. Semi-structured interviews were used to generate rich, detailed descriptions of the phenomenon. Data analysis from narrative dialogues illuminated three essential themes: (a) Common use of specific social media platforms across participants along with a significant amount of time spent by the participants per day on those platforms. (b) increased occurrences of mood variations like feelings of anxiety and low mood along with reduced self-esteem. (c) A common feeling that it has significant impact on their productivity and academic performances.*

*Conclusion and Implication of this study underscores the need for Interventions regarding regular adolescent engagements on these platforms particularly using youth education and with active involvement of parents, teachers and policy makers to play a role to counteract the negative consequences of regular social media use.*

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**ACRONYMS**

APA- American Psychological Association

DSM V- Diagnostic and Statistical Manual of Mental Disorders 5<sup>th</sup> Edition

HADS- Hospital Anxiety and Depression Scale

FOMO - Fear of Missing Out

RQs - Research Questions

WHO - World Health Organization

## **Chapter One: Introduction**

### **1.1 Background of the study**

The world is rapidly progressing along the path of modernization and every year this trajectory steepens. Among the sectors witnessing this rapid change, the information and communication sector stands out. With technologies becoming increasingly complex, interconnected, and easily accessible, they have become an integral part of everyday life.

This wave of revolutions in information technologies has arrived on a large scale on the shores of Africa, together with economic advances; it has changed the way we live at a paramount level. Over the past decade, Ethiopia also witnessed this significant development, leading to ever-increasing access to these technologies. As a result, millions of Ethiopian citizens are now able to connect with people nearby and across continents. From 1995 to 2022, the number of Internet users around the world has rocketed from 16 million to more than 5.5 billion and according to the Datareportals “Digital 2022” data, more than 29 million Ethiopians use the internet. Social media platforms heavily rely on the internet to provide their services and foster networking. This growth of internet accessibility augmented the number of services provided by social media networks.

Social media is a form of electronic communication through which users create online communities to share information, ideas, personal messages, and other content as defined by (Ibrahim, 2017). Examples of popular social media sites include Facebook, Telegram, Twitter, Instagram, LinkedIn, YouTube, Snapchat, TikTok, and Pinterest. Each can be found in

individual smartphones and computers often with overlapping co-occurrences. In 2023 a staggering 6.85 million people are actively using Facebook in Ethiopia, making it the most popular social media network with YouTube and Instagram accumulating 3.88 million and 612.3 thousand users respectively (Statista, 2023).

The wide range of available variety of these platforms has enabled preferential use with age and gender. Adolescents account for a significant portion of these massive numbers. Teens with ages ranging from 13-19 accounted for 12% of the international users in 2005 this number grew to 90% in 2015 (Perrin A. 2005–2015). This trend also applies to Ethiopia as the ‘Kepios analysis 2023’ demonstrated the same trend of growth in the number of teenage social media users in Ethiopia. Gender-specific Studies have found that across all ages globally, women are more likely to use social media platforms with interactive features such as Facebook, Instagram, or Myspace (Tufekci, Z. et al.2008). Users also have different experiences, both in scale and merits, when it comes to social media and it usually resembles their activities and engagements.

Alongside its undeniable benefits, a transformative force is emerging challenging the established modes of human communication and compelling evolution in the psychological and social fabric of individuals and society. This shift is particularly pronounced among adolescents, a demographic undergoing a critical phase of brain development that commences before puberty, typically starting from the age of 10, and extends into early adulthood. According to the American Psychological Association (APA, 2023), this developmental period is marked by significant changes in brain structure and function, rendering adolescents particularly susceptible to external influences. Notably, early adolescence witnesses heightened sensitivity in brain

regions associated with the desire for peer attention. Social media, with its inherent capacity for instant gratifications on social validation, may exploit this innate vulnerability. Simultaneously, brain regions responsible for self-control and impulse regulation remain underdeveloped until early adulthood, further exacerbating the potential for social media's influence.

The purpose of this study is to explore the lived experience of Adolescent female students with regards to their regular social media use; which includes the pattern of use and its perceived merits and demerits on social and psychological wellbeing. 'Lived experience' methodology, has served as an important investigative research tool for a wide range of public health and social concerns. This effective tool captures firsthand individual experiences, providing an unparalleled means of investigating diverse subjective experiences. This method provides valuable insights into the pervasive societal impact of these issues, particularly from an early age.

## **1.2 Statement of Problem**

This study aimed to provide a platform for adolescents to share their experiences with social media. Adolescence is a crucial period in human development, marking the beginning of adulthood. With the increasing prominence of social media in everyday life, the impact of social media on this developmental stage remains largely unexplored. Addressing this research gap is critical for several reasons.

Adolescent girls between the ages of 10 and 25 constitute the largest demographic group on social media platforms (Social Media Victims Law Centre, 2023). The study also suggests that adolescents' online interactions mirror their offline experiences in many ways: connections are formed based on shared interests or significant topics; messages may involve teasing, sarcasm,

and other forms of expression; individuals spend considerable time managing their appearances through selfies or profile pictures. However, anonymity can facilitate even more extreme behaviours.

According to several studies done in different countries, generally, it could be argued that social media creates an artificial standard, which validates certain looks or behaviour while invalidating those who do not fit these standards. This reinforcement can cause social comparison processes, and concerns with interpersonal identity become acute (Patti & Jochen, 2007), further, it leads to bullying which contributes greatly to increased stress, low self-worth levels, and compromised body image among young women – all associated with decreased self-esteem levels overall. A Meta-analysis done by Shannon H. et al, implicated social media usage as becoming one of the growing concerns in recent years, particularly among young people, and it has been linked with a range of negative outcomes, including persistent low mood, anxiety (O'Reilly M. J. Mental Health. 2020), poor academic performance (J Taibah Univ Med Sci) and even suicide, from having intrusive thoughts to completing one. In 2022, a case was successfully litigated that implicated a social media platform in the suicide of a Canadian teenage girl named Amanda Todd who died by hanging (Wikipedia, 2022). This was the first time that any social media platform was held liable for a user's actions (Wikipedia, 2022).

However, despite the growing body of research on excess or problematic social media usage, there is still no clear-cut diagnosis to label it as "Addiction", although different citations and diagnostic criteria like Diagnostic and Statistical Manual of Mental Disorders 5<sup>th</sup> Edition (DSM-V) have used 'excessive usage' along with 'Impulse reactivity disorder'.

The facts stated above and the lack of formal study of the subject in the Addis Ababa context suggest that there is a pressing need to investigate the lived experience of female adolescent students' social media use in Addis Ababa and its perceived psychosocial effect. Hence, this study attempts to assess and address this gap.

## **1.3 Objective of the Study**

### **1.3.1 General Objective**

This study aims to describe and investigate the lived experience of female adolescent students in Addis Ababa with regards to their social media use and their perceived effect it has on their psychosocial well-being.

### **1.3.2 Specific Objectives**

1. To learn the general lived experience of female adolescent students in Addis Ababa concerning social media in terms of patterns and extent of use.
2. To discover motives that contribute to regular usage of social media among female adolescent students in Addis Ababa.
3. To explore and understand how the regular usage of social media influences the psychosocial wellbeing of female adolescent students in Addis Ababa.

## **1.4 Research Questions**

1. What are the general lived experiences of female adolescent students in Addis Ababa concerning social media in terms of patterns and extent of use?

2. What are the underlying motives that contribute to regular usage of social media among female adolescent students in Addis Ababa?
3. What is the influence of the regular usage of social media on the psychosocial wellbeing of female adolescent students in Addis Ababa?

### **1.5 Significance of the study**

The findings of the study will help to understand the lived individual experiences of the study participants associated with the usage of social media. It will also give insight on what social and psychological factors lead to a regular use and tries to illuminate to some of its psychosocial consequences. Accordingly, providing possible solutions to maintain and promote appropriate social media usage. Furthermore, this study will provide a good ground for further studies.

### **1.6 Scope of the Study**

The scope of this study is to examine the lived experience of female adolescent students' social media use in Addis Ababa and its perceived psychosocial effect. This study include a qualitative survey administered to five female adolescents between the ages of 13-19 in Addis Ababa, Ethiopia.

### **1.7 Limitations of the Study**

This study is subject to several limitations. Lack of available, relevant, recent, adequate and prior research studies on the topic could limit the scope of the study and lead to inconclusive findings.

Similarly, the study's focus on adolescents with access to smartphones and internet connectivity may overlook the experiences of economically disadvantaged adolescents who may not have these resources. This lack of representation limits the study's ability to capture the full spectrum of social media usage and its impact on adolescents in Addis Ababa.

Lastly, responses are prone to Social desirability bias, participants may intentionally provide responses that are socially acceptable, or false rather than reflecting their true experiences, potentially affects the accuracy of the collected data.

### **1.8 Delimitations of the study**

Geographically, the study is confined to Addis Ababa even though the issue of social media usage is a thematic topic in the larger Ethiopia; the study only explores the lived experiences of five female adolescent students, further limiting the larger picture of the study of all adolescents, as it counts out males. It is as important to mention that the few number of study participants limit the generalization of the study to the general population.

Consequently, the informants of this study do not represent the broader population who relate to the topic in Ethiopia, and generalizations cannot be drawn from the findings, as the study is limited in terms of sample size, sampling technique, and area of study.

## **1.9 Operational Definitions**

- Lived experience is the subjective, firsthand knowledge and understanding that individuals gain through their direct involvement in and interpretation of everyday events and situations. It encompasses the thoughts, feelings, perspectives, and behavior that shape an individual's unique understanding of the world around them.
- Social media refers to different electronic media that use the internet to provide its users with platforms such as Facebook, Twitter, Instagram, TikTok, Snapchat and Twitter.
- Psychosocial effect is the influence of social media on psychological and social factors on an individual's wellbeing.
- Adolescent or teenage refers to a teenage girl aged between 13 and 19 who lives in Addis Ababa, Ethiopia.

## **Chapter Two: Literature Review**

### **2.1 Introduction**

This chapter delves into the relevant literature on the overall social media experience of adolescents, aiming to comprehend the participants' experiences on these platforms from their initial engagement to the present day. It encompasses the summarized general experience of each adolescent female participant through their journey on social media. Aligned with the three key themes of the research objectives, the following points have been reviewed from the literature:

- (a) The concept of social media, its prevalence, and global and regional use patterns.
- (b) The relationship between female adolescents and social media usage.
- (c) The major identified psychological and social consequences of regular social media usage among adolescents

### **2.2 Social Media**

Social media has become ubiquitous part of modern life, transforming the way we communicate, share information, and connect with others. Merriam-Webster defines social media as “forms of electronic communication (such as websites for social networking and micro-

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blogging) through which users create online communities to share information, ideas, personal messages, and other content” (Munyaradzi Zhou et al, 2022).

Kaplan and Heinlein (2010) provide a more encompassing definition, describing 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.” This definition highlights the dynamic and participatory nature of social media, emphasizing the role of users in creating and sharing content.

The high prevalence of social media is undeniable; a 2021 report by Pew Research found that seven out of ten Americans use social media, a number that has grown exponentially over the years. As of April 2023, Facebook alone has reported having 2.988 billion active users. In early 2013, chat and messaging applications and websites were accessed by 94.8% of internet users, closely followed by social platforms with 94.6% of users (Maya and Dollarhide, 2013). The rise of social media can be attributed to several factors, including the widespread availability of smartphones, the increasing popularity of mobile internet, and the growing desire for connection and self-expression. Social media platforms have become central to our daily lives, providing us with a means to stay in touch with friends and family, share news and information, and express our thoughts and opinions.

According to technology news website “Digital Trends” article on The History of Social Networking states that in the 1980s, the internet was growing and consequently new communication services like Computer Servers emerged. Users were introduced to digital

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communication, such as email and online chatting. Following this, the first social media sites, Friendster and My Space emerged in the early 2000s. On these social media platforms, users could create profiles, connect with friends, and share content. While the popularity of these sites was booming, new social media outlets like Facebook, Twitter, and LinkedIn started to emerge.

Millions of people's lives have transformed because of social media. With the platform, it is simple to connect with loved ones, friends, and co-workers, spread ideas to millions of people, and even carry out remote work. In addition, it fosters an atmosphere where artists may exhibit their work and individuals can communicate and interact with others who share their interests.

The prevalence of social media users worldwide is surging at an unprecedented rate. As of 2023, the global social media user base surpasses 4.9 billion, according to Rohit Shewale (2023). Among these users, Ethiopia exhibits remarkable growth, with a current social media user count of 6.4 million, representing an increase of nearly 5 million users since 2014 (Statista, 2023). This exponential growth underscores the pervasive influence of social media in today's interconnected world.

Social media's influence on society is a controversial issue; some argue that it has had positive effects, while others argue that it has had negative ones. Social media supporters emphasize its ability to unite individuals from around the world, to promote communication, and to provide a platform for social activism.

### **2.3 Female Adolescents and Social Media Usage**

Adolescence, a dynamic and multifaceted period of transition between childhood and adulthood, characterized by profound biological, psychological, and social transformations. Defining adolescence poses a challenge due to its inherent complexity and the variability in individual developmental trajectories. Nevertheless, various perspectives have been proposed to encapsulate the essence of this transformative stage of life. For the purposes of this specific research, we adopt a psychological perspective on adolescence.

Psychologically, adolescence is marked by heightened self-awareness and an increased awareness of others, fostering introspection, self-exploration, and identity formation (Erikson, 1968). Adolescents grapple with existential questions about their values, beliefs, and future aspirations, striving to establish autonomy and independence from their parents. This period of cognitive development also witnesses the emergence of enhanced critical thinking skills and abstract reasoning abilities (Steinberg & Morris, 2001).

Adolescent female students, in particular, have been found to be more engaged with social media than their male counterparts, spending significantly more time on these platforms and engaging in a wider variety of social media activities (Lenhart et al.2015). According to a study done by the Pew Research Centre 2022, 92 percent of U.S teen girls report using YouTube. Another 73 percent say they use TikTok, 69 percent, say, they use Instagram and 64 percent say they use Snapchat. Girls are more likely than boys to say they spend too much time on social media ( 41 to 31 percent ) and also are more likely than boys to say that it would be hard for them to give up social media (58 percent compared to 49 percent). The same research center also found out that female teens are more likely to report more positive than negative experiences in

their social media use. Majorities of teens report experiencing each of the four positive experiences asked about: feeling more connected to what is going on in their friends' lives (80%), have a place where they can show their creative side (71%), like they have people who can support them through tough times (67%), and that they are more accepted (58%). The Problematic usage of social media are also concentrated at this age group. More than half of teens say it would be difficult for them to give up social media. Many teens do not feel like they are in the driver's seat when it comes to controlling what information social media companies collect about them, with 8% – 13% reporting extreme concern.

This excessive use of social media engagement has sparked considerable interest in its impact on the psychological well-being, social experiences, and academic performance of adolescent female students. Thus, further investigation has been done on the positive and negative impacts of regular media use.

## **2.4 Cause of Regular Use of Social Media by Teens**

There have been studies done globally on Teenage uses of social media. Among these, pew research centre published a paper by Lenhart, et al in 2015: this study demonstrated that teen developmental needs match well with what social media has to offer: developing friendships, figuring out their identities, and establishing social status by being “in the know.” For example, it is typical for teens to try on different identities based on pop culture.

Maintaining existing friendships is reported as one of the most common reasons for using social media (Center on Media and Child Health 2017). As today's teens grow up, they view social media as an online place to “hang out” and connect with friends around mutual interests.

According to Parents, teens and digital monitoring 2016 article, Teens are not using social media in isolation. Consider the world in which today's teens are growing up: entertainment, sports, and political celebrities live out their lives in the focus of public attention. Ordinary people become celebrities through reality shows on television or a viral social media post. Schools, universities, news outlets, and companies all have a social media presence. With so many people and organizations using social media, teens make accessing social media to stay informed can feel like a necessity.

According the above sources, the internet provides many opportunities to teens for connection and information gathering. From the teen's viewpoint, the internet is a place to "hang out." When asked, teens told Common Sense Media the top five activities they use the internet for are:

Going to websites about movies, TV shows, music groups or sports (81%), getting information about news and current events (77%), sending or receiving instant messages (68%), watching videos on video sharing sites (57%), Using an online social networking site and getting information about a college or university they are thinking of attending (both 55%).

Generally, if teens need to find information, they look into the internet first. Access to a wide variety of resources helps them with school projects, as well as pursuing personal interests such as sports, and music. Looking at large amounts of data via the internet can enhance teens' abilities to interpret and manipulate information. Other benefits include developing thinking and

writing skills as they post to blogs or other online forums, and connecting with others to discuss shared interests.

A study titled “A Qualitative Study on the Reasons for Consistent use of Social Media” conducted in Turkey (Mehmet, 2018), lists the following reasons why people consistently use social media: first, a lack of friends; second, social media use being perceived as an activity; third, achieving a goal; fourth, keeping up with current events; and fifth, becoming intertwined with real life. Similar study conducted in Turkey points detailed out three reasons for regular and consistent social media use: smartphone addiction, fear of missing out, and perceptions of social and academic competence were among the important findings (Aygul & Sinem, 2019).

### **A. Social Validation**

The need for social validation is one of the main causes of social media addiction. There have been various explanations presented for it throughout studies. The majority of the definitions are similar though. Social validation, as defined by Cialdini & Goldstein, is “the psychological phenomenon in which individuals seek confirmation of their own beliefs or behaviors through the approval of others.”

According to a recent paper in Feedough, social validation is defined from the psychological point of view. According to it, achieving social validation includes assimilation into a group and performing the directives given forth by that group in order to acquire their trust and ‘fit in’ (Shubhangi, 2023). The process of seeking acceptance and approval from others in order to justify one’s own views, attitudes, or behaviours is known as social validation, according to

another important explanation of the phenomena provided by Turner and cited by Shubhangi (Turner, 1991).

People can display their lives on social media and solicit approval from others through likes, comments, and shares. This may lead to obsessive use, as there may be societal pressure to continuously update and keep up a nice online persona. In particular, among young individuals, social validation revealed a strong predictor of social media addiction in a study by Kuss and Griffiths (2017).

When it happens frequently and the social media user starts counting on them to feel better about themselves, this need for validation becomes a problem. Let's use these two examples from a Bonnie Zucker article that was published in Psychology Today:

When feeling embarrassed, someone with body image issues regularly shares revealing photos of their bodies on Instagram. They frequently receive compliments on how attractive they are and many likes. Therefore, it boosts her self-confidence, leading her to believe that "maybe I do look good."

Another person is frequently in conflict with her partner and her kids. She regularly publishes images of her happy family on Facebook. She temporarily feels better about the conditions in her home with each comment and like.

## **B. Fear of Missing Out (FOMO)**

For the first time in 2004, the word "Fear of Missing Out" (FOMO) used to describe a behaviour observed on social media. It has seen a lot of use since then. According to the Oxford

Dictionary, the word refers to a sensation of concern that an intriguing or thrilling event is taking place somewhere else. It was further described as “pervasive apprehension that others might be having rewarding experiences from which one is absent” by British psychologists in 2013. The urge to constantly be aware of what other people are doing is what defines FOMO (Mayank and Aditya, 2021).

Due to the fear of missing social gatherings, people continuously check their social media accounts. Constant updates made on several topics on social media create a sense of pressure on individuals to check their social media accounts. As a result, there may be obsessive use and anxiety over stopping social media use. Especially for females and individuals with greater levels of anxiety and depression, Andreassen, Pallesen, and Griffiths’ (2017) study indicated that FOMO was a strong predictor of social media addiction.

Across the globe, FOMO has been seen in North America, Asia, Europe, and Australia. According to research compiled by Statista, 67 percent of Italian social media users experienced FOMO in 2017 and 59 percent of Polish social media users between the ages of 15 and 19 did the same in 2021 (Social Media Victims Law Center, 2023). In the United States, FOMO affected 56 percent of all social media users in 2013.

### **C. Dopamine Reward System**

The dopamine reward system is a neural pathway that is activated by pleasurable experiences, such as social media use. Social media provides a constant source of stimulation and reward, which can create a sense of pleasure and satisfaction that reinforces the behaviour. This can lead to compulsive use and a dependence on social media for emotional regulation. A

study by Meshi, Tamir, and Heekeren (2015) found that social media use was associated with increased activity in the dopamine reward system, particularly among individuals who reported higher levels of social media addiction.

## **2.5 Psychological and Social consequences of regular usage on the Adolescent age**

### **2.5.1. Positive Impacts of Social Media on Adolescent Female Students**

1. **Enhanced Social Connection and Support:** Social media platforms provide a convenient and accessible means for adolescent female students to connect with friends, maintain relationships, and expand their social networks. These connections can foster a sense of belonging, acceptance, and social support, which are crucial for adolescent development (Valkenburg & Peter, 2011).
2. **Identity Exploration and Self-Expression:** Social media offers a space for adolescent female students to explore their identities, experiment with self-expression, and receive feedback from their peers. This can contribute to a stronger sense of self-awareness, a more positive self-image, and a better understanding of their place in the social world (Vitak et al., 2014).
3. **Access to Information and Resources:** Social Media can provide adolescent female students with access to a wealth of information, resources, and support groups related to various topics, including education, health, and personal development. This access can empower them to make informed decisions about their lives and seek help when needed (Lenhart et al., 2010).

4. **Opportunities for Creativity and Self-Actualization:** Social media can serve as a platform for adolescent female students to showcase their creativity, talents, and interests, which can boost their self-confidence, promote social engagement, and contribute to a sense of purpose and self-actualization (Donthu et al., 2012).

### **2.5.2 Negative Impacts of Social Media on Adolescent Female Students**

The increased use of social media has a negative impact on adolescent women, particularly in terms of their psychosocial well-being. Adolescent women spend their time browsing several social media platforms, sharing memes, posting photos, chatting, and watching videos. This excessive use of social media also leads to comparison of oneself with others, which can have a detrimental effect on their lives. According to studies, teenage girls who use social media more frequently are more likely to struggle with depression, anxiety, and body image issues. This is because social media can serve as a breeding ground for rivalry and competition as well as a space for online bullying. Adolescent girls are especially prone to these problems because they tend to compare themselves to others and are more easily offended.

The impact of social media on teenage girls' psychosocial life is a growing concern. Yet, parents, educators, and mental health professionals are not aware of the concept in depth. It is important for teenage girls to be aware of the potential risks associated with social media use, and to take steps to protect their self from its psychosocial effect. This includes limiting their time on social media, engaging in positive self-talk and seeking help if they feel overwhelmed or depressed.

This chapter will examine the lived experience of social media addicted female adolescent students in Addis Ababa and its perceived psychosocial effect and discuss possible directions for future research.

#### **A. Decreased productivity and academic performance**

According to a study by Masoro on social media use and academic performance, social media has a detrimental effect on Addis Ababa's public preparatory students' academic performance (Masoro, 2019).

Additionally, another article also points out that social media negatively influence academic performance. The study results showed that social media leads to a decline in academic achievement. Prioritizing social media cause this decline in academic performance over schoolwork, and the secondary impact of sleep deprivation has shown (Social Media Victims Law Center, 2023).

#### **B. Increased risk of depression and anxiety**

Multiple studies show that there is a strong correlation between social media addiction and an increased risk for depression, anxiety, loneliness, self-harm, and even suicidal thoughts. One of the studies that shows this strong correlation is the study conducted by Lin, Sidani, Shensa, Radovic, Miller, & Colditz titled "Association between Social Media Use and Depression among US Young Adults" published in Depression and Anxiety.

Social Media Victims Law Centre report showed that, adolescents with a low confidence use social media excessively to make up for lack of confidences in the real world. A teenager with a low self-esteem creates a virtual identity and lives in a virtual world. This leads to despair, isolation, and loneliness. Studies showed that dependency on social media is associated with high risk of less happiness. (Social Media Victims Law Center, 2023).

The impulse to check every signal and respond promptly is driven by a combination of guilt, internal pressure, and a fear of missing out. Anxiety frequently arises as social pressure and competition grow, sleep deprivation persists, and commitments in real life suffer (Social Media Victims Law Center, 2023).

The study “Social Networking Sites, Depression, and Anxiety: A Systematic Review” suggests that the use of social media sites is correlated with mental illness and well-being (Elizabeth M Seabrook et al., 2016). Another study titled “A systematic review: the influence of social media on depression, anxiety and psychological distress in adolescents” also points out a relationship between social media sites, depression, anxiety, and mental illness (Betul Keles et al., 2019).

### **C. Low Self-Esteem**

Self-esteem is described as someone’s overall subjective evaluation of his or her self-worth. It involves a person’s thoughts and feelings about their own worth, value and acceptance. This

concept has been the focus of psychological research for many decades and the literature on self-esteem continues to grow rapidly.

The degree to which one's self-concept is seen as having good attributes and characteristics, according to the American Psychological Association definition from 2021. A person's physical self-image, perception of their accomplishments and talents, values, and perceived success in upholding them, as well as how others perceive and react to them, are all reflected in it. One's level of self-esteem increases with how positively they are perceived collectively as having certain traits and qualities. While low self-esteem and feelings of worthlessness are typical depressive symptoms, a reasonable level of self-esteem is thought to be a crucial component of mental wellness (2021 for Amanda).

A report made by WHO showed that among 10-19-year-olds one in seven experience a mental disorder worldwide, this accounts 13% of the global disses in this age group (WHO, 2021). Moreover, the excessive use of social media increases adolescents' risk for mental disorder and low self-esteem.

A study conducted by Pew Research's 2019 showed that 87% of adolescent women's regularly uses several social media platforms like Facebook Instagram, and Twitter. This ubiquitous presence has been connected to psychological problems like low self-esteem, anxiety, and sadness. During adolescence a significant change and transformation occurs. At this time low self-esteem create a significant impact on a person's relationships, relationships with others, mental health, and overall quality of life. That is why it is crucial to understand how social media influence teenage girls' self-esteem.

Some studies show there is a negative relationship between self-esteem and social media with lower levels of self-esteem being reported with higher levels of overall social media use, emotional investment in social media and night time-specific social media use (Woods & Scott, 2016). A study published in *European Scientific Journal* also states social media harm self-esteem (Muqaddas et al, 2017).

One factor, which further compounded this risk, was compared with other users. Teen girls may compare themselves to other people who post pictures or content about their successes or “perfect lives” on social networks leading to feelings of inadequacy or failure caused by not being able to match up to these perceived standards of perfection that they view online. Studies have shown that more time spent on various forms/types of social media can lead to lower levels of self-esteem, as well as lower body satisfaction among women aged 13–19 years old. Teenagers who frequently experience “selfie regret” after posting a picture and seek approval from their peers have been found to have lower levels of positive emotion and higher levels of feeling anxious and depressed. This is in contrast to those who are less likely to feel regret after posting a picture. According to Kalnes (2013), who was cited by Shannon (2017), adolescent girls may engage in a perpetual cycle as a result of spending an excessive amount of time on social media. If the girls constantly compare themselves to others while using social media, it will become ingrained in them and damage their self-image and self-esteem. Schufreider (2015), mentioned by Shannon (2017), a study which states that people may compare many aspects on Facebook including “appearance, clothing style, love life, or social calendar” and the longer amount of time users spend on Facebook, the more time they have to compare to others, “which

caused users to begin to feel poorly about themselves, their self-worth, and their self-image” (pp.17).

A correlation study by Vogel et al. (2014), was completed featuring 145 undergraduate Students to evaluate whether participants who have greater exposure to social networking sites have lower self-esteem. The study shows high Facebook usage is associated with lower self-esteem (Vogel et al., 2014).

When it comes to people engagement a study titled Friend Networking Sites and Their Relationship to Adolescents’ Well-Being and Social Self-Esteem shows Adolescents’ self-esteem was affected solely by the tone of the feedback that adolescents received on their profiles: Positive feedback enhanced adolescents’ self-esteem, and negative feedback decreased their self-esteem (PATTI M. Et al, 2006).

## **Chapter Three: Research Methodology**

### **3.1 Research design**

This study uses a qualitative research design, which is selected primarily because it involves collecting and analyzing non-numerical data to understand concepts, opinions or experiences (Pritha, 2020). This research method has been chosen in order to answer the main question of the study, "What is the lived experience of female adolescent students' social media use in Addis Ababa and its perceived psychosocial effect?" using a descriptive study method. According to Shona, descriptive research is used to precisely and methodically describe a population, circumstance, or phenomena. "what" "where," "when," and "how" questions can be answered using this method (Shona, 2019). According to John & J. David (2018), a descriptive research central phenomena is presented in a qualitative study that does not explicitly incorporate a theory (John & J. David, 2018).

### **3.2 Description of the study site**

According to Zhuji World, the total population of Addis Ababa is 3,142,416 and among them 340,243 are teens. Of these, the girls are 168,603 (Zhuji World, nd).

Addis Ababa is a densely populated capital city of Ethiopia and is comprised of 11 Sub Cities. Addis Ababa shares boundaries with the Oromia, specifically with the newly established city called Shager city. The residents of the city have of access internet and other communication services with rapid expansion of the area of coverage and a variety of educational institutions,

providing access to a range of educational opportunities. It is also located near a variety of cultural and recreational activities, providing access to a range of leisure activities.

This study utilized qualitative study approach to explore social media experiences and causing factors among consistent female adolescent student users in Addis Ababa, specifically the study employed a case study design in Yeka, Arada, Kirkos, Kolfe and Nifas Silk sub-cities, which the researcher explores a detailed individual answers and explanations by using semi-structured in-depth interview.

### **3.3 Sources of data/target population**

The target population for this descriptive study were adolescent female students aged 13-19 teens who actively use social media regularly and live across Addis Ababa.

### **3.4 Samples and sampling techniques**

A purposive non-random sampling technique was used as it allowed for the recruitment of participants who could provide in-depth and detailed information about the study topic. The researcher generated qualifying criteria for participants to meet to be considered for the study, and based on those criteria, five adolescent girls were selected. The qualifying criteria being: female, teens/ adolescent students aged 13-19 with regular usage of social media.

Regarding sample size, Ayşen et al. (2022) pointed out "the basic criterion of the number of participants in qualitative research is saturation. This term means that the researchers can finish the interview when they reach satisfactory knowledge about the phenomenon." Additionally, as Creswell (2018) stated, narrative research may involve one or two individuals,

while phenomenology typically involves a range of 3-10 individuals. Based on this, the researcher gathered data from five adolescents until enough information is obtained.

### **3.5 Instruments of data collection**

As stated in the article titled Qualitative Narrative Inquiry Research prepared by Applied Doctoral Center, in qualitative research, the researcher is the primary instrument. Additionally, in-depth, semi-structured interviews were used (Applied Doctoral Center, nd).

### **3.6 Procedures of data collection**

Data were collected using audiotaping by the main researcher. However, as Creswell recommends it, handwritten notes were also taken, in case if the recording equipment fails to record the interview.

First draft interview questions were prepared, and reviewed by peers, colleagues, and advisor then the first draft interview guide was ready. Second, a pilot interview was carried out.

Before the conduct of the interview, an in-person meeting was held between the participants of the study and the main researcher to get their consent to participate in the study. The main researcher explains the purpose of the study in-depth. After the consent was gained, the interview was carried out.

Finally, the qualitative data gathered through audiotaping and later transcribed using verbatim and organized for data analysis.

### **3.7 Methods of data analysis**

The gathered qualitative data was analyzed using narration. The narration method provides valuable insight into the participants' lived experience of social media use and its perceived psychosocial effects. Transcribed responses were organized in to three topics in line with the research questions.

### **3.8 Ethical Considerations**

Informed consent was obtained from all participants before the start of the study. Researchers clearly explain to the respondents the nature of the study and indicate that they were free to discontinue the study at any time. Participants' anonymity is maintained and guaranteed by not revealing their names, school, work organization or their status in their organization. In addition, the information obtained in the process were only used only for research purposes and kept confidential.

## **Chapter Four: Results**

### **Introduction**

The major purposes of the present study were to assess the lived experience of female adolescent students with regards to social media use in Addis Ababa and its perceived psychosocial effect. In order to achieve the purpose of the study, the following RQs were formulated:

1. What are the general lived experiences of female adolescent students in Addis Ababa concerning social media in terms of patterns and extent of use?
2. What are the underlying motives that contribute to regular usage of social media among female adolescent students in Addis Ababa?
3. What is the influence of the regular usage of social media on the psychosocial wellbeing of female adolescent students in Addis Ababa?

In this study, five female adolescent students in Addis Ababa shared their experience of usage of social media, their reason for persistent use and the consequence of excessive use on their psychological and social functioning. The stories told provided personal experiences as perceived by each student. A narrative of each female adolescent experience unfolded the unstudied psychosocial effect of regular use of social media in their life. Each story also tells critical motivation for the regular use of social media.

### **4.1 Participant Profile**

Five adolescent female students participate in this study. Each participant participated in one-to-one interview. Participant demographic and each participant's individual profile follows.

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The interviews elicited more detail on their background on their social media use experience, including their educational background and institute, friends and family status.

### **F**

F is a 17 years old girl currently attending 11<sup>th</sup> grade in private school. She lives in Yeka Sub-city, where she grew up. She lives with her parents: her father works in the coffee export business, and her mother owns her own shop. She is the eldest of her two siblings.

### **T**

T is a 15-years old, 10<sup>th</sup> grade student going to a private school. She lives in Kirkos sub-city with her parents. T's parents are divorced but remarried. Her mother is a home stay mom and her father is a self-employed businessperson. She reported being the only child of her house, but she has a half-sibling on her father's side.

### **R**

R, a 19-year-old girl who is currently enrolled in grade 12. She is a student in a government run school. She lives in Arada sub city and is the eldest of three children, with a younger sister and brother. Her mother works in a nearby laundry shop and her father has passed away a few years ago.

### **L**

L is an 18 years old, 12<sup>th</sup> grader at a private school. Her mom is a nurse and her dad works in a management position in the same health centre. She lives with her family and she is an only child.

## **H**

H is a 14 years old girl and a 9<sup>th</sup>grader she goes to a government run school. She lives with her older siblings in Addis Ababa, Nifas Silk sub-city. H is the youngest of her siblings. She mentioned that her mother died a few years back, and her father is a government employee.

### **4.2 Extent of social media usage and pattern of usage**

The participants were first asked to self-report their extent of social media usage and pattern of use. Subsequently, they were asked to provide an estimate of the amount of time they typically spend on different social media platforms per day.

Several definitions of excessive social media use have been proposed in studies, some of which focus on time spent on social media platforms. However, there is no universally accepted standard for what constitutes excessive use. One study involving teenagers in Singapore found that those who spent five hours or more per day online were more likely to experience negative health outcomes compared to those who spent shorter periods online (Mythily S, 2008). In this study, the baseline assumption for excessive social media use was based on participants spending four hours or more per day on social media, taking into account study hour, reading, and homework assignments.

Upon analysing the responses provided by the participants, it became evident that most of them displayed excessive use of social media. The participants reported spending a considerable amount of time browsing through several social media platforms like Facebook, TikTok, Instagram, Telegram, Snapchat and YouTube.

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According to the study's findings, participants use an average of 8 hours per day. Participants agreed to show their data usage, and the data reveals that they use social media for 3 to 10 hours per day, depending on their situation mostly on whether it is a week day or weekends. They spend their time after school on their phones and some mentioned they use social media throughout the whole night.

The participants' lived experience and their answer to the question about how much time they spent on social media show that they have 'excessive' use. According to Matthew Woodward's and Mythily S's study, a significant daily user of social media for more than five hours has an excessive social media usage habit (Matthew Woodward, 2008 & Mythily S, 2008).

To support the above finding, quotations were taken from the interview transcripts. For instance, in describing how much time they spend on social media per day, F stated that:

*“Yes, I use social media and I use Instagram, TikTok, Facebook, and occasionally Snapchat, and ooh yeah use Telegram too, it is also social media? I think it is one, it has been four years since I started using it regularly. I use Facebook often, may be because it was the first app I was introduced to and I have more networks there. I use them mostly all at once and once I go to my room after school, I will start looking at my phone...I don't know how to tell you the time spent but it could be about 3 to 4 hours per day...”*

T replied:

*“I started using social media when I was 15, which is 3 years ago and yes I use Facebook, Instagram, and Telegram. I use Facebook and Telegram as often. I check my phone a thousand times every day, I check for updates right after I wake up, on the taxi,*

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*at school, after I go home, my phone is always besides me whether I'm doing homework and assignments. I can definitely say I spend almost 8 hours per day on it..."*

### **R**reported:

*"I started using five years ago. Yes, I use Facebook, Instagram and Tik Tok and YouTube a lot. I use it everywhere I go; I don't have it on hand at school always keep it in my bag but whenever I can, I check for updates, I don't know how much time per day but it is a lot, it could be 6 or 7 hours.*

### **L** said:

*"My initial use started back in 2020, during the Covid-19 time. Yes, I use Instagram, Facebook, Snap chat and Tik Tok. I don't know how often I use social media but I always keep my phone at home, it is prohibited at school. But after I get back from school and do my assignments, I usually rush to my phone for comfort. I stay late at night most days...so I use it for about 4 to 5 hours daily..."*

### **H** said:

*"I got my phone one and half years ago. I regularly use Tik Tok and Instagram and sometimes Facebook...Oh yeah, I use telegram often too. I use my phone the moment I go home from school but my brother doesn't like it when I am on my phone so I usually finish my homework before using social media again but then I use it sometimes hours pass my sleep schedule and on weekends I can spend most of the day on it."*

The participants of the study confirmed that their excessive social media usage increased after they were exposed to digital technology, particularly through their smartphones. It was observed that all of the participants in the study owned a smartphone. Furthermore, it was found that three of them had Wi-Fi at home, while the rest utilized mobile data or their neighbour's Wi-Fi.

The availability of these technologies has led to an increased usage of social media amongst adolescent girls. The ease of access has allowed them to engage in social media activities more freely, leading to increased levels of usage.

#### **4.3 What are the underlying motives that contribute to regular usage of social media among female adolescent students in Addis Ababa?**

**F:**

*“... I use those platforms more often because I have found my sanctuary in them, I would describe myself as the silent one in the room on most occasions and also if you looked at me, I am a plus-sized girl, well, I prefer to use the term “fat” actually hehe. My father was diagnosed with diabetes just after I was born, I think I will be too if I continue like this.... I have hidden my identity and counterfeited a persona I do not possess by using other non-identifying profile picture, as I heavily feel insecure about my body image including my facial features, my colour...I never said these out loud before... It has also helped me express my thoughts, ideas and helped me have plenty of virtual friends that I do not even know in real life, as I do not have much friends in actual life...”*

**T:**

*“... I use it for many things like sharing my pictures, memes, and funny stuff. We have a group chat on telegram that I and my friends have in common. We share what we see on the daily. Mostly, we share funny things, talk about men, sometimes circulate sexualized contents among us, it’s fun... I also have a boyfriend so I use it to chat with him daily, I send him pictures and he sends me some too...”*

**R:**

*“...I use those platforms constantly because I recently launched a mini-business to accommodate the financial burdens of my mom. My mom does not earn much to support us and often I see her struggle to meet ends at home. So, I taught myself to make crochet hats and scarfs from watching You Tube at my neighbour’s house. My neighbours are financially good, one of my neighbours’ kids studied Business and ICT, and he was the one who advised me to advertise my crotchets on Facebook, Instagram, Tik Tok, You Tube... “it’s a small income generating system but it’s my way of earning some cash....”*

**L:**

*I like to keep myself updated with current trends, such as fashion, travel, cuisine and places. I often use my social media platforms in order to try new things that others have tried and I have not. I am as student now but still I try to experience*

*as much things as possible. Me and my friends have this thing where we often share places where we can get good food, places of adventures, events etc... I also chat with friends and family often via telegram. And also, there are study groups to download books and videos.*

**H:**

*“I use it to talk to friends and family with it... Watch videos, sometimes when I feel lonely, I talk to people and stay in contact, sometimes I just simply talk to strangers online if they randomly got in contact with me. I also use it to read, see the art work of what other people post. I would also like to write sometimes in the near future...”*

## **4. 4 The influence of Social Media on psychosocial wellbeing**

### **4.4.1 Decreased productivity and academic performance**

The findings of this study suggest that social media addiction has influence on both productivity and academic performance. Participants reported lower levels of productivity in their daily lives. Additionally, their academic performance was negatively impacted, as indicated by lower grades and decreased participation in academic activities. While talking about, social media use and its effect

**L** Reported that:

*“You know, back then... a few years ago, I used to be a decent student. I always got ranks of 3 to 5. But... that eventually trailed off after I started using social media. I started neglecting my responsibilities after my acquaintance to it. My grades started going*

*downhill and my dad was really upset about it. He tried to take my phone away a bunch of times, and he even kicked me out of the house once and he fought with my mom because of this. I don't know why he stopped doing that, I guess he must have lost hope."*

Similarly, informant **T** revealed that:

*"I know I have to study and whenever I sit to study I can't concentrate, I will say let me check my message for once and boom... I have started scrolling on TikTok and those short videos will freeze my productive brain, I rarely go back on what I was doing. I wish I have the self-control and whatever I do at that time is not good and sometimes I can't even do my homework....."*

It is also supported by prior studies on how productivity goes drastically down while using social media. A study published in *Computers & Education* journal found that college students who used social media more intensively had lower GPAs and spent less time studying compared to those who used it less frequently (Kirschner & Karpinski, 2010).

#### **4.4.2 Mood Variations and Feelings of Anxiety**

The data generated from the transcription of the interview revealed that excessive use of social media creates mood variations and feelings of anxiety, which have been experienced by the participants of the study. Participant **F** described her thoughts as follows:

*"In all honesty, I think my social media presence has affected me negatively as opposed to positively. The reason I said that... Firstly, because of social media, I feel completely ashamed of my body and the way I see myself. I often feel anxious to leave my house and*

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*have some form of real-life interaction with someone out there in the real world, but it has become the same thing here, if I lied about who I am on social media then what's the point of spending all this time on it... the sense of feeling judged by others is one of the most painful things you can experience, you know... Yes, how I feel also varies on which social media, varies. For instance, on my Instagram page, I only share pictures of food I took, and I feel less judged because nobody knows what I look like. On Facebook, I'm mostly trying to maintain a fake persona because most of the real-life people I know are already my 'Friends' there... I have created, and it is a bit challenging sometimes because I sometimes feel very low and want to share articles about sadness, but people think I am hilarious on the app, so I have this obligation to keep that character in check. I don't know them well enough to share my insecurities..."*

Participant **T** also reported:

*"...I would say my social media usage has brought me so much joy, and getting to explore the world of men has been a stunning experience for me, so I can say it has a positive influence on me. But I sometimes feel like I am missing out, like a lot of things are out there yet I am sitting on my phone staring through the screen and then I feel very sad about it, I can never be as happy as some of those guys. It's a sad reality if you think about it. Living a completely different life just because you were born in a not so rich family..."*

**L** reported as follows:

*"The fact that I am losing all this time online has made me worry about my future. The loss of quality time with family and friends also worries me sometimes... It's very unsettling, and I feel sad about it. As much as I want to quit this waste of time and energy, it nearly has become impossible."*

The above participants' mood variation was also supported by studies done by Woods and Scott (2016) who used the Hospital Anxiety and Depression Scale (HADS) to assess anxiety and depression levels and the Rosenberg Self-Esteem Scale (Rosenberg, 1965) to assess trait self-esteem. They have found significant positive correlations between higher anxiety levels and greater social media use and emotional investment in social media.

#### **4.4.3 Excessive Social media use and low self-esteem**

The participants were asked about their emotions towards the interactions received through various social media outlets, such as caring, loving, and liking reactions on their self-esteem and their experience. They were also asked about their reactions to negative or positive comments. The results obtained from the analysis of transcription data and notes revealed that excessive social media use has a negative influence on the self-esteem of adolescent females.

#### **Participant F:**

*"...I barely post my pictures but I spend most of my time scrolling through social media looking at pictures of other people, But I would I feel down if someone give me bad comments on a photo I posted. You know it's disturbing, it's a constant reminder of what I can never be..."*

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Although she was aware of the negative impact on her self-esteem, she could not stop herself from comparing her life with others on her social media feed.

### Participant L:

*"... as I spend more time on social media, I began to feel insecure about myself. I often see my friends online to have perfect lives most of them..., always looking their best, traveling to restaurants, and sharing amazing photographs of their experiences. Their posts are always happy and positive but I admit I can't help it but compare myself to them. When I see some of these pictures, I question my looks, how I am wasting my potential sitting here doing nothing..."*

When asked about her self Esteem T said:

*"...I don't know, but it really affects my life... you see my friends have a large number of followers, and mine is not large. Whatever they post, they will have a high number of interactions, but for me, it's hard. Even when I post my perfect picture, I receive bad comments that make me feel bad and unwanted..."*

The negative impact of social media on teenage girls' self-esteem is an accepted fact among all study participants to a varying degree.

Existing research supports these findings. One study carried out by Kaan Krcaburun (2016) in Turkey to determine how self-esteem, excessive use of the internet, and social media addiction

lead to depression in Turkish adolescents showed that social media addiction has a negative impact on one's self-esteem.

## **Chapter Five: Summary Conclusion and Recommendation**

### **5.1 Summary**

This study delves into the excessive usage of social media by adolescent female students in Addis Ababa, aiming to investigate the psychosocial consequences linked to this behaviour. Through this research, three key themes emerged as the general impacts of excessive social media use on the lives of the participants. These themes include mood variations and feelings of anxiety, low self-esteem, and decreased productivity and academic performance.

Consequently, the findings of this study not only offer guidance for adolescent female students in managing their social media usage but also provide valuable insights for families in monitoring their teenage daughters' social media habits. Nevertheless, further investigation is necessary to delve deeper into this subject matter.

### **5.2 Conclusion**

The current study aims to describe the lived experience of social media-addicted female adolescent students in Addis Ababa and its perceived psychosocial effects. Based on the purpose and discussion of the results above, the following conclusions have been drawn:

1. The study's results showed that a majority of adolescent female students spend significant time on social media. This excessive use of social media creates several negative influences on adolescent women. Three main themes were identified from participants' life: Mood Variations and Feelings of Anxiety, Low Self-Esteem and Decreased Productivity and Academic Performance. This implies that negative influence of social media on excessive social media users.
2. The study also found that excessive use of social media was caused by fear of missing out, social validation, and dopamine reward system.
3. Furthermore, the study found that participants of the study perceived that excessive use of social media has a negative influence on their psychological and social functioning; however, it is really challenging for them to stop.

### **5.3 Recommendation**

Based on the major findings and conclusions highlighted above, the researcher puts forth the following recommendations for a master's thesis:

1. Adolescent women should be encouraged to acknowledge the potential negative impact of excessive social media use on their overall well-being. While social media platforms offer positive outcomes, it is crucial to approach them with caution, given the growing evidence of their negative effects on individuals' psychosocial well-being.
2. Parents are recommended to exercise parental control over their children's social media activities. It is essential for parents to monitor their children's social media usage, including the time spent, the video content consumed, the shared content, and the

individuals they are interacting with. Additionally, engaging in open communication with their children regarding the potential risks associated with social media and setting rules can help protect children from online threats.

3. School counsellors, psychologists, and professionals working with students should be aware of the associations between excessive social media usage and psychosocial stressors, especially in certain circumstances. It is advised that they develop strategies to identify and assist those who exhibit signs of excessive social media use. Three potential methods are suggested: (1) encouraging breaks from social media, (2) promoting face-to-face interactions, and (3) fostering the development of new hobbies as alternatives to excessive social media consumption.

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## **Appendices**

### **Appendix A: English version consent form**

#### **Consent Form**

**Addis Ababa University**

**School of Psychology**

#### **Letter of consent**

**Letter of enquiry to participate in a study conducted by Kidist Teshome, a student of AAU on the lived experience of female adolescent students with regards to social media use in Addis Ababa and its perceived psychosocial effect**

Dear Participant,

I am writing to invite you to participate in my research study titled "The Lived Experience of Social Media Female Adolescent Students with regards to Social Media Use in Addis Ababa and its Perceived Psychosocial Effect." The purpose of this study is to narrate the lived experience of female adolescent students' social media use in Addis Ababa and its perceived psychosocial effect. The study will be carried out by me, as part of my master's degree in psychology.

If you choose to participate in this study, you will be asked to participate in an interview that will be recorded and transcribed. The interview will take approximately 60-90 minutes to complete. During the interview, you will be asked questions about your experience with social media within the framework of social media, the causes for its regular use along with its influences on one's psychosocial wellbeing. Your

## Female Adolescent Students and Social Media...

participation in this study is voluntary, and you may choose to withdraw at any time with no further reasons.

Your participation in this study will be kept private. Your name will not be used in any reports or publications resulting from this study. The data collected will be used for research purposes only and will be kept confidential.

If you agree to participate in this study, please sign the attached consent form. If you have any questions or concerns about this study, please do not hesitate to contact me.

Telephone - +251 91 237 4830

Email – kidistgebriel21@gmail.com

Thank you in advance,

Sincerely,

Kidist Teshome

I, \_\_\_\_\_ have read the above statement and agree to participate in this study as an informant.

\_\_\_\_\_

Signature of participant

\_\_\_\_\_

Date

### Appendix B: Amharic version consent form

በአዲስአበባዩኒቨርሲቲ

የሳይኮሎጂ ትምህርት ቤት

በአዲስአበባዩኒቨርሲቲ ተማሪ በሆነችው በቅድስተ ሽመበሚጠናው የማህበራዊ ሚዲያ ስልጠና የማህበራዊ እና የአዕምሯዊ የንጥል ሽግግር ላይ ጥናት ላይ የሚሳተፉ ግለሰቦች መጠይቅ።

ውድተሳታፊዎች፡-

"The Lived Experience of Social Media Addicted Female Adolescent Students in Addis Ababa and Its Perceived Psychosocial Effect." በሚል ርዕስ ለማድረግ ጥናት እንዲሳተፉ ይህንን መጠይቅ አዘጋጅችኋለሁ።

የዚህ ጥናት እና መጠይቅ የአላማ በአዲስአበባዩኒቨርሲቲ ስልጠና ላይ የሚሳተፉት 13 እስከ 19

የሆኑ ሴቶች ተማሪዎች ላይ የማህበራዊ ሚዲያ ስልጠና ተያይዞ የሚመጣው የማህበራዊ እና የአዕምሯዊ የንጥል ሽግግርን ማወቅ ነው።

ይህ ጥናት በቅድስተ ሽመበሚ ስራ ሲሆን በአዲስአበባዩኒቨርሲቲ የሳይኮሎጂ ድህረ ምረቃ ክፍል ለማስተር ስዲ ግሪ ማሟያነት የሚቀርብ ነው።

በዚህ ጥናት ላይ ለመሳተፍ ፈቃደኛ ከሆኑክ 60 እስከ 90 ደቂቃ በሚፈጅ ቃለ መጠይቅ ላይ እንዲሳተፉ ይጠየቃል።

ይህ ቃለ መጠይቅ በድምፅ መቅጃ የሚቀረጸው ደጅሞ ሲሆን ደጅሞ ሲሆን ለጥናት ላይ ለመሳተፍ ፈቃደኛ መሆንዎን ያሳያል። በቃለ መጠይቁ ገዢ የማህበራዊ ሚዲያ ጋር ያልዎት ቁርኝት፤

በምን መልኩ ከሰዎች ጋር ባልዎት ቁርኝት ላይ ተፅዕኖ እንዳይረገጥ በአዕምሮ ጤናዎት ላይ ስላሳደረው ተፅዕኖ ይጠየቃል።

በዚህ ጥናት ላይ የሚሳተፉት በፍቃድ ሲሆን ማቋረጥ ከፈለጉ በየትኛው ምስክር እና ኹነት ያለ ምንም ማህበራዊ ሚዲያ ማቋረጥ ይችላሉ።

በዚህ ጥናት ላይ ያልዎት ሳትፎብድ በቅድሚያ ያዘሰሰ ስም በየትኛው ምዘገባ ይም በየትኛው ምዘህ ጥናት ህትመት ላይ አይካተትም።

ለዚህ ጥናት የሚሰበሰበው መረጃ ለጥናቱ ማሟያነት ብቻ የሚቀርብ ሲሆን በሚስጥር የሚያዘም ይሆናል።

በዚህ ጥናት ላይ ለመሳተፍ ከፈቀዱ በዚህ ከዚህ በታች በሰፈረው የማረጋገጫ ገፅ ላይ ፈርማዎን ያኑሩ።

በጥናቱ ላይ ላላችሁ የትኛው ምዕራባዊ ጥያቄ እና አስተያየት ሊገልፁልኝ ከፈለጉ ከስር ያለውን አድራሻ ይጠቀሙ።

ስልክ - +251 91 237 4830

ኢሜል - kidistgebriel21@gmail.com

በቅድሚያ አመሰግናለሁ!

ከአክብሮት ጋር

ቅድስተ ሽመ

እኔ \_\_\_\_\_ ከላይያለውን ፅሁፍ አንብቤ በዚህ ጥናት ላይ ለመሳተፍ መስማማቴን እገልጻለሁ።

\_\_\_\_\_

የተሳታፊው ፊርማ ቀን?

## **Appendix C: Interview guide for in-depth interview**

### Part One: General questions

1. Do you use social media?
2. Which social media platform do you use?
3. What do you like about social media?
4. What do you dislike or feel uncomfortable about social media?
5. How much time do you spend daily on social media? Do you think you have a problematic use?

### Part Two: Emotional feeling questions

1. How do you think social media use has influenced your productivity?
2. How do you think social media affects you mood? Positively? Negatively? Is it different depending on the social media platform?
3. Do you think social media has affected your interactions with your family members?

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ክፍል አንድ፡ ጠቅላላ መጠይቅ

1. ማህበራዊ ሚዲያ ትጠቀም ያለሽ? መቼ ነው መጠቀም የጀመርሽው? የትኛው ንጥረ ነገር ሚዲያ መተግበር ያብዙ ጊዜ ትጠቀም ያለሽ? የምትወጃው ምኑን ነው?
2. በማህበራዊ ሚዲያ ሽምግል ደረጃ ከሌሎች ጋር ያለሽ? ምን ዓይነት ነገሮች መመልከት ስትፈልግ ያለሽ?
3. ምን ያህል ጊዜ የማህበራዊ ሚዲያ በመጠቀም ታሳልፍ ያለሽ? ብዙ ነው ብለሽ ታስብ ያለሽ?

ክፍል ሁለት፡ ውስጣዊ ስሜት ላይ ያተኮሩ መጠይቆች

1. ማህበራዊ ሚዲያ ስትጠቀም ምን ዓይነት ስሜቶች ታስተናግድ ያለሽ? አካላዊ እና አዕምሯዊ ስሜቶች ስንዴት ነው?
2. ማህበራዊ ሚዲያ በምን መልኩ ስሜት ስንደገፍ ያለሽ? አሉታዊ ወይንስ አውንታዊ በሆነ መልኩ? ስሜት ስለተለያዩ የማህበራዊ መተግበር ያዎች ላይ ተመሳሳይ ነው የተለያየ?
3. የማህበራዊ ሚዲያ አጠቃቀም ሽኩቤ ተሰብ። ጓደኛ እና እኩዮች ሽጋር ያለው ግንኙነት ላይ ተፅዕኖ አድርጓል? በትምህርት ስለሰጠህ ጥናት ስለሚጠቀም ምን ዓይነት ተፅዕኖ አድርጓል?
4. የተያዩ የማህበራዊ ሚዲያ መስተጋብሮችን በልጥፎችሽ (posts) ላይ ስታገኝ ምን ዓይነት ስሜት ይፈጠርብሻል? አውንታዊ ሆነ አሉታዊ ምላሾችን (comments) ስታገኝ ምን ዓይነት ስሜት ይፈጠርብሻል?
5. መጨመር የምትፈልገው ነገር አለ?