

**Relationship between Adolescent's Self-Esteem and Narcissism and Their
Facebook Use**

**A Thesis Submitted to the School of Social Work, in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Social Work**

By: Merid Abadi Sharew

Research Advisor: Doctor Abebe Assefa

Graduate School of Social Work

Addis Ababa University

June, 2016

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ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MSW EXAMINING COMMITTEE

This is to certify that the thesis report prepared by Merid Abadi Sharew entitled: Examining the Relationship between Adolescent's Self-Esteem and Narcissism and Their Facebook Use; submitted in partial fulfillment of the requirements for the Degree of Master of Arts (School of Social Work) complies with regulation of the University and meets the accepted standards with respect to the originality and quality.

SIGNED BY THE EXAMINING COMMITTEE:

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Abstract

Facebook is the dominant social networking site across the globe. In Ethiopia, the number of adolescents, that use Facebook increase in a faster rate. Different personality characteristics are related with Facebook use including self-esteem and narcissism. The main objective of this study is to examine the relationship between adolescent's self-esteem and narcissism with their Facebook use. This study, under positivist approach, employed quantitative research methodology with a co-relational design and had both descriptive and explanatory goals. The study was carried out in three schools that are found in Arada sub-city, Addis Ababa. The total number of participants was 349. Three standardized tools were used to collect the data from the respondents. Data was collected, analyzed and interpreted from March to June 2016. The results revealed participants of this research had normal range self-esteem, were not narcissists and had moderate Facebook intensity. The findings of the independent T-test revealed that there was statistically significant mean difference in Facebook intensity as a result of difference in respondents' grade level. There was a statistically significant relationship between participants' self-esteem and their grade level and no statistically significant mean difference in respondents' narcissism as a result of difference in respondents' grade level. Besides, the combined effect of the narcissism and self-esteem in predicting Facebook intensity was 0.8%. Conclusion and recommendation: self-esteem had profound effect on the participants Facebook use. And, it was recommended that future researches would be very effective if the mediating effect of Facebook activity is included and large sample would be used.

Key words: Adolescent, Self-esteem, Narcissism, Facebook Intensity

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Chapter One

Introduction

1.1 Background of the study

After World Wide Web was first introduced just shortly before the turn of the millennium, people extensively used internet for variety of purposes. In the last two decades, in addition to the non-social type of internet use, social type of internet use (social networking sites) has been very common. Facebook, with more than 1.5 billion members, is the world's largest social network and has become an important part of many people's daily routines (Facebook.com, 2016).

Many researches across the globe depicted that adolescents are the main users of Facebook and they spent considerable time in using Facebook and thus it has become common online destinations for them (Boyd & Ellison, 2008; Lenhart & Madden, 2007). Nowadays, as internet access becomes easier, faster and more direct, adolescents are going online in greater numbers and using Facebook intensely than ever before (Sarah, 2012).

Although there are currently no reliable data regarding how many people use SNSs, different researches and reports indicated that, in Ethiopia, SNSs users especially Facebook users are growing exponentially. The majority of the users are teenagers and youths (Socialbakers, 2014). Relating this to the fact that Ethiopia's population is young for over 50 percent being under 18 it won't be difficult to visualize huge number of adolescents will practice Facebook in the coming years.

Generally, as the communication applications of the Internet, Social Networking Sites, increased in number and have become well-established in the lives of adolescents, Internet in general and social networking sites in particular have become an important social context for

adolescent development (Lenhart, Madden, & Hatlin, 2005; Lenhart, Madden, Macgill, & Smith, 2007). Subsequently, questions and controversies emerge about the relationship between adolescents' high Facebook use and their personality characteristics. (Ahn, 2011).

Being this is the fact, the researcher wanted to answer the question why adolescents are attracted to Facebook in huge amount. Thus, this study examines whether adolescent's self-esteem and narcissism drag adolescents to high Facebook use.

Drawing upon the media dependency theory, Use and gratification theory (UGT) and social compensation hypothesis, this study examines the relationship between three major variables namely Facebook use (dependent variable), self-esteem and narcissism (independent variables) among selected high-school and preparatory school students.

1.2 Problem statement

Realizing the fact that Facebook gain popularity among adolescents, become common online destinations for them and they spend a considerable portion of their daily life interacting through Facebook, many researchers abroad showed intense interest on examining the phenomenon from various perspectives. However, most of the researchers (for instance Boyd & Ellison, 2008; Lenhart & Madden, 2007) looked into the effects Facebook on adolescents' development, personality characteristics like self-esteem, narcissism, extroversion e.t.c, academic achievement and the like. There are only few researches (like Kim and Davis, 2008; Kanaletal, 2013; Mehdizadeh, 2010) that focus on the other way round; how adolescents' personality characteristics like self-esteem and narcissistic behavior affects their Facebook use. Thus, the main concern of this study is not intensely investigated and little is known about it.

In Ethiopia, though the number of Ethiopian adolescents on Facebook has been increasing in faster rate, there are only few researches concerning on adolescent and their

Facebook use. Moreover, the researcher realized that the few available researches were intended to examine the impact of Facebook on different aspects of adolescents' development and the question of interest for this study is almost unaddressed. For instance, Gedion, (2011) studied the role of Facebook in building the social capital of youth living in AddisAbaba. Gebremedhin (2014) also studied the relationship of social networking to adolescent students' psychosocial adjustment in selected preparatory schools of Addis Ababa. Besides, Dagmwit (2014) looked at adolescent's perception of social media and their degree of engagement in relation to the undesirable outcomes on their behavioral health.

As indicated above 50% of Ethiopian population is below 18 and adolescents are found in the age group that represent the major Facebook users (13-24) and growing to the next Facebook user age group (25-34). In addition, the accessibility of Facebook has increased due to the availability of phones that support Facebook for cheap prices. Seen in the light of this, the researcher believed that it is crucial to scrutinize what drag adolescents to Facebook, which adolescents use Facebook for a longer time and in which Facebook activity they are engaged. Therefore, this study seeks to investigate how adolescent's self-esteem and narcissistic behavior is related with their Facebook use to fill the knowledge gap in the area since there is a limited knowledge and research concerning the interest of this study.

1.3 Objective of the study

1.3.1 General objective

The main objective of this study is to examine the relationship between adolescent's self-esteem and narcissism with their Facebook use.

1.3.2 Specific objectives

Under the general objectives, this study has the following specific objectives:

1. To describe Facebook use, self-esteem and narcissism by demographic factors (sex, school type, grade level and age group).
2. To examine the relationship between Facebook use with demographic factors, self-esteem and narcissism.
3. To assess the combined effect of self-esteem and narcissism and demographic factors on adolescents' Facebook use

1.4 Research Questions and Hypothesis of the Study

1. Research question 1: Does the level of Facebook use, self-esteem and narcissism among adolescents' differ by demographic factors (sex, school type, grade level and age group)?

Hypothesis 1: Facebook use differs by demographic factors (sex, school type, grade level and age group)

Hypothesis 2: Self-esteem differs by demographic factors (sex, school type, grade level and age group)

Hypothesis 3: Narcissism differs by demographic factors (sex, school type, grade level and age group)

2. Research question 2: Is there a significant relationship between adolescent's Facebook use and their self-esteem and narcissism?

Hypothesis 4. There is significant relationship between adolescents' Facebook use and their self-esteem

Hypothesis 5. There is significant relationship between adolescents' Facebook use and their narcissism

3. Research question 3: Is there a significant relationship between adolescent's Facebook use and the combined effect of self-esteem and narcissism? What is the effect of control demographic factors?

Hypothesis 6: There is a significant relationship between adolescent's Facebook use and the combined effect of self-esteem and narcissism.

Hypothesis 7: There is a significant relationship between adolescent's Facebook use and the combined effect of self-esteem and demographic factors.

1.5 Conceptual Framework and operational definition

1.5.1 Conceptual framework

Conceptual framework is defined as the way ideas are organized to achieve a research project's purpose (Shields, Patricia and Rangarajan, 2013). It is used to clarify concepts and to propose relationships among the concepts in a study. It also provides a context for interpreting study findings (Malzaro, 2012). Miles and Huberman (1994) also defined conceptual framework as a written or visual presentation that explains either graphically, or in narrative form, the main things to be studied – the key factors, concepts or variables - and the presumed relationship among them (P.18). Generally, it can be used as a tool to scaffold a research. Therefore, this conceptual framework is used to guide this research.

This research was intended to examine how adolescents' self-esteem and narcissistic behavior is related with their Facebook use. It was also aimed at investigating whether sex, age and school type can make differences. Thus, in this research, Facebook use was the dependent variable, adolescents' self-esteem and narcissism were the independent variables and sex, age group, school type and grade level were the control variables.

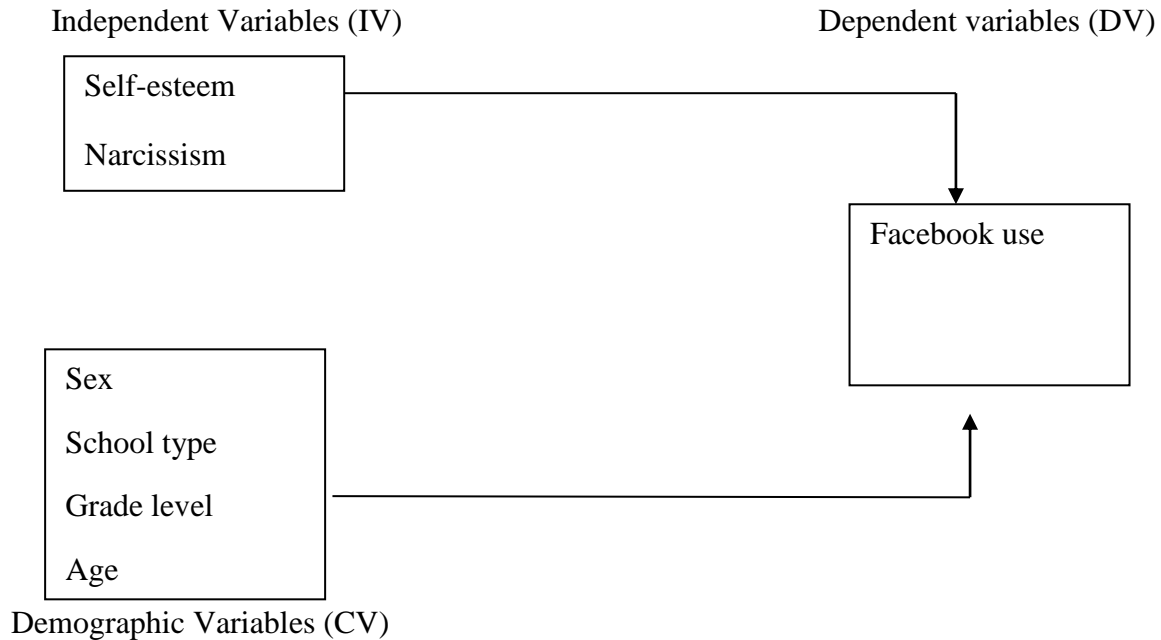


Figure 1. Conceptual framework of the research

1.5.2 Operational definition

- Facebook intensity: Adolescents' Facebook use, in this paper, refers adolescents Facebook intensity. It refers to the adolescents' number of Facebook friends, time spent on Facebook and also incorporates emotional connectedness to the site and its integration in an individual's daily activities. (Ellison, Steinfield, & Lampe, 2007). In this study, Facebook intensity is operationally defined as ratio level measurement that depicted respondent mean score on The Facebook Intensity Scale as measured during the data collection time.
- Self-esteem: is defined as feeling of self-worth that refers whether a person judge himself/herself as capable and successful or incompetent and unfit (Rosenberg, 1965). In this study, it is operationally defined as a ratio level measurement that refers to the respondents' total score on the Rosenberg Self-Esteem Scale during the data collection period.

- Narcissism: Narcissism is defined as a pervasive pattern of grandiosity, need for admiration, and an exaggerated sense of self-importance. It is associated with positive self-views of agentic traits, including intelligence, physical attractiveness, and power (Campbell & Foster, 2007). Operationally, narcissism is defined as ratio level measurement that is described as the mean score of the respondents' response for the sixteen questions in the Narcissistic Personality Inventory 16.

1.6 Scope of the study

The geographical boundary of this study was Addis Ababa city, Arada Sub-city. The research study was employed to regular high school and preparatory students in three selected schools (two public and one private school) that are found in Addis Ababa city, Arada Sub-city. This allowed the researcher to examine if school environment has effect on the research's question of interest. Moreover, the research focused on Facebook than other types of social media since the pre-assessment conducted by the researcher in the schools revealed that the vast majority of the students use Facebook than the others. Methodologically, under the positivist approach, this study is bounded to quantitative research method.

1.7 Significance of the study

This study is supposed to be significant for the following reasons:

- The study results will examine the relationship between adolescent's self-esteem and narcissistic behavior with their Facebook use. By so doing, it creates awareness among the youth, parents, teachers and other responsible bodies about the relationship between adolescents' Facebook use and their self-esteem and narcissistic behavior.

- The findings of the study will add on to existing knowledge in the area of study and give insight for researchers who wish to study further. Hence, it will serve as a source for others.
- It will ultimately pioneer the systematic study of how adolescents' personality characteristics are linked with their Facebook use in Ethiopia. Therefore, the findings of this research will be important to policy makers and program implementers who are concerned about the social well-being and health of adolescents in Ethiopia.
- It will also be important to minimize the risks related to social networking usage by adolescents by contributing to the creation of a conscious and informed society.

1.8 Organization of the paper

This thesis has six chapters. The content of each chapter is briefly presented below. Chapter one gives the background of the study, research problem, rationale and significance of the study, conceptual framework and definitions of main research variables, research objectives, and research questions and hypothesis.

Chapter two looks at the literature related with adolescents' development, different contexts for adolescent development, media use particularly the social media and Facebook. It also provides empirical findings on the relationship between adolescent's self-esteem and narcissism with their Facebook use

Chapter three describes the research methods. It starts by presenting the research design, sampling and passes to measurements and data collection instruments. The process of data collection is described in detail. Data cleaning and management techniques are highlighted as well. The chapter also contains data analysis techniques utilized. At the end of the chapter, human subject protection is presented.

Chapter four discusses findings of the study. It starts with descriptive univariate analysis, followed by bivariate analysis and finally comes multivariate analysis. This chapter gives answer to all the research questions stated in the previous chapter.

Chapter five contains a discussion of major findings of the study in relation to relevant findings of previous researches in areas related to self-esteem, narcissistic personality and Facebook intensity. Finally, chapter six presents conclusions, social work implication and limitations of the study.

Chapter Two

2 Literature Review

Chapter Over-view

Being the purpose of this study is to examine the impact of adolescents' self-esteem and narcissism on their Facebook use, this chapter begins by introducing Facebook use in different parts of the world and Facebook use by adolescents. After this, adolescence and its developmental stages in accordance with Facebook use are discussed. After that, literatures on adolescents' Facebook use and their self-esteem are reviewed. Following this, the adolescents' use of Facebook and its relation with narcissistic behavior are discussed. After reviewing literatures that serve as background for the main research topic, the next section directly proceed to present empirical findings of different researches that focus on the influence of adolescents' self-esteem and narcissism on their Facebook use. Finally, the theoretical framework that guides the research is presented.

2.1 General overview of Facebook use

2.1.1 Historical background of Facebook

Two decades before internet was used for non-social uses only like school use and information gathering. However, the invention of different social networking sites (SNS) made social type of internet use possible. According to Boyd and Ellison (2007), social networking sites are defined as “web-based services that allow individuals to: (a) construct a public or semi-public profile within a bounded system; (b) articulate a list of other users with whom they share a connection, and; (c) view and traverse their list of connections and those made by others within the system. They enable people who share common interests to interact with each other over the web. At the present time, there are many popular social networking sites around the world such

as Facebook, Twitter, LinkedIn, MySpace, Ning, Google Plus+, Tagged, Hi5, Myyearbook, Meetup, Badoo, Bebo, Mylife and Friendster (Omalayo, Balogun&Omole, 2013).

Facebook was created and launched in February 2004 by Harvard students: Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz and Chris Hughes. At the time this site has begun its network only for Harvard University. Two months later, the site expanded to include other Ivy League schools. After that, the college network slowly grew and by the end of 2004, it had registered more than a million users. In 2006 Facebook opened up its membership access to the people worldwide who were over 13 years of age (Facebook, 2013). By 2009, Facebook surpassed its competitor Myspace, which had a longer history, and which until that point was the most popular online social network. Apart from providing services (e.g. e-mail, joining/browsing network, photo album, and the like) that most traditional social networking websites do, Facebook provides multiple add-on functions (e.g., virtual pets, online games, the wall, virtual gifts) that allow users to customize their own interface (Cheung, Chiu & Lee, 2011).

2.1.2 Facebook use across the globe

Facebook, with more than 1.5 billion monthly active users (22 % of the world's population), is the world's largest social network and has become an important part of many people's daily routines (World Map of Social Networks, 2016). According to World Map of Social Networks (2016), out of the analyzed 137 countries, Japan was the only country where twitter is the leader.

As indicated in figure 2, as of November 2015, 35.6 % Facebook users were in Asia, 21.6 % were in Europe, 14.45% were in North America, 8% were in Africa and other continents contribute 20.4% of the total Facebook users/

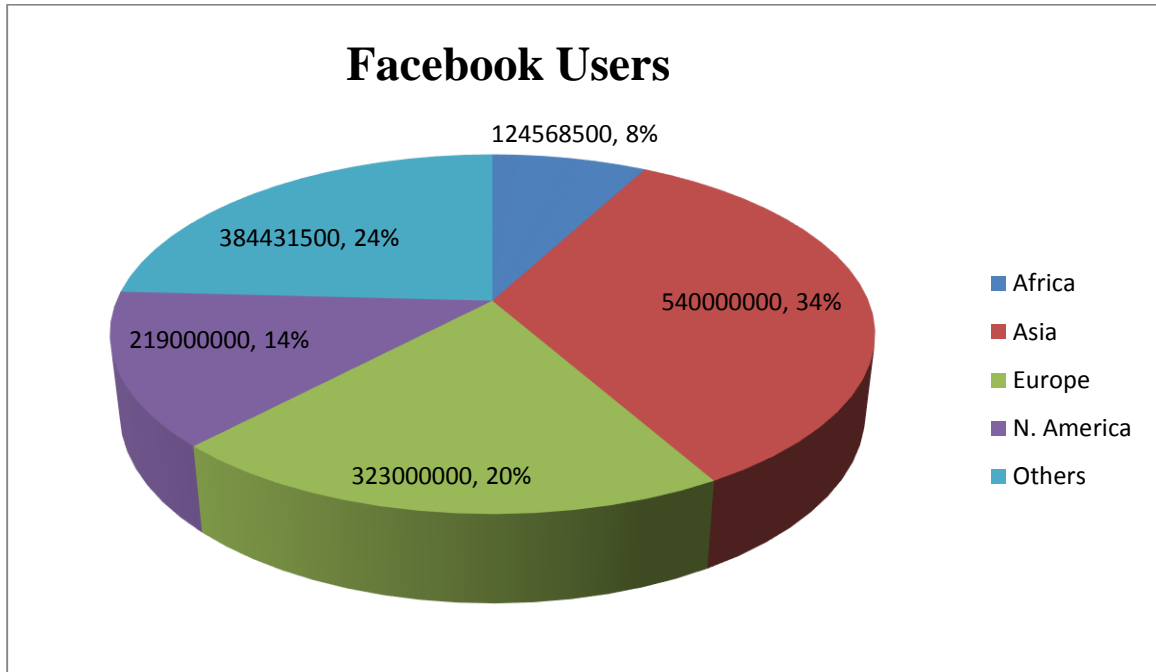


Fig 2. Facebook users in different continents November 2015

2.1.3 Facebook in Africa

As a whole Africa contributes only 8 % of the global Facebook users mainly due to the continent's comparatively low internet coverage. However, in recent years, the number of Facebook users in Africa shows an explosive growth. The majority of the users access the platform via mobile. For instance, as of June 2014, there were 100m people across the African continent with over 80% on mobile. In June 2015, the number jumped to 120million. Egypt with more than 27 million users is the leading country followed by Nigeria (15million) and Algeria (11 million).

In Africa, it is not only the number of Facebook users but also the time spent also increase. For instance south Africa is among the leader in time spent on facebook with an average of 3.2 hrs a day, compared to a global average of 2.4hrs (CNN.com, 2016).

2.1.4 Facebook use in Ethiopia

The first Internet Service Provider (ISP) started to provide public access to the country in 1997 (Lishan, 2010). Several Internet cafes subsequently emerged, thereby increasing the popularity of the Internet (Tesfaye, 2013). In addition, the distribution of Internet enabled cell phones contributed to an increase in Internet users in the urban areas of the country (Ethio telecom, 2013/14).

In Ethiopia the number of internet users increased in recent years. According to the sole telecom provider the Ethio-telecom, internet subscribers reached 4.6million by the end of 2013/14. Similarly, reports indicated that the number of people using SNS in general and Facebook in particular has been growing exponentially. According to Ethio-telecom, In Ethiopia, there were about 1.27million users of Facebook in Ethiopia with active accounts. Twenty eight percent of these were women (Socialbakers, 2014). In 2015, there were 3.7 million Facebook users that made the country the eighth largest Facebook use in Africa. Usage of Facebook in Ethiopia has increased by 500%, within five years, since 2010 and by 190% since 2014(Internet World Stats, 2014 c).

Different studies also revealed that it is not only the number of Facebook users but also the time spent on Facebook also increased in alarming rate. According to socialbakers (2013) the total minutes spent on Facebook rose nearly by 300 % in 2013 as compared to a year before.

2.1.5 Facebook use by adolescents

As many researches across the globe depicted that, adolescents are the main users of different media sources. For instance, teenagers in the United States spend about 6 to 7 hours each day interacting with various media sources (Roberts, Foehr, &Ridout, 2004, as cited in L'Engle, Brown, &Kenneavy, 2006 as cited in Julie and Nicole, 2011). Adolescents are also

known for their intense internet use. Subrahmanyam and Lin (2007) indicated that adolescents represent the largest and fastest growing demographic sector using the Internet, with the Internet becoming indispensable for instrumental purposes, such as schoolwork and information gathering, as well as for communication purposes (Subrahmanyam & Lin, 2007).

Regarding social networking sites, different researches indicted that adolescents and young adults are the most prominent users of social networking sites (Sarah, 2012). Davies (2012) also described teenagers as the busiest users of Social Media applications.

On the subject of Facebook use, different researches disclosed that adolescents are the most frequent users. Al-Jubayer (2013) indicated that globally, teenagers and college students spent long hours on social networking sites such as Facebook. Lenhart et al.(2011) also indicated that teenagers are among the dominant users of Facebook. For instance, a whopping 93% of teens in the age of 12-17 have an account on FB, with 64% of 12-13 year olds using FB in the U.S (Wenninger, 2014).

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

Concerning the age demographics of Facebook users found in Ethiopia, Ethiopian youths aged 13 to 24 constitute the highest Facebook .users than other age groups. In addition the use of Facebook by this age group has been increasing from 38% in 2010 to 51.6% in 2014 and constitutes more than half of the total Facebook users in the country (Internet World Stats, 2014

c). The percentage of this age group is relatively greater than the corresponding percentages in other developing countries, such as Kenya, Tanzania, Senegal and Cameroon (48.3 %, 45.6 %, 38 % and 50.3 % respectively) (Internet World Stats, 2014 b and Socialbakers, 2014 b). Local researches, also revealed that compared to other youth sectors found in Addis Ababa, high school students are found to be the major Facebook users (Gedion, 2011). This revealed that more than half of the high school students were using social networking sites specially Facebook (Gedion, 2011).

2.2 Facebook use and Developmental Tasks in Adolescence

There is no universally accepted definition for the term adolescence. Different scholars define adolescence in different ways. Even though there is no universal agreement regarding the age at which adolescence begins and ends, most scholars have the same opinion that adolescence is a period of stress and storm accompanied by dramatic changes in their physical, cognitive, social, psychological and emotional changes. Julie and Nicole (2011) described adolescence as:

.....Adolescence is a time of amazing growth and vitality. Adolescents can think in new and exciting ways, they are usually in the peak of health, and they are often involved with a wide network of people—from the family, neighborhood, and school to after-school activities, work, and religious affiliations. It can be an exciting, satisfying, and happy time. However, for some youth, adolescence can be a period of profound loneliness, depression, and ostracism.(P.4)

Cohen (2006) also classified adolescence into early adolescence (11-14 years of age), middle adolescence (15-16 years of age) and late adolescence (17-21 years of age). Each distinct stage have their own characteristics that makes them unique.

In infancy and childhood, children spent much of their time in home where the majority of interaction is between the infant and the parent, or primary caregiver. Therefore, in this stage family and primary caregivers play significant role in their overall development. However, as the child grows, different environments begin to emerge and their development is affected by many other environments other than family.

Erikson (1993) described adolescence as a very crucial stage in identity formation. He emphasized the formation of strong peer relationship as a key developmental task of adolescence since it enables them to get positive feedback and confirmation for their thoughts and actions. Thus, adolescents spent a considerable time with their peers. However, the advent of social networking sites, offered extra access to form peer relationship. Thus, social networking sites in general and Facebook in particular serves as a new context to satisfy their need for positive feedback and confirmation from their peers. Therefore, as Facebook use can affect adolescent personally characteristics like self-esteem and narcissism and there is a possibility for the personality characteristics to be predictors of adolescents' Facebook use.

2.3 Facebook use and adolescent's self-esteem

A. Defining self-esteem

Different scholars defined self-esteem in various ways. For instance, Rosenberg (1965) defined self-esteem as feeling of self-worth. Worthiness refers whether a person judge himself/herself as capable and successful or incompetent and unfit. According to this definition, self-esteem is important to a person's identity and behavior. Self-esteem, according to Alexander (2001), is an unconditional appreciation of oneself, that is, an appreciation of both positive and negative potential in its fullest sense. He said that self-esteem is competence oriented but also open to change. According to Mruk (1999) as cited in Omalayo, Balogum and

Omol , 2013)), self-esteem is a lived phenomenon, dynamic, and it is therefore on-going and open to change. He identified three elements of self-esteem. Firstly, there is a connection between competence and worthiness. Secondly, self-esteem is lived on both cognitive and affective levels, and thirdly, self-esteem is a dynamic phenomenon which can fluctuate more than characteristics like personality and intelligence. Thus, self-esteem could be seen as perception rather than reality. It refers to a person's belief about whether he/she is intelligent and attractive but does not necessarily say anything about whether the person is actually intelligent and attractive. Valkenberg, Peter and Schouten (2006) also defined self-esteem as adolescents' evaluation of their self-worth or satisfaction with three dimensions of themselves: physical appearance, romantic attractiveness, and the ability to form and maintain close friends.

B. Linking Facebook use and self-esteem

Erikson's psychosocial theory has eight distinct stages. The theory assumes that a crisis occur at each stage of development. Successful completion of each stage results in healthy personality while failure to successfully complete a stage can result in a reduced ability to complete further stage and unhealthy personalities (Erikson, 1959 &1963).

According to Erikson (1959) the development of an integrated identity is the major task for adolescence. He termed adolescent psychosocial development as a struggle between 'identity versus identity confusion.' This stage of life is a time of searching for identity not necessarily achieving one.

Before having a concrete identity, adolescents explore multiple facets. In this stage, adolescents spent much of their time interacting with their peers. Adolescents want confirmation and fear rejection by their peers. Therefore, the ability to form strong peer relationship and the feedback obtained from their peers have profound impact on the creation of integrated identity.

During the formulation of this theory, Erikson considered the face-to-face relationship. However, in this internet dominated world, adolescents have a new access to make the peer-relationships. Therefore, the internal urge of adolescents for confirmation from peers can be manifested in social networking sites in general and Facebook in particular.

2.4 Facebook use and Adolescents narcissistic behavior

A. Defining Narcissism

The term “narcissism” has its origins in the Greek myth of Narcissus, a man who refused all lovers and was cursed by the gods to fall in love with his own reflection (Konrath, 2007). Narcissism is a pervasive pattern of grandiosity, need for admiration, and an exaggerated sense of self-importance. It is associated with positive self-views of agentic traits, including intelligence, physical attractiveness, and power. Narcissism is characterized by a highly inflated, positive but unrealistic self-concept, a lack of interest in forming strong interpersonal relationships, and an engagement in self-regulatory strategies to affirm the positive self views (Campbell & Foster, 2007).

B. Linking Facebook use and narcissism

Adolescents according to Piaget (1952, 1970) are in the stage of formal operations, meaning that they can think logically, creatively, and multi-dimensionally. This astonishing progress in their new cognitive ability is usually fascinating for many adolescents. As Julie and Nicole (2011) indicated that some youth find themselves so very interesting and their thoughts and feelings so unique that they become self-absorbed. This may result in what is called adolescent egocentrism.

The term adolescent egocentrism was coined by the psychologist David Elkind to describe adolescents feeling that an audience surrounds and critique them (Elkind, 1967). Elkind depicted that adolescents focus mostly on their own perception-especially on their behavior and appearance because of the physiological metamorphosis they experience during this period.

The Piaget cognitive theory described that the formal operational stage in adolescents enable them to construct imaginary situations.(Piaget, 1970) .This may result in adolescents' belief that other people are as attentive to their behaviors and appearances as they are of themselves. Hence, based on the positivity or negativity of their belief, adolescence can be a time of self-absorption. Thus, investigating the relationship between adolescents' narcissistic behavior and their Facebook use is important since Facebook is also an arena that connects adolescents with their audience.

2.5 Empirical Findings

As indicated above, many researchers examined the impact of Facebook on adolescents' self-esteem and narcissistic behavior. However, this section presents the findings of some researches that examined how adolescents' self-esteem and narcissistic behavior affects their Facebook use.

2.5.1 Self-esteem and Facebook

The findings of some studies revealed that self-esteem influences the time spent on Facebook and the number of Facebook friends. For example, Kaipainen and Faraon (2014) examined the relation between Facebook usage and self-esteem. The findings of this study depicted that both time spent on Facebook and number of Facebook friends are correlated negatively with self-esteem, suggesting that extensive use of the social networking site and having many friends are related to lower self-esteem.

Kim and Davis (2008) conducted a study on the problematic internet use (PIU) and its link to self-esteem, sensation seeking, subjective values and unrealistic optimism. Problematic internet use (PIU) in the research was described as internet activities that are compulsive and have interference with normal activities of daily living. They found a link between PIU and self-esteem because individuals with a lower self-esteem or that have been socially rejected tends to spend more time on the internet. Their findings also indicated that females were more likely to use the internet as a way to keep contact with family members while male were more likely to use the internet for playing online games, become famous or seek romantic partners.

Mehdizadeh (2010) also indicated that there is a significant negative correlation between self-esteem and the time spent on Facebook per session. Those with lower self-esteem spent much time and presented less self-promoting content on Facebook pages.

2.5.2 Facebook and Narcissism

Recent literature has documented the manifestation of narcissism in SNS usage. Buffardi and Campbell (2008) depicted that narcissism was the highest predictor of social media activity out of all of the factors studied which indicates that narcissistic behavior and social media use are strongly correlated (Buffardi & Campbell, 2008). They proposed that SNS provide excellent platforms for narcissistic self-regulation. Therefore, narcissists had more Facebook friends and wall-posts, and had profile pictures that are rated by others to be more physically attractive and more self-promoting than the profile pictures of non-narcissists. In this regard, the researchers speculate that narcissists may have selected more attractive photos of themselves to affirm their inflated beliefs.

Ong, Ang, Lim, Goh, Lee, and Chua (2008) in the study that aimed to examine both narcissism and extraversion in relation to rationales for Facebook usage, found narcissism to

predict usage of Facebook to occupy time, to pursue leisure interests, and to interact with romantic interests, over and above extraversion, suggesting that narcissists enjoy the exhibitionistic nature of SNS.

The study conducted by Malik and Khan (2015) revealed that there is significant relationship between Facebook addiction and narcissistic behavior among students. Another research also indicated that students spending more time on Facebook actually have low level of self-esteem and to compensate it, perhaps unconsciously, they show an even more serious narcissistic behavior (Somerville, 2014)

The research by Mehdizadeh's (2010) on Self-Presentation 2.0 and Narcissism and Self-Esteem on Facebook revealed that individuals higher in narcissism and lower in self-esteem were related to greater online activity as well as some self-promotional content. Carpenter (2011) also studied narcissism traits which contribute to anti-social behaviors on Facebook. The findings of his research revealed that narcissistic Facebook behaviors are related with self-promoting content.

Different studies also shown that narcissists spend more time on Facebook, have more Facebook friends, were more likely to accept friendship requests from strangers, had a positive attitude towards having a lot of Facebook friends and looked more for social support on Facebook (Bergman, Fearington, Davenport , and Bergma, 2011). Moreover, researches revealed narcissists used Facebook more for self-promotion than non-narcissists, by means of pictures, profile information and status updates. They post more attractive pictures of themselves, sometimes edited in Photoshop, and believe that others are interested in what they are doing (Ong, 2011; Bergman, Fearington, Davenport , and Bergma, 2011).

2.6 Theoretical framework

Smith, Hamon, Ingoldsby and Miler (2009) defined theory as a general framework of ideas and how they relate to each other and can be used to answer questions about particular phenomena. Therefore, in this section, theories related to the development of adolescents and theories that can be used to describe their media use are discussed.

Even though most of the theories in this area are very broad that deals with media in general, two media theories that are very helpful to understand adolescents' Facebook use and two competing hypotheses that specifically focus on social networking sites are found to be relevant to deal with the interest of this study. Therefore, starting from use and gratification theory, media dependency theory and the two competing hypotheses (social compensation hypothesis and rich-get-richer hypothesis) are presented.

A. Use and gratification theory (UGT)

Unlike other theories of media effect theories that question what media do to people, UGT focus on what people do with media.(Katz, 1959) It is an audience centered approach to understand how people actively seek out specific media to satisfy specific needs (Severin and Tankard, 1997). It assumes that audience members are not passive consumers of media. Rather, the audience has power over their media consumption and assumes an active role in integrating media into their own lives. (Blumer and Gurevitch, 1974)

Generally, the central assumptions of UGT can be summarized as: The audience active and its media use is goal oriented, The initiative in linking need gratification to a specific medium choice rests with the audience member, The media compete with other resources for need satisfaction, People have enough self-awareness of their media use, interests and motives to

be able to provide researchers with accurate picture of their use and value judgment of media can only be assessed by the audience (turner & Lynn, 2007).

As use and gratification theory indicated that, media users are goal oriented. Hence, according to this theory, it s logical to think adolescents with high narcissistic behaviors use Facebook for self-regulation and adolescents with low self-esteem may use Facebook as a means of boosting their self-esteem. Thus, this study investigate how the adolescents' with self-esteem is related with their Facebook activity.

B. Media dependency theory

According to this theory, there is an integral link between media, audience and large social system. The theory states that the more dependent an individual is on the media for having his or her needs fulfilled the more important he media will be to that person. The media will also have much influence and power over that individual (Ball-Rokeach & Defleur, 1976).

According to this theory, as adolescents with low self-esteem and high narcissistic behavior use FB to meet their needs, Facebook become more important to them. Therefore, they may have strong emotional attachment with their account besides to spending much time and having active participation. For that reason, this study will examine the relationship between adolescents' self-esteem scores in Rosenberg scale and narcissistic behavior scores in NPI-16 with their emotional attachment in addition to time spent on Facebook and number of friends in Facebook intensity scale.

C. Social compensation hypothesis Vs rich-get richer hypothesis

According to social compensation hypothesis, less socially adept adolescents use online social networking as a place to anonymously self-disclose and make friends when they might otherwise be too uncomfortable to do so. On the other hand, the rich get richer theory stated adolescents that already have well-established peer groups use the communication websites as additional peer interaction to reinforce already formed friendships and keep in touch with long-distance friends (Anderson-Butcher et al., 2010). For this study, the social compensation hypothesis is used as one of the components of the theoretical framework.

Summary

Two decades before internet was used for non-social uses only like school use and information gathering. However, the invention of different social networking sites (SNS) made social type of internet use possible. Of all other types of social networking sites, Facebook with more than 1.5 billion monthly active users, is the world's largest social network. As a whole Africa contributes only 8 % of the global Facebook users mainly due to the continent's comparatively low internet coverage. However, in recent years, the number of Facebook users in Africa shows an explosive growth. The majority of the users access the platform via mobile. In Africa, it is not only the number of Facebook users but also the time spent also increase. Usage of Facebook in Ethiopia has increased by 500%, within five years, since 2010 and by 190% since 2014. Different studies also revealed that it is not only the number of Facebook users but also the time spent on Facebook also increased in alarming rate.

Regarding demographic distribution of Facebook users, different researches disclosed that adolescents are the most frequent users. Similarly in Ethiopia youths aged 13 to 24 constitute the highest Facebook users than other age groups.

Adolescence is a very crucial stage in identity formation. The formation of strong peer relationship as a key developmental task of adolescence since it enables them to get positive feedback and confirmation for their thoughts and actions. Thus, adolescents spent a considerable time with their peers. However, the advent of social networking sites, offered extra access to form peer relationship. Thus, social networking sites in general and Facebook in particular serves as a new context to satisfy their need for positive feedback and confirmation from their peers.

The findings of some studies revealed that self-esteem influences the time spent on Facebook and the number of Facebook friends. Recent literature has also documented the manifestation of narcissism in SNS usage.

As use and gratification theory indicated that, media users are goal oriented. Hence, according to this theory, it is logical to think adolescents with high narcissistic behaviors use Facebook for self-regulation and adolescents with low self-esteem may use Facebook as a means of boosting their self-esteem.

According to media dependency theory, as adolescents with low self-esteem and high narcissistic behavior use FB to meet their needs, Facebook become more important to them. Therefore, they may have strong emotional attachment with their account besides to spending much time and having active participation. Finally, according to social compensation hypothesis, less socially adept adolescents use online social networking as a place to anonymously self-disclose and make friends when they might otherwise be too uncomfortable to do so.

Chapter Three

3 Research Method

This chapter presents the methods that guided and transformed the overall research questions to generate empirical data. This section discusses the research design, the sample selection procedures, instrumentation, and procedures of data collection. In addition, this chapter presents about the data cleaning and management, collapsing and data analysis steps used to extract the findings of the study. Reliability and validity tests for the instruments are also discussed. Finally, the chapter presents the procedures used to protect human subjects.

3.1 Research method and design

This study used the positivist research approach. The study employed quantitative method. The quantitative research method was chosen mainly to involve as many adolescents as possible and to collect standardized information from the subjects under study. This enabled the identification of general trends concerning the relationship between adolescent's Facebook use with their self-esteem and narcissism. A quantitative research method also maximizes objectivity by using numbers, statistics, structure and researcher control, and it facilitates external validity (McMillan & Schumacher, 1993).

This study used co-relational research design that is intended to examine how the independent variables (adolescents' self-esteem and narcissistic behavior) are corelated with adolescents' Facebook use. To sum up, this study, under the positivist approach, employed quantitative research methodology with co-relational design that had both descriptive and explanatory goals.

3.2 Study area

The study was carried out in the political and economic capital of Ethiopia- Addis Ababa. From the 10 sub-cities, the study is employed in Arada sub-city. In Arada Sub-city there are six preparatory schools; four of them are private school while two are public schools. From these schools, one private and one public preparatory school were selected to be the study area of this research. The chosen private school teaches students from grade nine to grade twelve but the chosen public school teaches students of grade eleven and twelve only. Therefore, one additional public high school that teaches grade nine and ten students has also been chosen so that comparison between the students of the school with the private school students is possible. Therefore, a total of three schools were covered by this study.

The study area was selected for two reasons. First, the researcher has been living in the sub-city for ten years and he has been working in one of the selected schools for about six years. Therefore, the researcher believed that these can reduce obstacles in the course of the research. Second, the chosen sub-city is found at the center of the city and it is hot business area with many internet cafes and other recreational centers. Therefore, the students, perhaps, had greater access for Facebook near their schools.

3.3 Sampling plan

1. Units of analysis

The question of interest in this study was to examine how adolescents' self-esteem and narcissistic behavior affects their Facebook use. The self-esteem and level of narcissistic behaviors are unique to individual adolescents and so does Facebook use. For this reason, the data collecting instruments were administered to individual students who were selected to

participate in the study. Therefore, the unit of analysis of this study was primarily individual students in the selected schools of Addis Ababa.

2. Sampling technique

A population is a group of people that the research wants to make assumption about. The population of this study consisted of grades 9, 10, 11 and 12 of the selected public and private preparatory school students (enrolled in the year 2015/2016) in Addis Ababa. In the schools there are a total of 5201(2337 from minilik, 1749 from cathedral school and 1115 from Bethelhem school) students. For this survey, the sampling frame is the list of names taken from the respective schools. The sampling frame for this study is the name of students enrolled in the selected schools.

Even though, the aim of this research is to make generalizations and extend the results beyond those who participate, obviously, the researcher cannot collect data from every single individual from the population of interest since it would be extremely expensive and take very long time. For this reason the researcher used multi-stage stratified random sampling technique to select the participants since it enables to include each possible case like school type, grade level and gender. Therefore, this sampling technique will help to get representative sample and maximize generalisability of the findings on the study population. After determining the sample size the number will be divided equally for the three schools. Then, the number of participants from each grade level within the three schools will be determined by dividing the respective share of each school into four. Finally, to determine the number of female and male participants from each grade level the number of participants in the respective classes will be divided into two.

3. Sample size

The sample size for this study was calculated by using Krejcie and Morgan (1970) formula of determining sample size. The formula uses 95% confidence interval with a margin error of 5%. Therefore, the total number of participants of this study is 358. From this, the share of each school was determined as in accordance with their share in the population of the study (see appendix A).

From Betelhem School, 77 students were selected. 50 of them were from grade 9 and 27 were from grade 10. Regarding the sex of the respondents, from grade 9 students 31 were females and 19 were males. From grade 10 students, 11 were males and 16 were females. The number of participants from Minilik School were 161. From those, 83(40 males and 43 females) were grade 11 students and 78 (36 males and 42 females) were grade 12 students. From cathedral school, 120 students were selected. Of them 36 (19 males and 17 females), were grade 9, 25 (14 males and 11 females) were grade 10, 29 (15 males and 14 females) were grade 11 and 30 (18 males and 12 females) were grade 12 students.

3.4 Measurement

Measurement refers to the process of describing abstract concepts in terms or specific indicators by the assignment of numbers or others symbols to these indicants in accordance with rules. The concepts and variables that are the focus of both research and practice cannot normally be directly observed. Therefore, we use indicators. Indicators are an observation that is assumed to be evidence of the attributes or properties of some phenomenon.

Facebook use: Adolescents' Facebook use was measured by using items that indicate the time spent, number of friends, and the extent to which individuals are emotionally connected to Facebook, and how well Facebook was integrated into adolescents' daily lives.

Self-esteem: It is defined as a favorable or unfavorable attitude towards the self (Rosenberg, 1965). It was measured by items that examine global self-worth by measuring both positive and negative feelings about the self.

Narcissism: It was measured by using items that indicate the pervasive pattern of grandiosity, need for admiration, and an exaggerated sense of self-importance regarding one's intelligence, physical attractiveness, and power.

3.5 Instrumentation

The data collection materials to measure the variables of the present study that are described above had four parts. The first part of the data collection material deal with the respondent's demographic data like sex, age, school type and grade level.

Facebook Use: The respondents' Facebook use was measured by The Facebook Intensity Scale. It was developed by Ellison, Steinfield, and Lampe (2007) as part of an investigation of undergraduates' social networking site usage and social capital, the resources accumulated through being part of a network. The Facebook intensity scale is used to measure Facebook use beyond simple measures of frequency and duration, incorporating emotional connectedness to the site and its integration in an individual's daily activities. (Ellison, Steinfield, & Lampe, 2007). Generally, the scale has eight questions designed to measure active engagement and emotional connection with Facebook. Example questions are "Facebook is part of my everyday activity" and "I would be sorry if Facebook shut down." The sample is calculated as a mean score of the eight items. In this sample the instrument had excellent consistency ($\alpha=0.829$).

Self-esteem: The Rosenberg Self-Esteem Scale was used to measure participant self-esteem. It is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items should be

answered using a 4-point Likert scale format ranging from strongly disagree (0) to strongly disagree (3). Therefore, every answer on the survey was assigned a point value with more points being rewarded for answers demonstrating high self-esteem and vice versa. The subject's survey is scored as a sum of all the ten items and the subject is placed into a category. The categories were high self-esteem, average self-esteem, below average, or critical. Example items include "On the whole, I am satisfied with myself" and "I take a positive attitude toward myself." The original reliability of this scale is 0.72. This measure has gained acceptable internal consistency and test-retest reliability, as well as convergent and discriminate validity globally. In this sample the alpha is ($\alpha=0.780$).

Narcissism: The narcissism in the respondents will be measured by the Narcissistic Personality Inventory 16 (NPI-16; Ames, Rose, & Anderson, 2006). It is a 16-item questionnaire. Participants read pairs of statements and then selected the statement that best described their feelings and beliefs about themselves. An example pair of choices would be "I really like to be the center of attention" or "It makes me uncomfortable to be the center of attention." Selecting the first option in this pair would contribute to a higher narcissism score. The alpha of this instrument in this sample is 0.701.

3.6 Data Collection Procedure

A. Translation of instruments

Collecting data in one language and presenting the findings in another involves researchers taking translation related decision that have a direct impact on the validity of the research and its report (Winer, 2000). Hence, translation of instruments from the native language to other language needs high vigilance. Thus, the data collection instruments that were used in

this study were translated from English to Amharic by recognized professional translators using a “Back translation approach” (Harkness&Schoua-Glusberg, 1998).

First, I translated the Source Language Text (SLT1) from English to Amharic. The Amharic version was edited and cleaned by two Amharic teachers. Second, one English teacher translated back the Target Language Text (TLT), in this case Amharic in to source language (SLT2) English. The second translator was a MA graduate of English language teaching in Addis Ababa University. The second translator was unfamiliar with the source language and was not informed that there is source language. Third, I did a comparison of the First Source Language text (SLT1) and the Second Source Language text (SLT2). I made some corrections to the Amharic translation with a support of another teacher who has been teaching high school level students’ Amharic language for more than 10 years. Forth, on the basis of similarities between SLT1 and SLT2, I made the final conclusion to use the Amharic version as the tool for my study. These steps helped me to create identical SLT1 and SLT2 that demonstrate greater equivalence between the Target Language Text (TLT).

B. Approval from the selected schools

Prior to the conduct of the study, I asked permission and endorsement from the principals of the respective schools. After getting the official’s approval, I send a letter to the respondents and to the families of the respondents to get there informed consent. Then the questionnaires were distributed to the respondents. Data collection was conducted from Feb.10th to March 20th 2016 during afternoons after class end.

3.7 Data cleaning and management

A. Error prevention

Before the actual data collection, the questionnaire was pre-tested at a school which is not selected for this study by selecting 5% from the total sample size. Based on the pre-test, necessary modification on the questions like clarifying the language, clearing ambiguities, was made and then the actual data collection was employed. Furthermore, the researcher and his friends from MSW in AAU were assigned at the time of data collection to ensure the completeness of the questionnaire and to respond to those questions that may result in misunderstandings and uncertainties.

B. Data cleaning

Data cleaning is a process used to determine inaccurate, incomplete, or unreasonable data and then improving the quality through correction of detected errors and omissions (Chapman, 2005). Obviously, error prevention strategies can reduce many problems but cannot eliminate them. Therefore, data cleaning is mandatory in research. According to Chapman (2005), data cleaning encompasses three sub-processes. These processes are: data checking and error detection, data validation and error correction. Similarly, Broeck , Cunningham and Herbst (2005) also suggested three stage process involving repeated cycles of screening, diagnosing and treatment. In this research, the data cleaning frame work developed by Broeck , Cunningham and Herbst (2005) was used.

A. Screening phase: It involves systematically looking for suspect features in assessment questionnaires, databases, or analysis datasets. The possible source of errors are spelling and formatting irregularities, lack of data, excess data, outliers/inconsistencies, strange patterns, and suspect analysis results. To detect the source of error, the screening methods suggested by the framework are browsing of data tables after sorting, summary statistics, validated data entry and double data entry(when time allows), printouts of variables not

passing range checks and of records not passing consistency checks, frequency distributions and cross-tabulations, graphical exploration of distributions (box plots, histograms, and scatter plots using visual analysis software such as tableau desktop), plots of repeated measurements on the same individual like growth curves, checking of questionnaires using fixed algorithms, and statistical outlier detection.

- B. Diagnostic phase: It involves identifying the nature of the defective data. From the screening phase, the data that needs investigation was already highlighted. Thus, in this stage clarifying the suspect data was done often by reviewing all of a respondent's answers to determine if the data makes sense taken in context and sometimes by reviewing a cross-section of different respondents' answers. Possible diagnoses for each data point are: missing data (answers omitted by the respondent), errors (typos or answers that indicate the question was misunderstood), true extreme (an answer that seems high but can be justified by other answers), true normal (a valid record), and no diagnosis but still suspect.
- C. Treatment phase: According to the model, after identification of errors, missing values, and true (extreme or normal) values, analysts will decide what to do with problematic observations. The three possible decisions will be: leaving unchanged, correcting (editing) the data, and deleting the data. However, re-measure the suspect or erroneous values can be another option if time and resources allows.

Therefore, by using this frame work the researcher tried to identify and correct the errors or tried to make the impact on the study insignificant. For omitted values, respondents the average value of the respondents' response for the other items werre taken. Finally, nine

questionnaires were dropped out since they were almost incomplete and were very difficult to treat them.

3.8 Data analysis

After the questionnaires are collected, the researcher has checked for their completeness, gave ID number and data was entered and analyzed by using SPSS version 21.0. This study used both uni-variate and multivariate analysis. In other words the data analysis was descriptive-co relational.

A. Univariate analysis

At this level, descriptive statistical analysis was conducted to obtain participants' demographic characteristics. Descriptive frequency tables were used to observe the patterns of study respondents' response to each of the study variables. This descriptive statistics helped to know the frequency, character of the distribution of the data, and how extensively the responses are dispersed around the central value. Categorical level variables such as sex, school type and grade level completed were analyzed in percentages and frequency distribution. For interval and ratio level variables such as age group, self-esteem and Facebook intensity the results were measured and reported in measure of central tendency (mean, median, mode) and measures of dispersion (standard deviation and range).

B. Bivariate analysis

Bivariate analysis is one of the simplest forms of the quantitative analysis. It involves the analysis of two variables (often denoted as X, Y), for the purpose of determining the empirical relationship between them. Pearson correlation was used to see the relationship between the two independent variables (adolescent's self-esteem and narcissism) with their Facebook use.

However, the existence of significant relationship in the correlation analysis does not mean the

independent variables are predictors of the dependent variable. Therefore, to check whether the independent variables are predictors of the dependent variable, linear regression analysis was used.

Before conducting a hypothesis test, I had to look at the possible relationship between the dependent variable (Facebook intensity) with the research's control variables. First, a bivariate correlation analysis between the dependent variable (Facebook intensity) and demographic factors (school type, sex, grade level, and age group) was done. Second, comparison of mean by using independent sample t-test for the three categorical demographic factors (school type, gender, and grade level) and comparison of mean by using one way ANOVA for the continuous variable (age group) was done to see the effect of the continuous demographic factors (age group) on Facebook intensity.

C. Multivariate analysis

Multivariate analysis is convenient to analyze the existence of statically significant relationship between two or more independent variables (also known as predictors) with the dependent variable. The regression calculates the coefficient for each independent variable to estimate the effect of research predictor or independent variable on the dependent variable while the other predictor held constant. Thus, multivariate analysis was done to examine the effect of independent variables or the predictors (self-esteem and narcissistic behavior) on the dependent variable (Facebook use) while keeping one of the variables constant.

3.9 Human subject protection

3.9.1 Informed consent

Informed consent, according to Marczyk, DeMatteo, and Festinger (2005), is the system for communicating the research study to potential participants and providing them with the

opportunity to make autonomous and informed decisions regarding whether to be participants in the study or not. It gives the participants the freedom and self-determination to participate or not. In addition, informed consent gives the participants the opportunity to understand the procedures to be employed, the risks, and the demands that may be made upon them (Best & Kahn, 2001). Thus, the researcher has to explain all the required information to his/her prospective participants, including the right to confidentiality, the non-disclosure of information, the right to withdraw from the research process at any time, and the benefits of the research. The researcher also provided the participants with the opportunity to ask questions. In the context of this study, the participants will be informed the purpose of the study then they will decide to participate or not.

3.9.2 Voluntary participation

Since the respondents are well informed about the research and make their own decision to participate and not to participate, the respondents participate voluntarily without any coercion or order from teachers or school participants.

3.9.3 Anonymity and confidentiality

The researcher is responsible for ensuring the confidentiality of the protected information, but also for maintaining the confidentiality of information with regard to the privacy and dignity of the participants. Thus, confidentiality involves the student's right to have control over the use of or access to his or her personal information, as well as the right to have the information that he or she shares with the researcher to be used anonymously and its source to be kept confidential (Marczyk, et al., 2005:244 as cited in Gedefaw, 2012). The researcher gave the participants full assurance that their names and other personal information will not be revealed.

3.9.4 Potential risks and Harms

The study will simply collect information about participants' self-esteem, narcissistic behavior and Facebook use. Therefore, no risk and harm is anticipated. However, some items in the data collection tools may contain questions that may cause some discomfort especially for those who are shy. Thus, the researcher will be there to eliminate the possible discomforts. Moreover, no data will be published that contains personal identifiers. The participants will be told they are free to decline to answer any question and free to terminate the survey at any point. In addition, the researcher will provide his and his advisors phone number on the tools.

Chapter Four

4 Results of the Study

This chapter presents the results of the data collected through self report questionnaires. The analyses are presented in line with the research questions raised in the study. The first section of the chapter contains the univariate analysis for the respondents' demographic factors, self-esteem, narcissism and their Facebook intensity. The second section contains the bivariate analysis (T-test, correlation and regression) between the dependent variable (Facebook intensity) with each control variables (demographic factors) and with each independent variables (self-esteem and narcissism). The final section contains multivariate analysis.

4.1 Univariate Analysis

4.1.1 Demographic Characteristics of Respondents

In this study a total of 358 students from three different schools were participated. During the data cleaning 9 incomplete questioners were dropped while the rest 349 clean and complete questionnaires were selected and used for analysis. Hence, the return rate was 97.5%. The present study asked four questions to gather the respondents' demographic information. Three of them (sex, school type and grade level) were categorical variables while age group was a continuous variable but in this research it is categorized into late, middle and early adolescence, thus, all demographic variables were categorical variables. The demographic characteristics of the participants' are presented in table 1.

Table 1. Participants' demographic characteristics of for categorical variables (N=349)

Variable	Value	Frequency	Percentage
School type	Public	229	65.62
	Private	120	34.38

Sex	Male	163	46.70
	Female	120	53.30
Grade level	High School	211	60.46
	Preparatory School	138	39.54
Age group	12-14	11	3.2
	15-16	104	29.8
	17-20	234	67.0

Out of the 349 participants, about two-third (65.62%), of the respondents were from the two public schools, while the rest were from the private school (34.38%). Regarding the sex of the respondents, 46.7% were males and 53.3% were females. In relation to the third categorical demographic variable (grade level), two-fifth (39.54%) of the respondents' were high school level students and the rest three-fifth (60.46%) were preparatory school level students.

Finally, in terms of age group, about two-third (67.05 %) of the total participants were in the 17-20 age group. In other words, they were in the late adolescence stage. Furthermore, 29.8% of the participants' were in the middle adolescence (15-16 age group) and the remaining few (3.2%) participants were in the early adolescence (12-14 age group).

4.1.2 Dependent and Independent Variables

4.1.2.1 Descriptive Univariate

This research has three major variables; two independent variables (self-esteem and narcissism) and the dependent variable (Facebook intensity). Facebook intensity, the dependent variable of this research, was measured by the Facebook intensity scale, which has 6 items with a 5 point Likert scale and two open ended questions. After taking the natural logarithms and standardizing the results ($M=0, SD=1$), as recommended by the authors of the instrument, and categorizing into 5 groups from the lowest to the highest value, all the eight items became a 5 point likert scale. Therefore, in the instrument, the minimum possible mean value would be 1 and

the maximum possible value would be 5. A mean value of 5 indicates highest intensity and a mean value of 1 indicates lowest Facebook intensity. If the mean value is equal to or near 3, it indicates moderate intensity. The actual measurement indicates that, on average, participants ($M=2.93$, $SD=0.844$) had moderate Facebook intensity.

Self-esteem, the independent variable of this research, is a ratio level measurement and was measured as a total score of respondents' response for the Rosenberg self-esteem scale which has 10 items with 4-point Likert scale ranging from strongly disagree (0) to strongly agree (3). Therefore, the minimum possible value could be 0 and the maximum possible value could be 30. The results revealed that the total self-esteem score of the respondents varied from 9 to 29 with an average score of 19 ($M=19.42$ and $SD=4.630$). According to Rosenberg self-esteem scale, a total self-esteem score of 0-14 indicate low self-esteem, 15-25 indicate normal self-esteem and 26-30 indicate high self-esteem. Thus, on average, the participants had normal level self-esteem.

Narcissism, the other independent variable of the research, in the respondents was measured by the Narcissistic Personality Inventory-16. The 16-items have a pair of statements. Participants read pairs of statements and then selected the statement that best described their feelings and beliefs about themselves. The narcissist statement has a value of 1 and the no narcissist statement has a value of 0. Then, for each participant the mean score was computed. The minimum mean value could be 0 and the maximum could be 1. Those that had mean score greater than or equal to 0.5 were labeled as narcissist and those that had mean score below 0.5 were labeled as non narcissist as recommended by the instrument. The actual measurement indicate that on average, participants of this research ($M=0.29$, $SD=0.188$) were not narcissists.

Table 2 presents the summary of the univariate analysis of all dependent and independent variables of this study.

Table 2. Univariate Analysis for the Major Research Variables

Variable	Minimum	Maximum	Mean	Std. Deviation
Facebook intensity	1.00	5.00	2.93	.844
Self-esteem	9.00	29.00	19.42	4.630
Narcissism	.00	.81	.29	.189

4.1.2.2 Highest and lowest items endorsements

The Facebook intensity scale that is used to measure respondents Facebook use has eight items that were rated on a five point Likert-type scale where a rating of zero is indicating the lowest value and a rating of five indicating the highest value that the respondents have given to that statement. Data analysis for the rated items included examination and comparison of means of each scale item. The item with the highest mean score ($M=3.56$, $SD=0.980$) is the question “Approximately how many total Facebook friends do you have?”. The item with the lowest mean score (2.35 , $SD=1.181$) is the statement “I am proud to tell people I am on Facebook.” The item with the highest score indicated that most participants had many Facebook friends. The item with the lowest score indicated that on average did not show special interest to make other people know that they are on Facebook.

Table 3. Highest and Lowest Items Endorsements about Facebook intensity Scale

Item	N	Minimum	Maximum	Mean	Std. Deviation
Approximately how many Facebook friends do you have	349	1	5	3.56	.980
I feel I am part of the Facebook community	349	1	5	3.49	1.111
In the past week, on average approximately how much time per day have you spent actively using Facebook	349	1	5	3.03	1.151
Facebook has become part of my daily routine	349	1	5	2.99	1.356
I would be sorry if Facebook shutdown	349	1	5	2.96	1.457

I feel out of touch when I haven't logged onto Facebook for a while	349	1	5	2.58	1.407
Facebook is part of my every activity	349	1	5	2.45	1.296
I am proud to tell people I'm on Facebook	349	1	5	2.35	1.181
Total	349	1	5	2.93	.844

To measure the respondents' self-esteem, they were asked to respond for 10 items with a four-point Likert scale. A rating of zero for an item indicated that they "Strongly disagree" with the statement and a rating of three indicates that they "Strongly agree" with the statement. The item with the highest mean score ($M=2.46$, $SD=0.632$) was the statement "On the whole, I am satisfied with myself". The item with the lowest mean score ($M=0.72$, $SD=0.872$) is the statement "I wish I could have more respect for myself." The item with the highest score indicated that most participants had high self-satisfaction. The item with the lowest score indicated that, on average, the respondents were satisfied by the respect they have and did not wish to have more respect for them.

Table 4. Highest and Lowest Items Endorsements about self-esteem

Item	N	Minimum	Maximum	Mean	Std. Deviation
On the whole, I am satisfied with myself	349	0	3	2.46	.632
I take a positive attitude toward myself	349	0	3	2.30	.746
I feel that I'm a person of worth, at least on an equal plane with others	349	0	3	2.19	.766
All in all, I am inclined to feel that I am a failure	349	0	3	2.16	.803
I am able to do things as well as most other people	349	0	3	2.01	.804
I feel that I have a number of good qualities	349	0	3	2.01	.691
I certainly feel useless at times	349	0	3	1.95	.856
I feel I do not have much to be proud of	349	0	3	1.83	.916
At times I think I am no good at all	349	0	3	1.79	.859
I wish I could have more respect for myself	349	0	3	.72	.872
Total self-esteem	349	9.00	29.00	19.4183	4.63027

To measure the respondents' narcissism, they were asked to read pairs of statements and select the statement that best described their feelings and beliefs about themselves. For the 16

items of the instrument, a rating of zero indicated that they have chosen the non narcissist statement and choosing 1 means choosing the narcissist statement. The item with the highest mean score ($M=0.48$, $SD=0.500$) was the question about whether they are good or not. The item with the lowest mean score ($M=0.09$, $SD=0.293$) was the question about being show off if they have get the chance. The item with the highest score indicated that most participants' believe that they are good because other people told so. The item with the lowest score indicated that, on average, the respondents did not want to be a show off even if they had got the chance.

Table 5. Highest and Lowest Items Endorsements about NPI-16

	N	Minimum	Maximum	Mean	Std. Deviation
being show off	349	0	1	.09	.293
capability to do things	349	0	1	.11	.319
Authority	349	0	1	.14	.348
expecting from or doing to others	349	0	1	.15	.362
telling stories	349	0	1	.23	.423
extraordinary or like everybody else	349	0	1	.30	.457
feeling about their self worth	349	0	1	.30	.458
feeling about manipulating others	349	0	1	.30	.461
blended in with the crowd or being center of attention	349	0	1	.32	.465
authority vs order	349	0	1	.33	.472
feeling about success in the future	349	0	1	.33	.472
trusted by others	349	0	1	.38	.486
getting respect from others	349	0	1	.38	.487
feeling about knowing what I am doing	349	0	1	.39	.488
feeling about being center of attention	349	0	1	.44	.497
I am good	349	0	1	.48	.500
Total	349	0	1	.29	.189

4.2 Bivariate analysis

4.2.1 Facebook intensity by demographic factors

Before conducting a hypothesis test, I had to look at the possible relationship between the dependent variable (Facebook intensity) with other major research variables. First, I conducted a bivariate correlation analysis between the dependent variable (Facebook intensity) and demographic factors (school type, sex, grade level, and age group) which are the control variables of this study. But, the result shows that none of the demographic factors except grade level ($r=-.109$, $p=0.041$), have statistically significant correlation with Facebook Intensity (see table 6).

Table 6. Pearson Correlation Moment for Facebook Intensity by Demographic Factors

	Facebook intensity	School type	Sex	Grade level	Age group
Facebook intensity	1				
School type	-.047	1			
Sex	.091	-.0772	1		
Grade level	-.109*	-.167**	-.052	1	
Age group	-.039	-.163**	-.020	.759**	1

*. Correlation is significant at the 0.05 level (2-tailed).

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

Furthermore, comparison of mean by using independent sample t-test for the three categorical demographic factors (school type, gender, and grade level) and comparison of mean by using one way ANOVA for the categorical variable that has three groups (age group) was done to see the effect of the continuous demographic factors (age group) on Facebook intensity.

Table 7. Independent T-test for Facebook Intensity by Demographic Factors

Demographic Factor	Groups	N	Mean	Std. Deviation	Std. Error Mean	Df	T	sig
School Type	Public	229	2.95	.86218	.05697	347	0.82	.379
	Private	120	2.87	.80813	.07377			
Sex	Male	163	2.84	.83545	.06544	347	-1.71	.088
	Female	186	3.00	.84664	.06208			

Grade level	High school	138	3.04	.823	.07009	347	2.05	0.041
	Preparatory school	211	2.85	.850	.05855			

Hypothesis 1: Facebook intensity among adolescents differ by (School type, sex and grade level)

Hypothesis 1a: Facebook intensity among adolescents differ by school type

As table 7 depicted that there was no statistically significant mean difference in Facebook intensity as a result of difference in respondents' school type ($t(347)=0.82$, $P=0.38$). Thus, the null hypothesis is accepted. In other words, on average, public school students did not have different Facebook intensity than private school students.

Hypothesis 1b: Facebook intensity among adolescents differ by sex

As table 7 indicated that there was no statistically significant mean difference in Facebook intensity as a result of difference in respondents' sex ($t(347)=-1.71$, $P=0.09$). Thus, the null hypothesis is accepted indicating that, on average, male participants did not have different Facebook intensity than female participants.

Hypothesis 1c: Facebook intensity among adolescents differ by grade level

The findings of the independent T-test revealed that there was statistically significant mean difference in Facebook intensity as a result of difference in respondents' grade level ($t(347)=2.05$, $P=0.04$). Thus, the null hypothesis is rejected. In other words, on average, high-school students have higher Facebook intensity than preparatory level students.

Hypothesis 1d: Facebook intensity among adolescents differ by age group

Table 8. One-way ANOVA for Facebook intensity by age group

	Sum of Squares	<i>Df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	2.28	2	1.14	1.61	.201
Within Groups	245.47	346	.709		
Total	247.75	348			

The findings revealed that there was no statistically significant difference between groups as determined by one-way ANOVA ($F(2,346)=1.61, P=0.20$). Thus, the null hypothesis is accepted indicating that, on average, participants did not have different Facebook intensity by their age group.

To sum up, as indicated in the table 7 and 8, the mean difference between sex (male and female), school type (public and private) and age group (early, middle and late adolescents) on the dependent variable (Facebook intensity) was not statistically significant at $p<.05$ level of significance. On the other hand, I found a statistically significant relationship between Facebook use and respondents Grade level (preparatory and high-school level). Therefore, I am 95% certain that demographic factors except for grade level could not cause significant change in Facebook intensity of participants of this research.

4.2.2 Self-esteem and Narcissism by Grade Level

After I realized that there is statistically significant mean difference in Facebook intensity among the two grade levels, I wanted to look at if there is statistically significant mean difference in participants' self-esteem and narcissistic behavior among the two grade levels.

The assumption here was respondents' grade level (control variable) creates mean difference in terms of self-esteem and narcissism. Since grade level is a nominal categorical variable with two values (1=high school, 2=preparatory school) and the other two variables are continuous variables measured at ratio level, I used independent T-test. Using Levene's Test for Equality of Variances, I also checked if the equal variance assumption was met. Because the variation between the two groups for all test variables was not significant ($p>.05$), I used the equal variance assumption.

A. Self-esteem by grade level

With the assumption that students who attend school at the two different grade levels have different self-esteem, I wanted to check if there is statistically significant mean difference in participants' self-esteem in the two grade levels.

Hypothesis 2a: Self-esteem differs by participants' grade level

Table 9. Independent T-test for self-esteem by grade level

Respondents grade level	N	Mean	Std. Deviation	Std. Error Mean	Df	T	sig
High school	138	18.68	4.686	.39888	347	-2.42	.016
Preparatory school	211	19.90	4.540	.31256			

I found a statistically significant relationship between participants' self-esteem and their grade level ($t(347) = -2.42, P = .016$). Hence, the null hypothesis is rejected. Therefore, I am 95% certain that grade level is significant predictors of self-esteem for the participants of this research.

B. Narcissism by Grade level

As the other assumption in this study was that participants' who attended school at the two different schools have different narcissism, I wanted to check if there is statistically significant mean difference in participants' narcissism in the two grade levels.

Hypothesis 2a: Narcissism differs by participants' grade level

Table 10. Independent T-test for narcissism by grade level

Grade level	N	Mean	Std. Deviation	Std. Error Mean	Df	T	Sig
High school	138	.2957	.18947	.01613	347	.24	-.81
Preparatory school	211	.2909	.18838	.01297			

As table 10 depicted that there was no statistically significant mean difference in respondents' narcissism as a result of difference in respondents' grade level ($t(347) = 0.24$,

$P=0.81$) and thus the null hypothesis is accepted. In other words, on average, high school students and preparatory school students did not have different narcissism.

4.2.3 Facebook intensity by Self-esteem and narcissism

A. Bivariate correlation

Before doing the major hypothesis, I run a bivariate correlation analysis to examine if there is a relationship between the three major variables of this research. As indicated in the table 11, Facebook intensity has strong negative correlation with self-esteem ($r=-.737, p<.01$). The relationship is statistically significant at 99% confidence interval. Facebook intensity has a very weak positive correlation with narcissism ($r=.133, P=.013$). The relationship is statistically significant at 95% confidence interval. Moreover, the two independent variables had no significant relationship. Table 11 presents the correlation matrix of major research variables.

Table11. Correlation matrix of major research variables

	Facebook Intensity	Self-esteem	Narcissism
Facebook Intensity	1		
Self-esteem	-.737**	1	
Narcissism	.133*	-.047	1

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

*. Correlation is significant at the 0.05 level (2-tailed).

B. Linear regression

This section presents regression analysis mainly of the relationship between the independent and control variables with the dependent or outcome variable. Moreover, it provides answer to the research question 2 and tries to test the accompanying research hypotheses.

Hypothesis 4: There is a significant relationship between self-esteem and participants' Facebook intensity.

I conducted a simple regression analysis to test the effect of self-esteem on Facebook intensity. As the table depicted that participants' self-esteem is strongly but negatively

associated ($\beta = -0.737$, $P < 0.001$) with their Facebook intensity. Besides, the R^2 value for the regression of the two variables is 0.543 indicating that self-esteem explained 54.3% of the variance in participants' Facebook intensity. Moreover, a significant regression equation was found ($F = 412.197$, $P < 0.001$) with an R^2 of 0.543. Participant's predicted Facebook intensity measured as mean score in FBI scale is equal to $5.533 - 0.134$ (Self-esteem total score) when self-esteem is measured as a total score in the Rosenberg self-esteem scale. Participant's Facebook intensity decreased by -0.134 for each one unit increase in their total self-esteem score as measured by Rosenberg self-esteem scale. Therefore, the hypothesis was accepted and self-esteem is a good predictor of participants' Facebook intensity. Hence, from the Pearson bivariate correlation and the linear regression, I concluded that students with high self-esteem will have low Facebook intensity.

Table 12. Simple Regression Analysis for self-esteem predicting Facebook use

	Unstandardized		Standardized
	Coefficients		Coefficients
	<i>B</i>	Std. Error	Beta
Constant	5.533	0.132	-.737
Self-esteem	-.134***	.0007	
R^2		.543	
F		412.197	

a. Dependent Variable: Facebook Intensity

*** $p < .001$

Hypothesis 4: There is significant relationship between students' narcissism and their Facebook intensity.

Regarding participant's narcissism and their Facebook intensity, the coefficient of prediction $R^2 = 0.018$ value indicated that only 1.8% of the change in the respondent's Facebook use is due to the change in the mean score of NPI-16. Thus, the hypothesis was rejected and narcissism was not a predictor of participants' Facebook use.

Table 13. Simple regression analysis for self-esteem predicting Facebook intensity

	Unstandardized Coefficients		Standardized Coefficients
	<i>B</i>	Std. Error	Beta
Constant	2.752	0.083	.133***
Narcissism	0.594	0.238	
<i>R</i> ²		.018	
<i>F</i>		6.225	

a. Dependent Variable: Facebook intensity

*** $p < .001$

4.3 Multivariate analysis

Hypothesis 6: There is a significant relationship between the combined effect of self-esteem and narcissism with participants' Facebook intensity.

To examine the combined effect of the two independent variables with the dependent variable, I conducted a multiple linear regression analysis. Generally, I found self-esteem and narcissism together significantly predicts participants' Facebook intensity. ($R^2 = .553$, $F = 213.68$, $p < .001$).

The coefficient of determination R^2 result indicated that self-esteem and narcissism together explained 55.3% ($R^2 = .553$) of the variance in Facebook intensity which is slightly higher than self-esteem alone (54.3%) did for the variation in Facebook intensity (see Table 15).

Table 14. Multivariate regression analysis for self-esteem and narcissism predicting Facebook intensity

	Unstandardized Coefficients		Standardized Coefficients
	<i>B</i>	Std. Error	Beta
Self-esteem	-.133***	.007	-.732
Narcissism	.440***	.141	.098
<i>R</i> ²		.553	
<i>F</i>		213.68	

Dependent Variable: Facebook Intensity

*** $p < .001$

Self-esteem alone explains 54.3% and narcissism alone explain 1.8% of variation in Facebook intensity. The sum is $54.3+1.8=56.1\%$. Together, they explain 55.3% of the variation in Facebook intensity. Therefore, the combined effect of the two variables in predicting Facebook intensity is $56.1-55.3=0.8\%$. This is too small. As a result, the hypothesis was rejected and the combination of self-esteem and narcissism did not have significant effect in predicting Facebook use.

Hypothesis 7: There is a significant relationship between the combined effect of self-esteem and demographic characteristics with participants' Facebook intensity.

Hypothesis 7a. There is a significant relationship between the combined effect of self-esteem and grade level with participants' Facebook intensity.

Since other demographic variables have no significant effect on Facebook use and Self-esteem, at this level they were not included. In the previous bivariate tests I have found that participants' grade level can cause significant mean difference in participants' self-esteem and Facebook use. Hence, I wanted to know if the interaction of the two variables had significant effect on participants' Facebook intensity. Since the individual effect of grade level on Facebook intensity was not calculated earlier, I calculated here from the multiple regression analysis.

Table 15. Multivariate regression analysis for self-esteem and grade level

	Unstandardized Coefficients		Standardized Coefficients	Correlations		
	B	Std. Error	Beta	Zero-order	Partial	Part
Constant	5.567	.157				
Self-esteem	-.134***	.007	-.735	-.737	-.733	-.729
Grade level	-.025***	.063	-.015	-.109	-.021	-.015
R ²			.543			
F			205.68			

Dependent Variable: Facebook Intensity

*** $p < .001$

As indicated in the table 15, I found that self-esteem and grade level together significantly predicts participants' Facebook intensity. ($R^2=.543$, $F(346) = 205.68$, $p<.001$). The coefficient of determination result ($R^2=.543$) result indicated that self-esteem and grade level together explained 54.3% of the variance in Facebook intensity. The correlation (partial) column indicated that $.733^2=.5432 \times 100=53.73\%$ of the dependent variable (Facebook intensity) was explained by self-esteem after grade level is controlled. Similar technique revealed that 0.04% of the variance in Facebook use could be explained by Grade level. By squaring the numbers under part column it is possible to get the unique contribution of each variable. Individually, the contribution of the self-esteem was $.729^2=0.5314 \times 100=53.14\%$ and that of grade level was $0.015^2=0.0002 \times 100=0.02\%$. This indicated that $0.02+53.14=53.16\%$ of the variance is explained by these two variables acting individually. Thus, the amount of overlap of the predictors in explaining the variance of the Facebook intensity is $54.3-53.6=0.7\%$. Therefore, the combination of grade level and self-esteem did not have significant effect in predicting Facebook intensity.

Chapter Five

5 Discussion of Major Findings

In this section of the study, participants' demographic factors and the research findings are presented in relation to relevant findings of previous researches in areas related to the control variables (sex, school type, age group, and grade level), self-esteem, narcissism, and Facebook intensity. Since the major findings of this study are presented in the previous chapter, here, the findings are analyzed and discussed with the literature in accordance with the topics cascaded in the literature and finding part of the study.

5.1 Demographic characteristics of participants

In the present study, a total of 349 students were participated. The demographic data revealed that 65.6% were from the two public schools and the remaining 34.6% were from the private school. Regarding the sex of the respondents, 46.7% were 53.3% were females. In relation to their grade level, 39.54% students were high school level students and 60.46% students were preparatory school level students. Finally, in terms of age group, 67.05 % of the total participants were in the late adolescent stage, 29.8% of the participants' are in the middle adolescence and the remaining 3.2% were in the early adolescence. The over presentation of public school students, females, preparatory level students and late adolescents happened because of their over representation in the population of the study. During the sampling, after determining the sample size, the share of each school, grade level and sex was allocated based on their percentage share in the population of the study so as to make the sample representative. And, since the vast majority of the participants were chosen from the preparatory school the late adolescence age group became over presented.

5.2 The demographic variables predicting Facebook use

The demographic variables of this study were sex, school type, grade level and age group. Unlike the other three variables, in the present study, the Pearson product moment correlation indicated that grade level is negatively correlated with Facebook use. As grade level increase, Facebook intensity decreases. The findings of the independent T-test also revealed that there was statistically significant mean difference in Facebook intensity as a result of difference in respondents' grade. In other words, on average, high-school students have higher Facebook intensity than preparatory level students.

Even though the mean difference was not statistically significant, respondents who are in the middle adolescence had the highest average Facebook intensity followed by the late adolescents. The early adolescents had the least average self-esteem score. As it can be expected, most of the middle adolescents would be high school students. Thus, when they are combined with the early adolescents and grouped under high school students, they most likely create significant mean difference in their Facebook use as compared with preparatory school students.

Regarding this, some empirical studies have found sex as a significant factor influencing Facebook usage. For example, a study conducted on secondary school students reported that male students use social networking more than female students do. They also found that the male-to-female ratio for social networking use was almost five to one (Hsu & Chuang, 2008). On the other hand, Young (2004) also reported the opposite gender effect, that females became Facebook dependent more often than males (Young, 2004). A local study, though it measured Facebook use in terms of time spent, revealed that female students have high Facebook users

than male students. However, the findings of this study indicated that there is no significant mean difference in using Facebook by sex.

The other demographic variable was school type. As many literatures indicated that considering the influence of school environment is very essential when examining social networking including Facebook use among students since it can affect social networking access and ways of usage by the students (Curless & Burns, 2003 as cited in Gebremedhin, 2014). Regarding the effect of school type on Facebook use, the present study findings depicted that school type has no significant effect on the participants of this study. However, this finding is not found to be consistent with a result of a local study. Gebremedihin (2014) studied the relationship of social networking to adolescent psychosocial adjustment and found that private school students had high Facebook use than public school students.

Regarding the other demographic variable, age group, several different, age-related patterns emerged for exposure to Internet and social networking. Most notable is the steady and considerable increase in adolescents' exposure to social networking sites with increasing their age. For instance Goodstein (2007) indicated that social networking usage increases from less than an hour among 8- to 10-year olds to exceed 2.5 or more hours daily by late adolescence. This idea is in line with the fact that preparatory school level students are likely to be in a late adolescence. In relation to this, like the above variables, the findings of this research depicted that there is no significant difference in Facebook usage as participants age group goes from early to late adolescence.

5.3 The independent Variables

5.3.1 Self-esteem

In this study, in relation to one of the independent variables, self-esteem, results indicated that on average participants' had normal range self-esteem. This result is found to be consistent with the findings of different local and international researches. For instance, Lensa (2015) found that the average self-esteem of American mission students as measured by Rosenberg self-esteem scale was in the normal range even though the mean score is higher than the present study. Besides, the research in Pakistan by Malik and Khan indicated that the mean score of their respondents was in the normal range though it is lower than the present study.

Because of the significant difference of the dependent variable (Facebook use) by grade level, the present study examined whether participants' self-esteem differs by grade level. The main assumption here was self-esteem will increase in moving from high-school to preparatory school since their age increases. This is because many literatures indicated that self-esteem increases throughout adolescence to middle adulthood where it begins to decrease as one enters old age (Orth, Robins & Widaman, 2012 as cited in Lensa, 2015). Another study also arrived at the same conclusion of an increase in self-esteem throughout adolescence, and additionally notes that gender did not make a difference in the expected trajectories (Erol & Orth, 2011 as cited in Lensa, 2015). The same research also depicted that, when looking simply at the adolescent stage, results mostly show a general increase in self-esteem throughout adolescence (Orth, Robins & Widaman, 2012 as cited in Lensa, 2015). In this study, as indicated by the above literatures, the independent T-test indicated that with 95% confidence interval there is a statistically significant relationship between participants' self-esteem and their grade level. The findings of the study are also directly supported by the findings some researches. For instance,

Hallsten, Rudman, and Gustavsson (2012 as cited in Lensa, 2015)found that as education level increases so does level of self-esteem. However, the local study by Lensa contradicted with the findings of the present study as she found no significant association between self-esteem and grade level. Generally, the findings of this study were consistent with and supported by many literatures.

5.3.2 Narcissism

In this study the other independent variable was narcissism. The findings of the study in relation to this variable showed that, on average, participants of the study have low narcissism. ($M=0.29$, $SD=0.189$). Even though it was not statistically significant, based on the school type of the respondents, the private school students reported higher mean score than that of the mean score of the public school students. Regarding the biological sex of the respondents, males have high mean score than that of females. In relation to their age group, middle adolescents have the highest mean score for NPI-16 followed by late adolescents. Early adolescents have the least mean score.

5.4 The dependent variable (Facebook intensity)

Regarding Facebook use, participants' of this study, on average had moderate Facebook intensity. Even though it was not statistically significant, the average mean score of public school students public was higher than the mean score of the private school students. This finding was not consistent with the findings Gebremedhin (2014) which indicated that private school students had high Facebook use than public school students. Besides, concerning the respondents' Facebook intensity by sex, though it was not statistically significant, females had higher Facebook intensity than males. In this regard, different literatures documented that females use

more intensity than males. For instance, a local study by Gebremedhin (2014) found that females had a higher mean score in Facebook usage than males.

5.5 The relationship between the independent and dependent variables

5.5.1 Self-esteem and Facebook use

Regarding the presence or absence of significant association between self-esteem and Facebook intensity, the findings revealed that there is strong negative relationship between respondents self-esteem score with their Facebook intensity. The findings of the present study also indicated that self-esteem can explain 54.3% of the variance in participants' Facebook intensity. Thus, self-esteem is a good predictor of Facebook use. In this regard, the finding of this research is found to be consistent with different literatures. For example, Kaipainen and Faraon (2014), after examining the relationship between Facebook usage and self-esteem, found that both time spent on Facebook and number of Facebook friends are correlated negatively with self-esteem, suggesting that extensive use of the social networking site and having many friends are related to lower self-esteem. The research by Kim and Davis (2008) on the problematic internet use (PIU) and its link to self-esteem, sensation seeking, subjective values and unrealistic optimism, also revealed that individuals with a lower self-esteem or that have been socially rejected tends to use internet more intensively. Another research by Mehdizadeh also indicated that there is a significant negative correlation between self-esteem and the time spent on Facebook (Mehdizadeh, 2010).

5.5.2 Narcissism and Facebook use

The other independent variable for the present study was narcissism. Different literatures have documented the manifestation of narcissism in SNS usage. For instance, Buffardi and Campbell depicted that narcissism was the highest predictor of social media activity out of all of the factors studied which indicates that narcissistic behavior and social media use are strongly

correlated and narcissists had more Facebook friends since SNS provide excellent platforms for narcissistic self-regulation (Buffardi & Campbell, 2008). Ong, Ang, Lim, Goh, Lee, and Chua (2008) in the study that aimed to examine both narcissism and extraversion in relation to rationales for Facebook usage, found narcissists spent much time on Facebook.

The study conducted by Malik and Khan (2015) also revealed that there is significant relationship between Facebook addiction and narcissistic behavior among students. Another research also indicated that students spending more time on Facebook actually have low level of self-esteem and to compensate it, perhaps unconsciously, they show an even more serious narcissistic behavior (Somerville, 2014). However, in this area, the findings of the present study depicted that there was no statistically significant relationship between the respondents' mean score in NPI-16 and their Facebook intensity mean score in Facebook intensity scale. In other words, narcissism was not found to be a predictor of Facebook use.

5.6 Facebook use and different theories

According to the psychosocial theory of Erikson peer acceptance and the feedback they received from their peers have profound impact on adolescents' self-concept. Adolescents with low social support and weak peer relationship will have negative self-concept and thus, they will have low self-esteem. In the contrary, adolescents that receive positive feedback from their peers and those that are able to form strong peer relationship will have high self-esteem. Thus, adolescents with high self-esteem are expected to spend much of their time with their peer while those who have with low self-esteem will not. However, in this internet dominated world and the era of SNS, adolescents have got an extra access to form social relationships. Besides to offline peer relationships, online peer relationships are possible. In this regard social compensation hypothesis depicted that adolescents with low self-esteem will enter to the cyber

world to compensate what they miss in the real world. Thus, they will spend much time and engaged in self-promoting activities.

As use and gratification theory indicated that, media users are goal oriented. Hence, according to this theory, it s logical to think adolescents with high narcissistic behaviors use Facebook for self-regulation and adolescents with low self-esteem may use Facebook as a means of boosting their self-esteem.

Moreover, as adolescents with low self-esteem, as media dependency theory revealed that, Facebook become more important to them. Therefore, they may have strong emotional attachment with their account besides to spending much time and having active participation.

Chapter Six

6 Conclusion, Social Work Implication and limitation of the Research

6.1 Conclusions

The study was conducted with the objective of examining the relationship between adolescents' self-esteem and narcissism with their Facebook intensity. It was conducted in three schools, namely: Betlehem secondary school, Cathedral School and Minilik preparatory school. The study had six hypotheses to examine the relationship between the three major variables of the study.

To address the main questions of the study, three standardized instruments-Rosenberg self-esteem scale, narcissistic personality inventory (NPI-16) and Facebook intensity scale were used. All the three instruments had high Corbanch's alpha indicating that they had excellent reliability.

The questionnaires were administered on 358 students from the treeschools and excellent response rate was found. Out of the 358 questionnaires, 349 were made ready for the data analysis.

The data was analyzed using a series of statistical tools, mainly independent t-test, ANOVA, simple and multiple regression analysis. The major findings of the study are summarized below:

1. Demographic characteristics of the participants except grade level did not have statistically significant relationship with Facebook intensity. In the study, grade level was found to be the significant predictor of Facebook intensity. Participants from high school level have higher Facebook intensity than preparatory level participants.

2. Grade level significantly predicts participants' self-esteem. Participants from high-school level have lower self-esteem than preparatory level participants. Unlike self-esteem, Grade level did not significantly predicts participants' narcissism.
3. Facebook intensity and self-esteem had statistically significant negative relationship with participants' Facebook use. As self-esteem increase, Facebook intensity decrease. Moreover, self-esteem was good predictor of participants Facebook use.
4. Narcissism was not found to be a good predictor of Facebook intensity.
5. The combined effect of the independent variables (narcissism and self-esteem) and the dependent variable (Facebook intensity) was not significant.

Based on the findings it is possible to conclude that students with low self-esteem are tend have high Facebook intensity . In addition, high school students use Facebook more intensively than preparatory school students.

6.2 Social Work Implication

Findings of this research are important for the profession of social work because it will create more effective intervention in different aspects. The following section presents how the findings of this research relate with social work profession; the researcher indicated implications of the study for social work education, research, practice, and policy.

6.2.1 Implication to Social Work Practice

Social work profession intervenes at multiple system levels ranging from macro, mezzo to micro level to promote social justice, human rights and dignity. Micro level intervention focuses on work with people individually, in families, or in small groups to foster changes within personal functioning, in social relationships, and in the ways people interact with social and institutional resources (Miley, Melia & DuBois, 2010). Accordingly, results of this

research will attract attentions of professionals specially working with youths. Excessive use of Facebook has many impacts on adolescents' psychosocial development including their academic performance. Boosting adolescents' self-esteem can effectively result in lowering their Facebook use. Hence, results of this research will be a major input for practitioners to design research informed interventions and improve their practice models when individually working with an adolescent who has high Facebook use.

Mezzo level social work intervention creates changes in task groups, teams, organizations, and the network of service delivery. In other words, the focus for change is within organizations and formal groups, including their structures, goals, or functions (Miley et al., 2010). This research examined the levels of Facebook usage in different school settings: public and private, preparatory and high schools were involved. Therefore, such organizations can get a broader lens to view how their structures and the teaching-learning process and the like contribute to their students' Facebook in particular and Media in general use and inform appropriate modification. In addition, other schools could also benefit from analysis of this study.

Macro level social work intervention addresses social problems in community, institutional, and societal systems. At this level, generalist practitioners work to achieve social change through neighborhood organizing, community planning, locality development, public education, policy development, and social action (Miley et al., 2010).

Since 50% of Ethiopian population is below 18 and adolescents are found in the age group that represent the major Facebook users and accessibility of Facebook has increased due to the availability of phones that support Facebook for cheap prices, practitioners can use the findings of this study to raise awareness among the society about why adolescents use Facebook

intensively.

In addition, lawmakers' policy designers could refer to the results of this research for better insight and accurate decisions. Anyone could use this research finding to work with different groups to lobby for better services.

6.2.2 Implication to Social Work Education

The research revealed schools need social workers since working with adolescents Facebook use require advanced knowledge. This indicated that there needs to be more trained social workers to serve adolescents in schools. Besides, the concept of adolescent media use is a new concept in the country. Therefore, there is lack of knowledge even among social work students and practitioners. Hence social work education should include new courses or modify the contents of some courses so as to include adolescents' intensive media use. This indicated that social work education may include clinical skills to work with such groups of people. For instance, this could be integrated with courses like 'working with Adolescents and Youth' and 'Working with Families'.

6.2.3 Implication to Social Work Research

One of the contributions of this study, for social work research is the adoption of the Facebook intensity scale, Rosenberg self-esteem scale and Narcissistic Personality Inventory-16 scales into Amharic version and made it ready for further researchers who need to conduct more extensive study. In addition, this is the first local research that examined Facebook use of adolescents by including other dimension, students' emotional attachment with their Facebook account, rather than simply focusing only on time spent and number of Facebook friends. Furthermore, this is the first local research and among the few researches globally, to relate adolescents' personality characteristics (self-esteem and narcissism) as predictors of levels of

Facebook use. Hence, it generates additional knowledge about adolescents' Facebook use to the research field.

The study finding indicates that self-esteem as the significant predictor of facebook use among the secondary and preparatory students. Therefore, the research also could be used as a resource for future researchers for anyone interested in this area and could motivate other researches to examine the relationship between other personality characteristics of adolescents and their use of Facebook in particular and media in general.

6.2.4 Implication for Social Work Policy

Adolescents determine the future fate of a country. Therefore, every nation has to device an effective policy that can contribute to the healthy development of adolescents in different aspects including educational, psychological, social aspects and the like. Generally, working in adolescents is working on the future well-being and sustainability of a country. This is even very essential for developing countries like Ethiopia since the majority of their population is comprised of adolescents and youths. The same is true in Ethiopia. About half of Ethiopian population is below 18 and adolescents are among the major Facebook users (13-24). In addition, the accessibility of Facebook has increased due to the availability of phones that support Facebook for cheap prices. Seen in the light of this, policy makers should scrutinize what pulled adolescents to Facebook, the effect of Facebook and other media use in adolescents overall development from various dimensions and pass effective policies. Thus, the findings of this study will ultimately pioneer the systematic study of how adolescents' personality characteristics are linked with their Facebook use in Ethiopia. Therefore, the findings of this research will be important to policy makers and program implementers who are concerned about the social well-being and health of adolescents in Ethiopia.

6.3 Limitation of the Study

It is important to note that this study has some limitations. First, the population of this study is the students of the three schools that are found in Addis Ababa city Arada sub-city. As compared to the number of adolescents and schools in the city and in the country, the population of this study is very small. Moreover, since all the measures are self-report questionnaires, which are based on the perspective of the participants, this might have influenced the accuracy of the information given by the respondents. Methodologically, this study used only quantitative collection tool for each of the three variables (self-esteem, Narcissism and Facebook use) and thus it will be very difficult to include the emotion and other contextual expressions of the respondents. Furthermore, this study focused on participants Facebook intensity only. However, it would be very effective if the mediating effect of Facebook activity is included. Furthermore, it is recommended to use larger sample from different regions of the country. Finally, the main limitation of this study is lack of adequate literature and local studies.

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8 Appendices

Appendix A: Sample size determination technique

The sample size for this study is calculated by using Krejcie and Morgan (1970) formula of determining sample size. The formula uses 95% confidence interval with a margin error of 5%

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

The sample size for this study is obtained from the total number of students in the selected schools. Thus, the sample will be:

$$Ss = \frac{1.96^2 \times 5201 \times 0.5(1-0.5)}{0.05^2(5201-1) + 1.96^2 \times 0.5 \times (1-0.5)} = 358$$

Therefore, the total number of participants of this study will be 358. From this, the share of each school was determined as follows.

$$\text{Participants from Betelhem school} = \frac{1115}{5201} \times 358 = 76.7$$

Thus, 77 students were selected from the school. To determine how many of them were from grade 9 similar formula was used.

$$\text{Participants from grade 9 Betelhem school} = \frac{716}{1105} \times 77 = 49.5$$

Thus, 50 students were selected from the grade 9. To determine how many of them were females similar formula was used.

$$\text{Female Participants from grade 9 Betelhem school} = \frac{446}{716} \times 50 = 31$$

Thus, 31 female students were selected from the grade 9. And for all other schools similar method was applied.

Appendix B: Consent Form

I am Merid Abadi Sharew, a master degree student in Social Work at Addis Ababa University. Currently, I am working on a thesis paper to finalize my studies. The aim of the research is to examine the relationship between adolescent self-esteem and narcissism with their Facebook use. This questioner also includes questions about basic demographic characteristics about the participants.

Worldwide, there are many researches done on adolescents Facebook use; but there are only few of such researches in Ethiopia. Looking at all previous studies in Ethiopia, there was not found any research focusing on the aim of the current study. This study will not guarantee any direct benefit for participants; however, the study will generate valuable empirically tested knowledge related to adolescent's Facebook use. It will be a benchmark for future researchers interested in this area. Beyond this, it will be a very good input for law makers, policy designers and administrators. On the other hand, while filling out the questioner, it might remind you about your Facebook use and some personal behaviors that you may dislike. In such case, if you want to resign from participating in the study, you have full right to do so. Otherwise, you can calm yourself and continue filing out the questioner.

This study is ethically examined and cleared by the professor advising the research and the ethical committee at Addis Ababa University, School of Social Work. Hence, the research will not have any psychological harm on participants. There is no question that would identify you as an individual from the rest of the participants. You are not expected to write your name. Therefore, after filling out the questioner, no one can identify you based on your answers. All information you give on the questioner will be kept secret only to be used for the purpose of this research. By the end of the research, all questioners will be destroyed.

Since your participation is very useful for the success of this study, I would politely request you to give clear answer to all of the questions. If you face any vague question, you may contact the nearby data collectors for clarification. If you need any further information about this study, you can contact myself, the researcher, calling on +251-911-12735131, or the research advisor Dr. AbebeAssefa on +251-911- 236153 and Addis Ababa University School of Social Work on +251-111-225920. It takes about 45 minutes to fill in this questioner.

If you fully understand the above information about the study and if you are willing to participate in the study, please put your signature on the space provided below. You have all right to take a copy of this agreement paper.

Participant's signature _____

Researcher's signature _____

I thank you very much for your cooperation!

3. ___ Everybody likes to hear my stories
___ Sometimes I tell good stories
4. ___ I usually get the respect that I deserve
___ I insist upon getting the respect that is due me
5. ___ I don't mind following orders
___ I like having authority over people
6. ___ I am going to be a great person
___ I hope I am going to be successful
7. ___ People sometimes believe what I tell them
___ I can make anybody believe anything I want them to
8. ___ I expect a great deal from other people
___ I like to do things for other people
9. ___ I like to be the center of attention
___ I prefer to blend in with the crowd
10. ___ I am much like everybody else
___ I am an extraordinary person
11. ___ I always know what I am doing
___ Sometimes I am not sure of what I am doing
12. ___ I don't like it when I find myself manipulating people
___ I find it easy to manipulate people
13. ___ Being an authority doesn't mean that much to me
___ People always seem to recognize my authority
14. ___ I know that I am good because everybody keeps telling me so

___ When people compliment me I sometimes get embarrassed

15. ___ I try not to be a show off

___ I am apt to show off if I get the chance

16. ___ I am more capable than other people

___ There is a lot that I can learn from other people

B. Self-esteem Questionnaire

Source: Rosenberg, M. (1965). Society and the adolescent self-image. Princeton, NJ: Princeton University Press.

Instructions: Below is a list of statements dealing with your general feelings about yourself.

Please indicate how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others.

- | | | | | |
|-----|--|-------|----------|-------------------|
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 8. | I wish I could have more respect for myself. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 9. | All in all, I am inclined to feel that I am a failure. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 10. | I take a positive attitude toward myself. | | | |
| | Strongly Agree | Agree | Disagree | Strongly Disagree |

C. Facebook Intensity Questionnaire

1. Facebook is part of my every activity.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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2. I am proud to tell people I'm on Facebook.

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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3. Facebook has become part of my daily routine

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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4. I feel out of touch when I haven't logged onto Facebook for a while

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
----------------------	-------------	------------	----------	-------------------
5. I feel I am part of the Facebook community

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
----------------------	-------------	------------	----------	-------------------
6. I would be sorry if Facebook shutdown

1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
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7. Approximately how many total Facebookfriends do you have_____
8. In the past week on average, approximately how much time per day have you spent actively using Facebook_____

Appendix D: Amharic Questionnaire

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የሶሻል ወርክ ትምህርት ቤት

አጠቃላይ መመሪያ

የዚህ ጥናት ዋና አላማ የታዳጊ ተማሪዎችን (እድሜ 13-20) የፌስቡክ አጠቃቀም ተማሪዎቹ ስለራሳቸው ማንነት ከሚሰጡት ግምት (Self-esteem) እንዲሁም ራስ ወዳድነት (Narcissism) ጋር ያለውን ግንኙነት ማጥናት ነው። ይህ መጠይቅ አራት ክፍሎች ያለት ሲሆን የመጀመሪያው ክፍል የጥናቱ ተሳታፊዎችን ስነ-ማህበራዊ መረጃ (Demographic Information) የሚዳስሱ ጥያቄዎችን ይዘታል። በክፍል ሁለት ደግሞ የጥናቱ ተሳታፊዎች ስለ ማንነትቸው የሚሰጡትን ግምት (Self-esteem) የሚዳስስ ሲሆን በወሰጡ አስር ጥያቄዎች አሉት። የመጠይቁ ሶስተኛ ክፍል የጥናቱ ተሳታፊዎችን ራስ ወዳድነት ባህሪ (Narcissistic behavior) የሚዳስስ ሲሆን በወሰጡ አስራ ስድስት ጥያቄዎች አሉት። የመጠይቁ የመጨረሻ ወይንም አራተኛ ክፍል የጥናቱ ተሳታፊዎችን የፌስቡክ አጠቃቀም ጥልቀት (Facebook intensity) የሚመዘኑ ስምንት ጥያቄዎች ያሉት ሲሆን በተጨማሪም ፌስቡክ ሲጠቀሙ የትኞቹ ተግባራት (Facebook activities) ላይ እንደሚያተኩሩ የሚጠይቅ አንድ ጥያቄንም አካትቷል። እያንዳንዱ ክፍል የራሱ የሆነ አጠያየቅና የአመላለስ ስልት አለው። በመሆኑም መልስ ከመስጠትዎ በፊት ተመራማሪው የሚሰጠውን መመሪያ በጥንቃቄ ያዳምጡ። በተጨማሪም ለያንዳንዱ ክፍል የተሰጠውን መመሪያ ያንብቡ። ያልገባዎትን የትኛውንም ጥያቄ መጠየቅ ይችላሉ።

እዚህ ጥናት ላይ መሳተፍ ምንም አይነት ጉዳት በተሳታፊዎቹ ላይ አያስከትልም። በመጠይቁ ላይ የሚሞሉ መልሶች በሙሉ ሚስጥራዊነታቸው የተጠበቀ ነው። የተሳታፊዎቹ ስም ካለመጠቀሱም በተጨማሪ መረጃው ለጥናታዊ ፅሁፍ ግብአትነት ብቻ ነው የሚውለው። የሚሰጡት መልሶች ትክክል ወይንም ስህተት ተብለው አይፈረጁም። በዚህ ጥናት ላይ መሳተፍ ምንም አይነት የተለየ ጥቅም አያስገኝም። ሆኖም በተቻለ መጠን ሁሉንም ጥያቄዎች በቅንነትና በታማኝነት ለመመለስ ይሞክሩ። ይህም ለጥናቱ ጥራት ከፍተኛ አስተዋፅኦ ይኖረዋል። ይህን መጠይቅ ሞልቶ ለማጠናቀቅ ከ30-45 ደቂቃ ይወስዳል። በመጨረሻም መጠይቁን ከሞሉ በኋላ ላለዎት ማንኛውም አስተያየት እንዲሁም ከላይ ለተጠቀሱት ነገሮች ማረጋገጫ ይሆን ዘንድ የዋናው ተመራማሪና የአማካሪው ስልክና የኢሜይል አድራሻ በመጠይቁ የመጨረሻ ገፅ ላይ ተቀምጧል። በጥናቱ ለመሳተፍ ፈቃደኛ ከሆኑ በሳጥኑ ውስጥ “√” በማድረግ መስማማትዎን ገልፀው

ወደሚቀጥለው ክፍል ይለፉ። በጥናቱ ለመካፈል ፍቃደኛ ካልሆኑ በሳጥኑ ውስጥ “X” ምልክት በማድረግ መጠይቁን ለተመራማሪው ይመልሱ።

አፈልጋለሁ አልፈልግም

ክፍል አንድ

ስነ-ማህበራዊ መረጃ (Demographic Information) 4

መመርያ:- ለሚከተሉት ጥያቄዎች በተሰጡት ክፍት ቦታ ላይ መልስ ይስጡ።

- 1. ዕድሜ (Age) _____
- 2. ፆታ (Sex) _____
- 3. የሚማሩበት ትምህርት ቤት ስም (School Name) _____
- 4. የክፍል ደረጃ (Grade)? _____

ክፍል ሁለት

ስለራስ ማንነት የሚሰጥ ግምት (Self-esteem) መጠይቅ

የመጠይቁ ስም:- የሮዘንበርግ ስለራስማንነት የሚሰጥ ግምት መለኪያ መጠይቅ (Rosenberg Self-esteem Scale)

መመርያ:- ከዚህ በታች ስለራስዎ የሚሰማዎትን አጠቃላይ ስሜት የሚገልጹበት መጠይቅ የቀረበ ሲሆን ትክክል የሚመስልዎትን በመምረጥ አክብቡ።

- 1. በአጠቃላይ በማንነቴ እኮራለሁ። /On the whole, I am satisfied with myself./
 ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/
 ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/
- 2. አንዳንዴ ሙሉ በሙሉ ጥሩ ሰው እንዳልሆንኩ አስባለሁ። /At times I think I am no good at all./
 ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/
 ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/
- 3. ብዙ በጎ የሆኑ ስብእናዎች እንዳለኝ ይሰማኛል። /I feel that I have a number of good qualities./
 ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/

4. ልክ ብዙ ሰዎች እንደሚያደርጉት ሁሉ ማንኛውንም ነገር መስራት እችላለሁ። /I am able to do things as well as most other people./

ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/

5. ይህ ነው ብዬ የምኮራበት ብዙ ነገር እንደሌለኝ ይሰማኛል። /I feel I do not have much to be proud of./

ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/

6. አንዳንዴ ምንም እንደማልረባ የእርግጠኝነት ስሜት ይሰማኛል። /I certainly feel useless at times./

ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/

7. ለራሴ ዋጋ ያለኝ ሰው እንደሆንኩ፤ ቢያንስ ከሌሎች ጋር እኩል እንደሆንኩ ይሰማኛል። /I feel that I'm a person of worth, at least on an equal plane with others./

ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/

8. ለራሴ ከዚህ የበለጠ ክብር እንዲኖረኝ እመኛለሁ። /I wish I could have more respect for myself./

ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/ መ) በፍፁም አልስማማም/Strongly disagree/

9. ባጠቃላይ እራሴን ያልተሳካለት ሰው ነኝ ብዬ ወደማሰቡ ቀርቤያለሁ። /All in all, I am inclined to feel that I am a failure./

ሀ) በጣም እስማማለሁ/Strongly agree/ ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/

መ) በፍፁም አልስማማም/Strongly disagree/

10. ስለራሴ በጎ የሆነ አመለካከት አለኝ። / I take a positive attitude toward myself./

ሀ) በጣም እስማማለሁ/Strongly agree/

ሐ) አልስማማም/Disagree/

ለ) እስማማለሁ/Agree/

መ) በፍፁም አልስማማም/Strongly disagree/

ክፍል ሶስት

የራስን መውደድ (Narcissism) መለኪያ መጠይቅ

የመጠይቁ ስም፡- የኤን.ፒ.አይ-16ራስን መውደድ (Narcissism) መለኪያ መጠይቅ (The NPI-16 Subclinical narcissism)

መመርያ፡- ከዚህ በታች ስለራስዎት የሚሰማዎትን ስሜት የሚገልጹበት ጥንድ አረፍተ ነገሮች የቀረቡ ሲሆን ትክክል የሚመስልዎትን ክሬት ለፊት ባለው ባዶ ቦታ ላይ 'X' ምልክት ያስቀምጡ።

1. -----ትኩረት መሳብ በጣም ያስደስተኛል። / I really like to be the center of attention/
-----የትኩረት ማዕከል መሆን ምቹት አይሰጠኝም።/It makes me uncomfortable to be the center of attention/
2. -----ከሌሎች የተሻለኩ እንዲሁም ከሌሎችም ያነሰኩ አይደለሁም። / I am no better or no worse than most people/
-----ልዩ ሰው እንደሆንኩ አስባለሁ። / I think I am a special person/
3. -----ሁሉም ሰው የኔን ታሪክ መስማት ያስደስተዋል።/Everybody likes to hear my stories/
-----አንዳንዴ መልካም ታሪኮችን እናገራለሁ። /Sometimes I tell good stories/
4. -----በአብዛኛው የሚገባኝን ክብር አገኛለሁ።/ I usually get the respect that I deserve/
-----የሚገባኝን ክብር ለማግኘት ከፍተኛ ጥረት አደርጋለሁ።/ I insist upon getting the respect that is due me/
5. -----ስርዓት መከተል አያሳስብኝም። / I don't mind following orders/
-----በሰዎች ላይ ስልጣን ቢኖረኝ ደስ ይለኛል። / I like having authority over people/
6. -----ወደፊት ትልቅ ሰው እሆናለሁ።/ I am going to be a great person/

- ወደፊት ስኬታማ እንደምሆን ተስፋ አደርጋለሁ። / I hope I am going to be successful/
- 7. ----- ሰዎች የምነግራቸውን ነገር አንዳንዴ ያምኑኛል። /People sometimes believe what I tell them/
 -----ማንኛውም ሰው እኔ የምፈልገውን ነገር እንዲያምንልኝ ማድረግ እችላለሁ። / I can make anybody believe anything I want them to/
- 8. -----ከሰዎች ብዙ ነገር እጠብቃለሁ። / I expect a great deal from other people/
 -----ለሰዎች የሆነ ነገር ማድረግ ያስደስተኛል። / I like to do things for other people/
- 9. -----የሰዎችን ትኩረት መሳብ ያስደስተኛል። / I like to be the center of attention/
 -----ከብዙሀኑ ጋር መቀላቀል እመርጣለሁ። / I prefer to blend in with the crowd/
- 10. -----ከማንኛውም ሰው ጋር ተመሳሳይ ነኝ። / I am much like everybody else/
 -----ወጣ ያልኩ /ልዩ/ ሰው ነኝ። / I am an extraordinary person/
- 11. -----ሁልጊዜም የምሰራውን የማውቅ ሰው ነኝ። / I always know what I am doing/
 -----አንዳንዴ ምን እየሰራሁ እንደሆነ እርግጠኛ አልሆንም። /Sometimes I am not sure of what I am doing/
- 12. -----ሰዎች ላይ ተፅዕኖ እየፈጠርኩባቸው እንደሆነ ሳውቅ ደስ አይለኝም። / I don't like it when I find myself manipulating people/
 -----ሰዎች ላይ ተፅዕኖ መፍጠር ቀላል እንደሆነ አውቃለሁ። / I find it easy to manipulate people/
- 13. -----በሆነ ነገር ላይ ስልጣን ያለው ሰው መሆን ለኔ ምንምአይደለም። /Being an authority doesn't mean that much to me/
 -----ሰዎች ያለኝን ስልጣን የሚያውቁ ይመስላሉ። /People always seem to recognize my authority/
- 14. -----እኔ ጥሩ ሰው እንደሆንኩ ይሰማኛል ምክንያቱም ማንኛውም ሰው ይነግረኛል። / I know that I am good because everybody keeps telling me so/
 -----ሰዎች ስለኔ ጥሩ ነገር ሲናገሩ አንዳንዴ እንደማፈር እላለሁ። /When people compliment me I sometimes get embarrassed/
- 15. -----ጉረኛ (ግብዝ) ላለመሆን እጥራለሁ። / I try not to be a show off/
 -----እድሉን ካገኘሁ ግብዝ ነኝ። / I am apt to show off if I get the chance፤
- 16. -----ከሌሎች ሰዎች በተሻለ መልኩ ነገሮችን መከወን እችላለሁ። / I am more capable than other people/
 -----ከሌሎች ሰዎች የምማረው በጣም ብዙ ነገር አለ። /There is a lot that I can learn from other people/

