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ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES

SCHOOL OF SOCIAL WORK

**THE EFFECTS OF USING SOCIAL MEDIA ON STUDENTS' ACADEMIC
PERFORMANCE: A CASE STUDY OF CRUISE SECONDARY AND
PREPARATORY PRIVATE SCHOOL STUDENTS', NEFAS SILK LAFTO
SUB CITY, ADDIS ABABA**

M.A THESIS

BY

MEKETE GETAHUN

JULY, 2022

ADDIS ABABA, ETHIOPIA

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**THESIS SUBMITTED TO THE DEPARTEMENT OF SOCIAL WORK,
COLLEGE OF SOCIAL SCIENCE, ADDIS ABABA UNIVERSITY IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE
OF MASTER 'S OF ART IN SOCIAL WORK**

ADVISOR: MENGISTU LEGESSE (PhD)

JULY, 2022

ADDIS ABABA, ETHIOPIA

Declaration

I, Mekete Getahun, declare that this thesis is a result of my research investigations and findings. Sources of information other than my own have been dually acknowledged and a reference list has been appended. This work has not been previously submitted to another university for any type of academic degree.

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Thesis Approval Sheet for Advisor

This is to certify that the thesis entitled "The Effects of using Social Media on Students' Academic Performance: A Case Study on Cruise Secondary and Preparatory Private School Students, Nefas Silk Lafto Sub City, Addis Ababa" submitted for partial fulfillment of the requirement for the degree of Master of Art in Social Work has been carried out by Mekete Getahun under my supervision. Therefore, I recommend that the studies fulfill the requirements and that they submit the thesis to the department for defense.

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Thesis Approval Sheet for Board of Examiners'

We, the undersigned, members of the Board of Examiners, have read and evaluated the thesis entitled "The Effects of Social Media on Students' Academic Performance: A case study on *Cruise* Secondary and Preparatory Private School Students," and examined the candidate's oral presentation. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirement for the degree of Master of Art in Social Work.

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Dedication

This thesis is dedicated to my father, Ato Getahun Tayachew, my mother, W/ro Fentaye Kendie, and my brother, Dr. Adela. The patience they showed and the support they provided during the time I was studying up to the end of writing this thesis.

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Abstract

This thesis sought to examine the effects of using social media on the academic performance of Cruise secondary and preparatory private school students in Addis Ababa, Ethiopian. This study tries to reveal the effects of using social media on students' academic performance based on to what extents psycho-social outcome of social media usage; what extents students spend time using social media for academic success and which social media is frequently used by Cruise school students research questions. The researcher employed explanatory research design under mixed methodological approach. Simple random sampling technique used to draw 205 study sample students and purposive sampling form principals for questionnaire and interview respectively in the study. According to the study, the most widely visited and used social networking site was telegram. Most of the students were using social media from three to six hours which showed psychosocial symptoms anxiety, isolation and depression. The study suggested that social networking sites affects students' academic performance negatively and the involvement of students' family, teachers and others is better to enhance the utilization of SNSs towards positive improvement in education in schools and to boost its positive effects and to tackle its negative outcomes by stakeholders.

Acronyms

AAP: Average academic performance

AP: Academic performance

GPA: Grade point Average

LCD: Liquid Crystal Display

SLT: Social Learning Theory

SM: Social Media

SNS: Social Networking Sites

SPSS: Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

This chapter explained about background of the study, statement of the problem, objectives of the study, research questions, significance and scope of the study, some operational definitions, limitation and organization of the study.

1.1 Background of the Study

Modern communication technology has undoubtedly transformed the entire world into a "global village" in our day (Omachonu and Akanya, 2019). Harris, G. (1997) observes that in the 1870's; Elisha Gray and Alexander Graham both created the telephone. The invention of the telephone and wireless telegraphy by an American, Alexander Gram Bell in 1876, and an Italian Guglielmo Marconi in 1896 respectively revolutionized face-to-face to technological-driven communication (Ibid). The transition from face-to-face social connection to technology-driven socialization for a variety of objectives, including entertainment, discussions with peers about school concerns, talking, and establishing friends, is cited by respondents in various studies (Zewudu et al., 2017, Tamirat, 2014).

The transition to the technological era brought about the advent of the internet as well as social media. People, particularly young people, now have greater access to the internet and, as a result, to social networking, which they participate in with their peers, thanks to technological advancements (Ibrahim, 2012). The Internet revolution transformed the world of information in terms of sharing, storing, and retrieving information in any format, independent of a person's

location (Davies, 2017). The way people communicate has changed dramatically as a result of social media and networking. Social media has transformed and impacted on communication, learning and education, which increases social interaction even if SNS users are far apart from each other. It supports the sharing of information and services among individuals and groups having a common interest (Junco et al. 2010).

Social media technology is web-based and mobile apps that allow individuals and organizations to construct networks, communities, and collectives to share information, ideas, messages, and other content (Lee and Louis, 2016). Social media, according to Bryer and Zavatoro (2016), are technologically driven tools that promote social interactions, collaboration, and cross-stakeholder discourse. Mensah (2016) also stated that, it is a collection of web-based applications that allow users to create and share user-generated content to build profiles, share, and exchange information about various activities and interests.

According to Ezeah, Asogwa, and Edogor (2015), social media is a modern interactive communication medium via which individuals engage with one another, share ideas, experiences, photographs, messages, and information of mutual interest. Hence, Users can establish profiles, upload photos and videos, send messages, and keep in touch with friends, family, and coworkers on social networking website. These are interactive, technology-driven, and user-generated content.

Social media provides sources to receivers communicate over the internet (Morris & Ogan, 1996). The Internet uses the source-message-receiver aspects of the traditional mass communication model, but with some modifications. It facilitates communication around the world with few restrictions on its applications and brought people together who would not

otherwise have met which made it possible for geographically separated people to continue face-to-face communications and do business with globally distributed organizations. Therefore, social media and internet has replaced traditional communities with numerous types of electronic or virtual communities. Wherever we live and work, we can consider ourselves members of a community (Bruhan, 2011).

The Internet is a multi-sided mass communication channel with a variety of communication topologies not just through desktop or laptop computers, but also through smart phones, making it extremely accessible and simple to use. Facebook, Twitter, YouTube, WhatsApp, Instagram, and other social media platforms, both on the web and in mobile applications, are examples of these platforms (Koni, 2018).

Facebook is one of the social networking interactive platforms that allow users to write messages in text, pictures, audio and video formats (Facebook, 2011). Facebook users are not just numerous, but also quite active and engaged: 63% of Facebook users visit the site at least once every day, with 40% visiting many times throughout the day (Smith, 2013). This constant social media use could be due to the rising use of social media on mobile devices. Many social media users rely on their mobile apps to access their favorite sites as smart phones and tablets become more prevalent. As noted by Oberst (2010), many students are spending countless hours immersed in social media. Facebook can affect learning behavior if the users are not controlled through time management. This can affect students learning behavior negatively. It can lead to poor academic performance.

Twitter is also a form of social media tool that allows users to post and receive very short messages. Tweets are limited to 140 characters and can contain hyperlinks and images. You must

'follow' people you are interested in on Twitter in order to receive messages on your timeline. People 'follow' you in order to receive your communications. Furthermore, an application that allows you to send and receive free messages, calls, photographs, videos, and audio messages using your phone's Internet connection is WhatsApp.

Instagram is a social networking and photo-sharing website that allows users to take and manipulate images before posting them to Instagram or sharing them on other social media platforms such as Facebook and Twitter. Instagram is thought to be used by around 40% of internet users.

WhatsApp offers chatting services instant; photo hosting and gaming to the students this can influence learning behavior of students positively if used for academic purposes. However, this application is highly addictive and can create a great impact on regular users, and apart from that it can leave a trace that becomes difficult to control as reported by Boyd (2007). WhatsApp can create modes to procrastinate to students while trying to complete homework and this can affect learning behavior of students. Generally, some of the aforementioned SNSs and others in the world were had the following number of users.



Source: <https://disruptiveadvertising.com>

Figure 1: SM user statistics in the world

In Ethiopia, there were 6.70 million social media users in January 2021 (<https://datareportal.com/reports/digital-2021-ethiopia>). The number of social media users in Ethiopia increased by 500 thousand (+8.1%) between 2020 and 2021 (Ibid). Accordingly, Facebook 64.72%, YouTube 19.16%, Twitter 5.39%, Instagram 3.15% and LinkedIn 0.76% number of users (<https://gs.statcounter.com/social-media-stats/all/ethiopia/2021>).

Moreover, from the total Facebook users in Ethiopia, the usage by age group (16-24) has been increased from 38% in 2010 to 51.6 in 2014 (Internet World Stats, 2014). The percentage of this age group is relatively greater than the corresponding percentages in most African 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). The number of social media users in Ethiopia was equivalent to 5.8% of the total population in January 2021(<https://datareportal.com/reports/digital-2021-ethiopia>).

With the rising popularity of the Internet and SNSs, teachers were able to deliver visual learning through social media. As a means of giving instruction, computer technologies are gaining traction. Computer technologies have several advantages, including the ability to provide self-paced instruction, the ability to incorporate text, graphics, audio, video, a high level of interactivity, the ability to provide a written record of discussions and instruction, and the fact that they are inexpensive and globally accessible (Akpan, et al, 2016).

The entire educational process and the development of literacy are dependent on written words, and reading is the most important way for students to build literacy and environmental knowledge (Mabekeje, 2009). A virtual classroom, on the other hand, is an online learning environment developed using the internet, computers, and advanced video conferencing

equipment in which neither the teacher nor the students are physically present in the classroom at the same time (Akpan, et al, 2016).

As a result, the Internet plays a critical role in reducing the world to a single village and bringing people who live far apart closer together in virtual forms (Mwadmey, 2015). People all around the world can form social networks thanks to the internet's capabilities. It assists people in becoming more aware and enlightened about the political, economic, and social dimensions of world development.

With the penetration of technology, there has been a revolution in the education system (Tyner, 2014). The fundamental distinction between face-to-face and virtual classroom training is that the latter uses the Internet to provide content live to people who are geographically distant. Virtual classroom technologies such as web-conferencing, video-conferencing, and telepresence allow students to arrive on time and find a fixed classroom with teachers, fellow students, a whiteboard, an LCD projector, and optionally a television screen with audio and video facilities when they enter the classroom (Hall, 2012). Cinar and Torenli (2010) concentrated their efforts on redesigning online courses to fit the needs of enrolled students for academic achievement by using internet and Social Medias.

Academic achievement is defined by Tuckman (2018) as a person's apparent showing of understanding, concepts, skills, ideas, and knowledge. It relates to how students approach their studies and how they cope with or complete the duties assigned to them by their lecturers throughout a set period of time or academic year (Adane, 2013). Academic attainment is the defining characteristic and determinant of a student's success and destiny which determines whether or not a person is eligible for higher education, and the educational degrees earned have

an impact on one's post-secondary job options. Therefore, it is critical to a nation's wealth and prosperity, in addition to its personal importance.

Academic performance of a student can be defined as the observable and measurable conduct of a student in a given setting in educational research. As a result, in a research study, academic performance can be equated with observable behavior or the anticipation of accomplishing a specified statement or expression of educational aim (Celestne & Nonyelum, 2018). Students' academic performance is comprised of results collected through teacher-created tests, first-term exams, mid-semester exams, and so on (Yusuf, 2001).

Simpson and Weiner (1989) describe performance as a person's observable or measurable conduct in a specific circumstance, usually an experimental one. This means that performance refers to a specific component of behavior that can be monitored across time. A performance test is used to determine performance through mental test in which the participant is required to perform rather than speak something (Singer, 1981).

Accordingly, the focus of this research is on social media and its impact on secondary and preparatory school students' academic performance. Even while various studies have been undertaken on the use of social media and its impact on academic achievement in Ethiopia in general, no such study has been conducted in Cruise Secondary and preparatory schools in particular.

The study, as a result, aims to investigate the impact of social media use on academic attainment among secondary and preparatory students at the Cruise school in Addis Ababa. Learning nowadays is aided and assisted by the use of various technologies and social media. SM has become indispensable in everyday life, whether for pleasure, socializing, or education in

educational institutions and organizations (Achew & Larson, 2015). By taking into account their age categories and characteristics, this study examines the effects of using social media on their academic achievements.

1.2 Statement of the Problem

The study conducted by Emerick, Caldarella, & Black, (2019) in Brigham Young University 477 undergraduate students in a college of fine arts and communications on benefits and distractions of social media as a tool. The study revealed that social media is more of a distraction both within and outside the classroom than a useful resource. According to the survey, students "engage with social media an average of 32 times each day". From the study "52 percent of these students do not consider social media relevant to their education," and "78 percent of these students do not consider social media important to their education."

According to Junco, et al (2011), a study of 132 students was done to explore the relationship between social media and student engagement with it, as well as the relationship between social media and student grades. To investigate this association, the students were divided into two groups: one that used Twitter and another that did not use Twitter. It was utilized to have discussions about study materials, establish study groups in a logical manner, post class notices, and keep in touch with classmates. Junco and his coworkers (2011) were surprised to see that the students in the Twitter group had higher GPAs and test scores than the other students.

A large number of students' in Lagos are addicted to social media, as Peter (2015) discovered in his research in Nigeria. To this end, the researcher advocated for the use of social media for educational reasons as well. Teachers and parents should supervise how children use social networking sites, and new pages should be created to boost academic activities and minimize

academic setbacks. This aims to strike a balance between students' social media activity and their academic activities in order to minimize academic losses.

Social media users study less and generate lower marks, according to data presented at the American Educational Research Association's annual conference in San Diego, California (2009) (Abaleta et al., 2014). San Miguel (2009) looked into the relationship between researchers' Facebook usage and their academic achievement. According to the overall statistics, the researchers spent "more time on Facebook."

Bogale (2019), an Ethiopian researcher who researched the impact of social media on preparation students' academic performance at Ethio-Parents' Preparatory School in Addis Ababa, Bole Sub-City, found that a significant proportion of Ethio-Parents' preparatory school students were Internet addicts. Their ability to learn was hindered due to their use of social media.

The impacts of social media on the psychological adjustment of secondary and preparatory private school teenagers in Hawassa City were also investigated by Teka, Workineh, and Mohit (2019). The findings revealed that using Facebook, Whatsapp, and Viber has a significant detrimental impact on academic achievement and self-esteem among adolescents. These three SM aspects, on the other hand, have a strong positive link with psychosocial issues like depression, social anxiety, and social closeness.

Furthermore, Negussie & Ketema (2014) stated that students' academic performance may suffer as a result of their increased attention to social media. As a result, some educational institutions have prohibited Facebook, fearing that students' time spent on the social media site may harm their academic performance.

Hence, Cruise secondary and preparatory school is one of the schools in which students have access to smart phones and the internet which paved the way for accessing different social media. As the literature analysis shows, different investigations have produced different results and reached different conclusions. As a result, doing research on the use of social media by students and the effects of social media on academic achievement is suitable and timely concerned as a technologically beginner. The purpose of this research is to determine the impact of utilizing SM on academic performance in a group of students from *Cruise* secondary and preparatory schools. The use of smart phones during break and lunch time, as well as their communication with friends on social media platforms like as Facebook, Telegram, and You Tube, prompted experts to look into why students use social media and how it affects their academic performance. As a result, the goal of this research is to see how social networking sites affect the academic performance of secondary and preparatory students in the study area. Therefore, the study looks into the psychological consequences of social media on academic achievement in students

1.3 Objectives of the Study

1.3.1 General Objective

The general objective is to study the effects of using social media on the academic performance of students at *Cruise* secondary and preparatory private school, Nefas Silk Lafto Sub City, Addis Ababa.

1.3.2. Specific Objectives

The specific objectives of this research were

- ❖ To assess the extent of social media usage on the psycho-social outcome among Cruise secondary and preparatory private school students.
- ❖ To examine the extent of time spent on using SM in cruise school students for academic success.
- ❖ To identify the most frequently visited social networking sites by Cruise secondary and preparatory school students

1.4. Significance of the Study

The finding of the study has been the following importance. First, it enabled secondary and preparatory school students to know how best to use social media networks as a tool for integrating themselves into the globalized world without affecting their academic performance. Secondly, the study helped students to suit their usage of social media with academic performance.

Thirdly, the study also be vital to school principals by giving incites to the guidance and counseling department in helping to identify measures to stop the misuse of social media so as to promote learning for academic success. Fourthly, it also helped researchers with more information on the impact of social media on students' academic performance. Lastly, it hopefully provided some insight and initiates other researchers to extend the study in-depth to undertake similar studies on other levels.

1.5. Scope of the study

The study was conducted at Cruise secondary and preparatory schools in the capital city of Addis Ababa. The school was established in 1987 EC with a bright vision and great ambition to make a visible and tangible change by delivering quality education to those who enrolled in the school and setting a high standard for schools around the area, in particular, and for all over the country in general. The school used SNSs to deliver different notice for the students' families and short notes for the students to facilitate the teaching learning process. Hence, the study covered as much as possible the effects of social media on the students' academic performance at Cruise secondary and preparatory private schools, which was the most important to indicate the organizational performance on social media. Then the research paper was specifically designed to assess and finally, a recommendation was forwarded about the effects of social media on the students based on the findings of the data analysis part.

1.6. Operational Definitions of Terms

Academic Performance: apparent demonstration of understanding, concepts, skills, ideas, and knowledge of a student in their academics. To measure academic achievement, educators use different types of assessment. Assessment is a continuous process that brings some valuable information about the learning process (Linn and Gronlund, 1995) through teachers prepared test, assignments, presentations and exams.

Computer: A computer is a machine that receives or stores or processes data quickly according to a stored program.

Facebook: one of the social networking interactive platforms that allows users to write messages in text, pictures, audio and video formats (Facebook, 2011).

Instagram: is a mobile application which points once again to the growing connection between mobile and social media.

Media: are all those media technologies that are intended to reach a large audience through mass communication. "They are messages communicated through a mass medium to a number of people" (Bittner, 1989).

Social media: a set of internet-based interactive tools that allow people to share ideas (Safko, 2012). Kaplan and Helen (2010) defined Social Media as a group of internet-based applications that allow the creation and exchange of user-generated content.

Social Networking Sites: A website where people put information about themselves and can send it to others.

Social Networking: The use of the internet to make information about yourself available to other people, especially people you share an interest with, to send messages to them.

Students: Someone who is learning at Cruise secondary and preparatory school. Someone very dedicated to learning all the subjects of the ministry of education.

Twitter: is a micro-blogging social media site, which allows users to send 140 characters.

Viber: is a free to download app that allows users to make free calls, send texts, pictures and video messages to other Viber users.

Whatsapp: is a free to download messenger. A Smartphone uses the internet to send messages, images, audio or visual learning.

1.7. Limitation of the study

The study has some limitations encountered from different angles. Because of budget scarcity which limits the investigator to excavating the diverse experiences of students concerning SNSs, the study was done only in *Cruise* secondary and preparatory private school. The other limitations were students' reluctance to provide appropriate responses about the effect of SNSs and their problems. So as to minimize the influence of these limitations, the researcher tried to tolerate commuting for many days to get and exploit the data as well as explaining to the students that their responses are used confidentially for research purposes. Since the researcher worked in a non-governmental organization which faced time limitations in the study area.

1.8. Organization of the Paper

This study was intended to contain five chapters. The first chapter deals with the introduction, background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study and organization of the study. The second chapter deals with the review of related literature that is used to provide detailed information related to the effects of social media on the academic performance of students. The third chapter deals with research design and methodology, including research design, methods, sources of data, sample population, sampling techniques, instruments for data collection procedures, and methods of data analysis. The fourth chapter focuses on data presentation, analysis, and interpretation. Finally, the last chapter presents a summary, conclusion, and recommendation of the study.

CHAPTER-TWO

A REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents a brief review of existing conceptual, theoretical, and empirical literature on the effects of SM on students' academic performance. These are collected from books, journals, thesis, websites, etc., which cover the essential elements of the topic of literature review. At the end of the review, an attempt is made to identify the knowledge gap to be filled in by further investigation.

2.2 Social Media

"Social media is a collection of internet websites, services, and behaviours that encourage collaboration, community development, participation, and sharing," Junco et al. (2010) noted. Web-based apps that allow users to produce, share, or exchange information, ideas, photographs, or videos in virtual communication and networks are referred to as social media (Ouedera & Abousaberb, 2018). SNS are any website that allows users to build public profiles and form relationships with other users of the same website who visit their profiles (Anjugu, 2013). It refers to community-based websites, online discussion forums, chat rooms, and other online social spaces (Osharive, 2015). Social networking sites, according to Ellison and Boyd (2007), are web-based services that allow users to create profiles, view user relationships, and search and navigate within that list of connections.

The terms "social networking sites" and "social media" are frequently interchanged. However, social media is unique in that it allows users to connect by creating personal information profiles

and asking friends and colleagues to view those profiles (Kaplan and Haenlein 2010). As a result, social media is the setting in which social networking occurs. People can use social networking websites to interact, share information, and develop new relationships.

Due to the increased popularity of these sites, academicians are asking if the amount of time spent on them has an impact on students' grades (Choney, 2010). As we adjust to our increasingly computerized world, our social interactions are impacted in a variety of ways as the popularity of social networking websites grows. The way web users connect and communicate with one another has evolved and continues to evolve. These users now socialize via the internet, robbing them of a form of sociability that has existed for centuries. The way we communicate face-to-face, how we receive information, and the dynamics of our social groups and friendships have all been influenced by social networking websites (Asur and Huberman, 2010).

According to Lenhart (2015), the most popular SNSs among teenagers were Facebook and Instagram, and teenagers from lower-income families were more likely to use Facebook (49 percent) than those from higher-income families (37 percent). Pempek, Yermolayeva, and Calvert (2009) found that the amount of time spent on social networking sites on a daily basis varied substantially. To keep in touch with friends from high school or from their hometown, younger students used Facebook more frequently than older students (Pempek et al., 2009).

In the study of Tamirat (2014) in Ethiopia, students who utilized social media for non-academic purposes were more numerous than those who used it for academic purposes. Educational activities such as writing articles, searching for assignments/quizzes, and contacting teachers had a lower score than those used for entertainment and chatting (Zewudu et al., 2017).

2.3. Impacts of Social Media

Social networks, in theory, contribute both positively and negatively to human life. As a result, it does not believe that social media provides constant benefits or that everything that emerges from social networking sites is negative (Thakur, 2017). People with social networks can help one other with job searches, information exchange, and other forms of social assistance. Social networks, on the other hand, can have negative implications such as disagreements, depression, isolation, addiction and so on (Undiyaundeye, 2014, Moges & Amare, 2004.)

2.3.1 Positive Influences of SM on AP

Since the development of these social media networks, students' academic lives have taken on a new dimension, and various studies have confirmed that social media plays an essential role in students' academic lives. A number of studies and academics have discovered that using SM improves kids' academic performance.

Researchers have discovered that social media and networking have good effects on language and reading (Wood et al., 2014). Students gained more vocabulary, improved their writing skills, and reduced their spelling mistakes by using social media, according to Yunus and Salehi (2012). Generally, they identified the key benefits of students using social media in their study, which included building relationships, increasing learning motivation, providing individualized course materials, and developing collaborative skills.

According to Merten and Williams (2009), the majority of youths aged 13 to 17 used social media for enjoyable and good reasons. Only 15% of men posted any personal information aside their hobbies, interests, and friendships, whereas 55% of women revealed personal experiences about despair, anxiety, and relationship issues. Adolescents utilize social media sites to cope with

the death of a peer, and they use forums and member profiles to aid in their grieving process, according to the study. The recent study showed that men appear to benefit more from social media and communication technology than women. This was theorized because men have a harder time expressing their ideas and emotions in front of people than women do (Peter and Valkenburg, 2009).

Being friends with someone on a SNS allows a person to communicate in a variety of ways, such as sending private and public messages, participating in on-line games, commenting on photos that have been posted, sharing music or movie preferences, responding to journal entries, and much more. According to Livingstone (2008), SM helped to "Creating and networking online material is becoming a fundamental means of managing one's identity, lifestyle, and social interactions". A friendship may be lost or gained with the click of a button, and a friendship on a social networking site may be with someone who is not a friend in "real life."

According to Ogundijo (2014), time spent on social media sites had no significant impact on secondary school students' academic performance, and students' involvement in class had no significant impact on their average academic achievement. Furthermore, the findings revealed that the number of friends' students had on social networking sites had a positive, substantial impact on the amount of time spent on SNSs, as well as the fact that the number of posts students made on SNSs was not a significant predictor of class participation.

Students spend time on social media sites to share and generate new ideas and concepts related to their studies, according to Amin, et al. (2016). They also use these sites for recreational purposes because they are beneficial to their academic work. For students, using social media has become second nature. They spend a significant amount of time on these sites for entertainment while

also focusing on their homework. Students are a valuable resource for any country. They like doing their academic work by using these social platforms.

Deng and Tavares (2013) have found that web-based dialogues can help students strengthen their reflective abilities and critical thinking skills. In comparison to face-to-face communication, youngsters are more eager to express their ideas (agreements or disagreements) and are more attuned to others' viewpoints in online dialogues, according to the same study. According to the Apeanti & Danso (2014) study, students reported that it is more fun for their teachers to use social media.

Students were able to improve their vocabulary and writing skills (Yunuset et al., 2013), exchange assignments, discussions, and resources with their peers (Asadet et al., 2012), form group discussions, communicate, and exchange ideas with their peers through the use of social networking in education (Salvation & Adzharuddin, 2014). Teachers benefit from using social media because they may share course-related resources with their students, form student groups, collaborate on projects, provide peer support, and make teaching easier (English & Howell, 2008).

In Cape Town, South Africa, Petersen and Johnston (2015) investigated the impact of social media such as Facebook and Twitter on pupils' cognitive skills. There was no clear link between the intensity of Facebook and Twitter usage, according to the data. Students' satisfaction with their lives was found to be correlated with their use of Facebook, suggesting that increasing the intensity of Facebook usage could improve their lives.

Students are increasingly using social media as an online book for private and public usage. Anyone from the general public can sign up and connect with others. It provides participants

with just-in-time learning and engagement as well as a pre-determined curriculum. It makes room for learners, according to James (2004), who suggests affinity space, expertise dispersion, and relatedness for learners.

2.3.2 Negative Influence of SM on AP

Several investigations on the impact of SM on academic achievement have been undertaken concerning negative effects of SM on academic performance. According to their findings, social media might have drawbacks, even while technology innovation SM makes it easier for people in general, and students in particular, to lead in the political, economic, social, and cultural realms. As a result, students have the ability to safeguard themselves from SM technology. There is data from several countries that shows the negative aspects of social networking (Sudha, 2016; Yang, 2003). A lot of studies have discovered that social networking engagement has a negative impact on students' academic performance.

Students' usage of social media has reached epidemic proportions, affecting their study time, causing bad language and spelling when chatting on social media, and diverting their attention away from their studies (Jamil et al. 2013). Students spend a lot of their study time on social media instead of doing their homework, which has a negative impact on their GPA (GPA). Maya (2015) found that media consumption leads to lower academic achievement, negative self-perceptions, and a lack of enthusiasm in school-related occupations.

Adams and Mingle (2010) investigated the relationship between network engagement and academic achievement in Ghanaian senior high schools. Participation in social media networks and academic achievement in senior high schools were investigated in this study. The majority of respondents used Whatsapp and Facebook to make friends and converse, according to the

survey. Furthermore, the majority of respondents reported negative consequences such as bad language and spelling, late assignment submissions, reduced study time, and poor academic achievement as a result of their continued use of social media networks. Furthermore, there was a significant rate of addiction.

The studies of Choney (2010), Mingle and Adams (2015), Umar and Idris (2018), those students' who were used social media sites has a negative impact on their academic performance. A Facebook user has an average "GPA of 3.06, whereas non-users had an average GPA of 3.82," according to Choney (2010), who described his study as looking at the time spent on Facebook and its effect on academic performance. A study conducted by Khan (2009) also revealed that Facebook users frequently have poor academic achievement.

As Fodeman and Monroe (2009) stated, the use of Facebook has increased student anxiety to the point that they are afraid of being without their cell phones for a few hours (2009). There have been some terrible incidents of children committing suicide as a result of cyber-bullying (Francis, 2013). There appears to be a link between the amount of time students spend on social media sites and their academic performance. With the urge to subscribe to social networks, academic performance is a critical concern for any student.

According to Kuppuswamy and Shankar (2010), social networks divert students' attention and concentration away from learning, causing them to engage in non-educational activities such as useless and unneeded conversing. Following then, other research was undertaken whose findings contradicted this assertion as a counter to the harmful impact of utilizing SM. In a similar line, Karpinski (2009) found that social media users spent less time on their academics than non-users and had poorer GPAs as a result. According to Karpinski and Duberstein (2009), social media is

a major distraction for the current generation, despite the fact that each generation has its own set of unique diversions.

Achew and Larson (2015) described by referring San Miguel (2009), "more time on Facebook equals somewhat poorer grades". The average Facebook user had a GPA of 3.0 to 3.5, while non-facebook users had a GPA of 3.5 to 4.0, according to his research. In addition, the average Facebook user studies for one to five hours per week, compared to eleven to fifteen hours for non-Facebook users. According to Enriquez (2010), students who multi-task between social networking sites and homework are 20 percent less likely to get good results than students who do not use a social networking site. According to Fodeman and Monroe (2009), the use of Facebook has increased student anxiety to the point where they are afraid of being without their cell phones for a few hours.

According to Englander et al., (2010), social media has a negative impact on students' academic performance, which is far more significant than its benefits. According to Nalwa and Anand (2003), addicted users prefer to use the internet, which causes them to neglect their personal and duties, resulting in low academic performance. Sanchez, Martinz, and Otero (2009) identified a link between "intensive" mobile phone use and school failure in a survey of Spanish high school students. However, studies on the same topic by Ahmed and Qazi (2011) and Hanqittai and Hsich (2010) found no link between social media and academic achievement.

In Kenya, Muhingi et al. (2015) investigated the association between secondary school students' access to and use of social networking platforms. The study's findings revealed that secondary school students in Kenya were far more exposed to the negative effects of social networks than students elsewhere in the world, in a constant and contemporaneous manner. This included

instructional hours being converted to recreational sessions, resulting in poor academic achievement among the majority of Kenyan secondary school pupils.

In Ethiopia, a survey conducted at Jimma University among female students found that 58 percent of respondents said that using SNSs had a detrimental impact on their academic performance, while 42 percent said it has a beneficial one (Zewdu et al, 2017). As a result, the majority of students felt that using SM has a detrimental impact on academic performance. Bogale (2019), researched the impact of social media on preparation students' academic performance at Ethio-Parents' Preparatory School in Addis Ababa, Bole Sub-City, found that the ability to learn was hindered due to their use of social media.

The impacts of social media on the psychological adjustment of secondary and preparatory private school teenagers in Hawassa City were also investigated by Teka, Workineh, and Mohit (2019) also showed that Facebook, Whatsapp, and Viber has a significant detrimental impact on academic achievement and self-esteem among adolescents. These three SM aspects, on the other hand, have a strong positive link with psychosocial issues like depression, social anxiety, and social closeness. Furthermore, Negussie & Ketema (2014) stated that students' academic performance may suffer as a result of their increased attention to social media.

2.4 Theoretical Framework

Theories provide information about how biological, psychological, social, cultural, economic, and political systems affect and are affected by human behaviour and social structures. Theories tell us what to see and what to look out for; they suggest how different observations might be linked and connected; they offer a possible causal relationship between one event and another; they indicate what might happen next; and they suggest what might be done to bring about

change. Therefore, theoretical perspectives represent our beliefs about how certain phenomena, variables, or concepts are related to each other, and also an explanation of why you believe that these variables are associated with each other in the formulated theory.

In this interactive social media world, the application of social learning theory presents an opportunity to promote student achievement, as cognitive concepts of attention, memory, and motivation (Social Learning Theory, 2014) are encouraged by social media. Social media outlets like Facebook and Twitter provide a platform for sustained attention, allowing for a participatory model that facilitates the sharing of user-generated knowledge strands (Casey & Wells, 2015).

In social learning theory, symbolization refers to a person's ability to create mental images and memories based on temporary sensory experiences (Ponton & Rhea, 2006). These temporary sensory experiences are enhanced in the social media context, as a variety of learning styles are engaged through interaction with the social media platform (Deaton, 2015). Social media provides visual and auditory stimuli through the use of graphics, videos, charts, and graphs; and, it provides tactile stimuli through the physical process of interacting with electronic input peripherals (Deaton, 2015). For social learning to occur, students must exchange knowledge in an interactive environment.

In a traditional classroom, however, students still remain isolated from other students, experts, parents, and the community (Mourlam, 2013). This type of restriction inhibits self-efficacy, as social learning requires interaction. It is difficult for students to imitate learning when interaction is limited or completely absent between key role group within and beyond the classroom. Social media provides a platform for interaction with a variety of role groups in a low-risk environment. Within the social media environment, interactions prescribed by Social learning theory are

encouraged, and since digital interactions are detached from many social anxieties, users often demonstrate a higher degree of self-efficacy regarding the experience (Deaton, 2015).

Searching the Internet is a common feature of today's learning process as a physical capital. The mobile phones usage in the teaching-learning process has myriad of benefits, including inquiry-based learning and use of learning pedagogies which increase student engagement (Traxler, 2018). These devices provide a more flexible structure with a shift from authority-based structure towards the concept of community-based learners (Hamm, et al., 2013). They help and facilitate learning (Jeng, 2010) and cost-cutting and have brought about a revolution in the education sector (Zucker & Light, 2009).

As a social capital, Burt (1992) and Lin (1999) describe the connections individuals make within homogeneous groups as strong ties. The same notion is captured by Putnam (2000), who wrote about within-group connections as bonding social capital and across-group connections as bridging social capital especially using social networking sites. Established sociological research on social networks and social capital has argued that large quantities of connections can represent access to resources. This claim has been challenged, due to the advent of social network sites. Researcher have little insights on how social actors use social network sites to organize particular web mediated social practices, besides for knowing they are employed for socialization.

In education, Ralph (1975) stated social exchange process in which students and teachers involve themselves. It is an effective way to control peer-influence patterns through social networking sites. As the leader of a social system, the teacher has a great deal of influence over the students of interaction that take place.

By exploring existing literature on social learning theory, social capital theory and social exchange theory in the concept of social media and education, this study sought to draw connections between the aforementioned theories to better understand how social media can impact student achievement in the academic achievement.

2.4.1 Social Learning Theory (SLT)

Learning behaviour can be influenced by what students see on television, Twitter, Facebook, Instagram, Whatsapp, and Skype for long-distance informal contact, according to social learning theory. Students connect with peers via web-based networking media stages through perceptions, conversations, and other exercises, according to Bandura (1977). These factors may influence how people utilize social media. Children learn from descriptions or explanations of other people's behaviours, as well as from a real or fictional character via social media like as radio, television, or online media, according to SLT.

The use of SNS behaviour is acquired through imitation and social reinforcement by members of the group with which one is affiliated (Akers et al. 1979). According to Reichmann's and Grasha's categories of learners based on social learning theories; independent, dependent, collaborative, competitive, participatory, and avoidant, impact how students engage in the classroom (Zhou & Brown, 2015). Social learning theory, according to Hogg (2006), explains human behaviour through modeling, observation, and imitation, even if learning may or may not result in a change in behaviour (Bandura, 2006). As a result, students can learn by observing others, which is referred to as observational learning. Second, mental states play a crucial role in learning and are referred to as intrinsic reinforcement. Finally, it emphasizes that learning does not always result in a change in behaviour, but rather follows the modeling process.

Basically, SLT's main strength and weakness are mostly determined on the model. According to this point, if the model produces suitable, responsible, and positive overall behaviour, the observer will replicate that positive good behaviour, resulting in positive reinforcement, and the action may be rewarded or complimented by others. The second is punishment, which is used when the observer's mimicked action is negative, resulting in a type of punishment.

2.4.2 Social Exchange Theory

According to social exchange theory, human behaviour is motivated by a desire to acquire more and avoid losing less. Exchange relationships evolve into mutually reliant structures when both parties have a motivation to engage in exchange in order to get valuable resources; otherwise, there would be no need to form an exchange relationship. People rely on one another for much of what they need and value in social life, and they supply these benefits to one another through the process of social trade, according to the notion (Cook, 1987). The historical and philosophical roots of social exchange theory come from early social anthropologists. Social exchange theories explain the behaviour intermesh of gaining and losing, and mutual dependency. Therefore, it helps study in order to find out the existing interaction between students' academic performance and social media.

Social exchange theory can be examined and criticized at two levels of analysis. The first level pertains to the treatment of human behaviour or social life as exchange. The link between economic and social exchange is the subject of a second level of exchange theory criticism. Even when it explicitly distinguishes between the two, economic and behaviourist models tend to reduce social exchange to a series of market-like trades of material goods motivated by extrinsic

goals like gain. The claim that exchange theory is "well-suited for grasping material exchange," for example, implies this reduction (Stolte et al., 2001).

2.4.3 Social Capital Theory

Social capital is the existence of a common set of informal values or standards among members of a group that allows them to cooperate (Fukuyama, 1995). "...elements of social organization, such as trust, conventions, and networks that might improve the efficiency of society by promoting coordinated actions," Putnam (1993) writes. Robison et al. (2002) explained social capital theory as "... a person's or group's sympathy toward another person or group that may provide a possible benefit, advantage, and preferential treatment for another person or group of persons beyond that expected in exchange interactions,". The term "social capital" refers to the connections between people's social networks, as well as the reciprocity and trustworthiness norms that emerge from them (Putnam, 2000). Social networks have value for him, and social relationships have an impact on individual and collective productivity.

According to Quibria (2003), social capital is an individual asset derived through access to networks and social relationships; whereas others regard it as a shared asset residing in a homogeneous collective entity such as a community with shared interests and values. The function of social capital is defined by Coleman (1990). It is made up of a variety of elements including as obligations, expectations, trust, and information flows. It is a productive resource that aids production and allows for the accomplishment of specific goals that would otherwise be unachievable. Coleman distinguishes three types of social capital: reciprocity (which includes trust), information conduits and flow, and sanctioned norms.

Bourdieu (1986) identified three elements of social capital in his definition. The first is a social relationship that allows actors to gain access to resources held by their peers. Secondly, the quantity of those resources produced by the whole of the actors' relationships, rather than just a group's shared quality; and third, the quality of those resources.

Many authors criticise social capital in terms of its ownership. One significant distinction between social capital and other forms of capital is that social capital is based on a social relationship, whereas other forms of capital are based primarily on the individual (Robison et al., 2002). Unlike other types of capital, social capital is embedded in the patterns of inter- and intra-actor relationships. It is not retained in either the actors or the production's physical implements.

Physical capital refers to physical goods and infrastructures, human capital refers to individual attributes, and social capital refers to interpersonal connections, social networks, reciprocity norms, and the trust that results from them (Putnam, 1993). The only form of capital that is not completely owned by a single person is social capital (Yang, 2007). Furthermore, unlike other types of wealth, actors are unable to sell social capital on the open market; instead, it is encapsulated within a group (Gant et al., 2002). You can sell a privately owned object like property, but you can't sell social relationships in which other people are involved.

Thus, social capital is a result of social networks and relationships. Social networks are sources of social support in the form of instrumental, emotional, informational, and social companionship. So, personal social networks are seen in terms of opportunities provided for the formation or establishment of informal associations and institutions among students in a particular context. A person's social capital allows him or her to tap into the resources of other

members of the networks to which they belong. These assets can include beneficial information, personal connections, and the ability to organize groups.

2.5 Study Variables

2.5.1 Dependent Variables

The dependent variable in a study is the variable whose variation depends on the variation in the independent variable (Kothari, 2006). Therefore, the dependent variable of this study is students' academic performance. Students' grade is an indicator which is either positively or negatively influenced by the independent variables such as types of SNSs, psychosocial results of SM, objectives of SNSs used by students and the duration of using SNSs. Arnold and Paulus (2010) concluded that using social media for educational purposes can be beneficial for students learning.

2.5.2 Independent Variables

The independent variables were types of SNSs, psychosocial results of SM, objectives of SNSs used by students, frequency of using SM and the duration of using SNSs show some differences in students' academic performance.

Types of SNSs used: According to Mingle and Adams (2015) in Ghana, the majority of respondents utilized Whatsapp and Facebook to make friends and talk; however, Whatsapp is the most extensively used SNS in Ethiopia, rather than Facebook, which is the most prevalent SM (Negussie & Ketema, 2014).

Psychosocial results of SM- The National Alliance on Mental Illness (NAMI) cites that one in five teenagers, aged 13-18, have or will have a mental illness (NAMI, n.d.; National Center for Injury Prevention and Control, 2017). It estimates that 11% of those with a mental illness will

cope with a mood disorder, such as depression or bipolar disorder and 8% will be diagnosed with an anxiety disorder, like General Anxiety Disorder (GAD), panic disorder, obsessive compulsive disorder, or social anxiety disorder. When economic, schoolwork, and unemployment stressors were taken into account, Twenge et al. (2017) and Shafer (2017) discovered that a 33 percent increase in the number of teens who felt useless, joyless, lonely, and had signs of a depressive illness from 2010 to 2015 was positively correlated with the rise of smartphone ownership. As a result, psychosocial factors have an effect on academic success.

Duration of using SNSs: Social media significantly and positively correlates with time to number of depressive symptoms a social media user has and anxiety levels a social media user perceives (Lin et al., 2016). This means that the more time one spends on social media, the more depressive symptoms and higher levels of anxiety are reported. According to Ellison et al. (2007), students spend about 30 minutes each day on social networking websites as part of their regular routine. Achew and Larson (2015) stated that the average Facebook user studies for one to five hours per week, compared to eleven to fifteen hours for non-Facebook users by referring San Miguel (2009). Karpinski (2009) discovered that users of social media platforms (Facebook, WhatsApp, etc.) dedicate less time to their academics than nonusers, resulting in poorer GPAs. Accordingly, the duration of time in which students gave for SNSs has its own effect.

CHAPTER-THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The main purpose of this chapter is to present the underlying principles of research design and methodology, sampling design, the selection of the appropriate research data collection techniques, validity and reliability of data collection instruments, methods of data analysis in line with research questions proposed and ethical considerations for study research.

3.2. Study Setting

The study was conducted at *Cruise* secondary and preparatory private school, which is located in Nifas Silk sub city in our capital city, Addis Ababa. The sub city is bounded to the north by Kolife Keranio and Lideta sub cities, to the south-east by the Oromia region, to the west by Akaki Kality sub-city and to the north-west by Cherqos sub-city. This education center is one of the non-governmental private schools in Nifas Silk Sub City, which enrolled 2094 students in 2013 E.C.

3.3 Research Design

The researcher employed explanatory research design by using thirty-one closed surveys and two open-ended questionnaires developed to assess socio-demographics, the impact of SNSs on academic performance, and the psychosocial impacts of SNSs on academic issues in *Cruise* secondary and preparatory schools. Hence, the study employed explanatory survey. In order to explore the effects of social media on students' academic performance in *Cruise* secondary and preparatory private schools with their real existing practices and to point out possible measures

that will be taken to mitigate the effects of SM in the school, it was best to use descriptive survey design.

3.4 Research Approaches

In the study, both quantitative and qualitative research approaches were used in order to generate the advantages of both approaches, like; addressing different objectives of the study; and enabling one approach to inform another approach, either in design or in interpretation. It also helps to triangulate the findings of different approaches in an effort to provide valid data about the study. The major goal of using both methodologies at the same time is to improve the study's validity and reliability (Creswell, 2006; Creswell & Clark, 2007). "Each technique has its strengths and limitations," according to Foddy (1993), "and the driving force behind mixed method research is to use one strategy to inform, validate, or compensate for the weaknesses of another." To put it another way, combining quantitative and qualitative methodologies yields better results. In other words, the combination of both quantitative and qualitative methods is a more pragmatic approach to gaining a better understanding of the phenomenon under study.

3.5 Study Population

The study was conducted on Cruise secondary and preparatory school students who were users of social media. There are 505 male and 478 female students in secondary school level. In preparatory school, there are 554 male and 557 female students. The total number of students attending their secondary and preparatory schools is 983 and 1,111 students respectively. Above all, there are a total of 1,035 female and 1,059 male students in the school enrolled in 2013 E.C.

3.6 Sampling Size and Sampling Technique

3.6.1 Sampling Size

The term "population" refers to a big group of people to whom a researcher wants to apply the sample results and the entire collection of cases. Before data collection begins, it is critical to have a clear understanding of the study population. Including the entire population in the study will be tough and unmanageable. However, it is beneficial and prudent to employ a representative sample and extrapolate the results. A researcher selects a set of participants (the sample) from a broader population by sampling (Messert, 2013).

Purposively, Cruise secondary and preparatory school was selected for having students who accessed social media incorporated into the study. It is because these agents play a vital role in the supply as well as the utilization of social media. After purposively selecting the Cruise secondary and preparatory school, the sample size of students for quantitative study was calculated via probability sampling based on the formula.

To determine the sample size of the respondents, the researcher used the formula of Yamane (1967). The formula is:

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

$$1 + N(e)^2$$

Where n=Number of sample size

N=Total population

e=level of precision=0.07confidential level

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

$$1 + N(e)^2 = \frac{2094}{n}$$

$$1 + 2094(0.07)^2 = \frac{2094}{n}$$

$$n = 186$$

Accordingly, the sample size of the study=186 with 10% contingency: 18.6= 205

3.6.2 Sampling Technique

The sample of students was taken using a simple random sampling technique after listing all students by separating in terms of gender and grade level. The number from which sampling was selected by lottery method. Then students were selected randomly onwards, which fulfills the following stratum.

Table 1: Sample allocation by stratum of gender and grade level

Grade Level	Number of Male Students	Percentage of the total population	Sample drawn	Number of Female Students	Percentage of the total population	Sample drawn	Total Sample drawn
Nine	268	12.8	26	229	10.94	23	49
Ten	237	11.3	23	249	11.91	24	47
Eleven	295	14.1	30	286	13.65	27	57
Twelve	259	12.4	25	271	12.90	27	52
Total	1059	50.6	104	1035	49.4	101	205

3.7 Description of Variables

The collection of data was based on dependent and independent variables. The dependent variable is academic performance which depends on the independent SM related variables such

as the supply of the apparatus for social networking site used, types of social networking sites employed, frequency of utilization, the objective to which SM are used, the duration for SM utilization and the effects of psychosocial results of SM on academic performance.

3.8 Data Collection Instruments

For the purpose of this study, primary data collection was secured through a questionnaire and interviews for data collection instruments. Primary data was acquired through utilizing questionnaires to get information on the respondents' ideas and attitudes Creswell (2009). To collect quantitative data from students for this study, the questions were included both closed-ended and open-ended questions were distributed for the sample students. The qualitative data collected through interviewing informants. Respondents can express their opinions without being influenced by the researcher when they are asked open-ended questions (Foddy, 1993).

3.8.1 Questionnaires

As Temesgen cited by referring to the Creswell (2009) questionnaire as the best data collecting tool, because questionnaires are more reliable and valid for the study, as well as being the least expensive, time-saving, and encouraging respondents to fill in their feelings, they are the most popular method. In addition, questionnaires were employed in this study to collect various types of information from respondents, allowing us to obtain accurate data from the target group. Therefore, data was collected using a primary data set through the distribution of a questionnaire.

Questionnaires entitled to “the effect of using social media on the academic performance of *Cruise* secondary and preparatory private school students” were used in the process of collecting data. The questionnaire included both close-ended and open-ended items. It is important to

collect the necessary data from the selected sample of students. It also enables us to collect significant information from a large number of respondents in a short period of time.

As a result, according to Tull and Kawkins (1990), the survey approach can provide researchers with data on attitudes, feelings, beliefs, and expected behavior. Most of the questionnaires will be closed-ended with five-point rating scales (5= very high, 4= high, 3= medium, 2= low and 1= very low). The questionnaires were also included issues that help the researcher assess the actual activities in the school on the issue under investigation in Cruise School. The questionnaire was administered to students and consisted of three sections: Section one dealt with demographic information of the students, including gender, age, religion, grade level, and the literacy status and job of the parents or legal guardians of the respondents. Section two comprised closed-end questions related to SM based on the theme of the study. The purpose of this section was to elicit in-depth information on the purpose and utilization of SNSs by students in Cruise secondary and preparatory schools. Section three had closed and open-ended questions which intended to explore the impacts of SM on academic performance and the psychological impacts of SNSs on students. The researcher employed self-developed questions and questions from related studies in the literature distributed to the respondents.

3.8.2 Semi-structured Interview

An interview method is particularly used for intensive investigation and allows the researcher and respondents to ask and respond freely (Kothari, 2004). The researcher conducted interviews with the respondents from the school principals. Accordingly, informants were selected purposively to extract information from their experience and role. The researcher prepared semi-structured interview guide questionnaires on SNS practices, integration of SM technologies and the problems faced in the school when the students utilizing SNSs.

3.9 Procedures for Data Gathering

Before the researcher went to collect data, an appropriate orientation about the purpose of the study and how to fill out the questionnaire items carefully with reasonable attention was given to the respondents. Questionnaires were prepared and submitted to the advisor to check their relevance. The researcher was used the letter that received from Addis Ababa University, department of Social Work, to get permission and support from all concerned bodies for the study. After giving orientation and permission, the respondents' questionnaire was distributed to be filled out and collected by the researcher. An interview was also being conducted in accordance with the schedule outlined and the researcher should follow all important procedures at every step until all the required data were collected.

3.10 Research Validity and Reliability

The researcher used questions from relevant studies in the literature to boost validity. Besides, the researcher also used semi-interviews as a tool of collecting data. The interviews from informants helped in filling in the gaps that the researcher did not get from questionnaires and for triangulating information. Consequently, the validity of this study is assured by triangulating the data obtained from questionnaire and semi-structured interviews. Furthermore, validity, according to Rubin 1983, referenced in Creswell (2009), necessitates the measurement of research concepts by research questions.

The correct data collection instruments produced consistent results, they are said to be reliable. The reliability of the instruments was established using Cronbach's Alpha reliability test. Hinton et al. (2004) proposed four reliability cut-off points based on Cronbach's Alpha reliability test: excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-

0.70), and low reliability (0.50 and below). Accordingly, the researcher employed Cronbach's Alpha reliability test to know the reliability of data.

3.11 Data Analysis Techniques

The data was analyzed in terms of percentage and frequency by using SPSS (Statistical Package for Social Science) version 20. The percentage and frequency used to analyze quantitative data obtained from questionnaires. The qualitative data collected was put down, organized, with appropriate paraphrasing into themes (thematic analysis) and summarized. In addition, qualitative data analysis methods were also being employed as supplementary data analysis techniques for triangulation and justification of data which was collected from quantitative data. Finally, the overall course of the study was summarized with findings, conclusions and some possible recommendations.

3.12 Research Ethical Consideration

Good research is conducted in an ethical manner, which includes both practical and moral considerations (Oliver, 2003). During data collection, ethical issues were considered. First, ethical permission was obtained from Addis Ababa University and a formal letter was submitted to all considered bodies to obtain their cooperation. The researcher held supportive letters and communicate with the management to arrange their convenient time and interview questions.

The respondents were well informed about the purpose of the research. As Bailey (2007) stated, participants in any research project must be informed of the potential risks and procedures before participating. It created a clear understanding of respondents about the procedures and purpose of the study, which enabled the researchers to get the raw data voluntarily. The students classified in to two groups based on age from 14 to 17 and 18 to 20. Those who were 14 to 17 based on assent

while from 18 to 20 based on consent. Confidentiality of the respondents was guaranteed and no information was revealed that identified the participants and a code was used instead. The researchers tried all their best to make them feel better and no psychological, social, or physical harm was coming to them as a result of participating in this study. They tried all their best to treat the participants with respect and care.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter of the study presents the results obtained from students via the survey questionnaire for quantitative and interview for qualitative analysis of data. It tries to present the data of the descriptive results using tables of the frequency and percentage distributions. The qualitative results are presented after the numerical data that is also integrated within the quantitative results.

4.2 Socio Demographic Characteristics of Respondents

According to the survey results of table 2, 50.7% (104) of respondents were male while 49.3% (101) respondents were female. Respondents were categorized into three age groups. About 84 41.0% (84) were between 14 to 16 years of age, 46.3% (95) were between 17 to 18 and 12.7% (26) were between 19 to 20 years old. Hence, the majority of the respondents' ages were greater than seventeen years old. While in grade level, 23.9% (49) were in grade nine, 23.9% (49) in grade ten, 26.8% (55) were in grade eleven and 25.4% (52) were in grade twelve.

Table 2: Distribution of respondents by gender, age and grade

Variable	Frequency	Percent
GENDER		
Male	104	50.7
Female	101	49.3
Total	205	100

AGE		
14-16	84	41.0
17-18	95	46.3
19-20	26	12.7
Total	205	100
GRADE		
Nine	49	23.9
Ten	49	23.9
Eleven	55	26.8
Twelve	52	25.4
Total	205	100

4.2.1 Socio Demographic Characteristics of Respondents Family

The study investigated from whom students they are living with like only mother, only father, both from father and mother, grandparents and legal guardians based on the figure below.

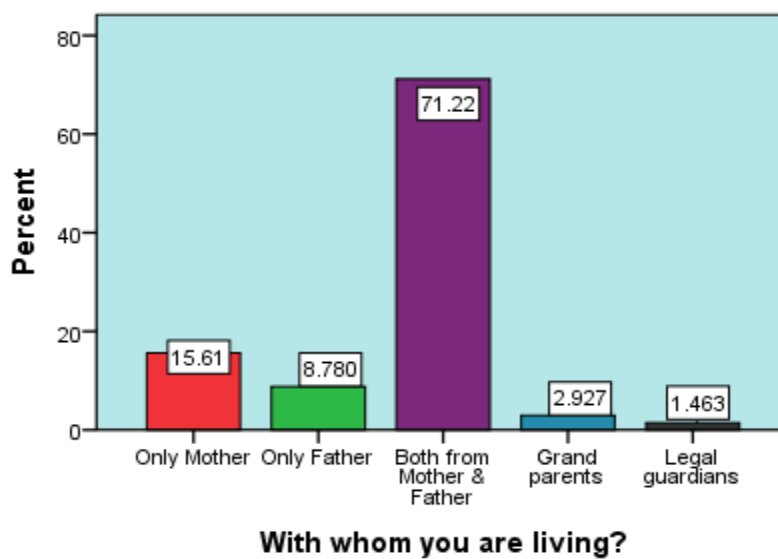


Figure 2: Students' living

According to the figure 2, the majority of the students 71.2% (146) lived with their mothers and fathers, while 15.6% (32) with their mothers, 8.8% (18) with their fathers, 2.9% (6) with their grandparents and 1.5% (3) with legal guardians.

From the total sample respondents, the majority of students reported that they are from literate families, 85.4% (175), whereas, 14.6% (30) students replied that they are from illiterate families. In terms of educational level, the literate families composed of 19.0% (39) reaches certificate, 19.0% (39) diploma, 35.6% (73) degree, and 11.7% (24) are second degree and above holders in their educational status. In terms of occupation, the majority of respondents' families were traders 46.3% (95) and other occupational status 39.0% (80) according to table 3. These results tend to suggest that most of them are busy in either salaried employment or self-employment. This implies that they may be having sufficient money to buy smartphones and computers for their own use. They may also be lacking enough time to spend with their children because they are busy at work. These findings are in line with studies done by Sidze, Elungata'a, Maina, and Mutua, (2015) who pointed out that children from middle and upper income households have more access to smartphones and internet thus increasing their exposure to negative influence of social media.

Table 3: Presentation of Students' family's data

Variable	Frequency	Percent
Literacy Status of Students' Family		
Literate	175	85.4
Illiterate	30	14.6
Total	205	100

Educational Status of Students' Family		
Certificate	39	19.0
Diploma	39	19.0
First Degree	73	35.6
Second Degree and above	24	11.7
Total	175	85.4
Occupation of students Family		
Trader	95	46.3
Civil servant	30	14.6
Others	80	39.0
Total	205	100

4.3 Academic Performance of Students' in the First Semester

The study investigated the AAP of students in the first Semester according to the figure below.

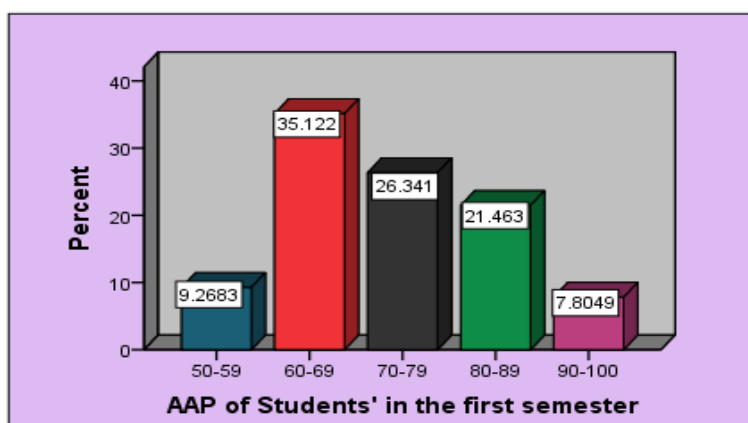


Figure 3: AAP of students in the first Semester

Figure 3 illustrates the average academic performance of students in the first semester. The majority of students scored an average result in the first semester of 35.12% (60 to 69), which was followed by an average of 26.34% (70 to 79). The remaining 21.46% from 80 to 89, 9.27% from 50 to 59 and 7.8% were from 90 to 100.

4.4. Devices used for Internet Access

The study inquired the device used by students' for SNSs like mobile and laptop according to the figure below.

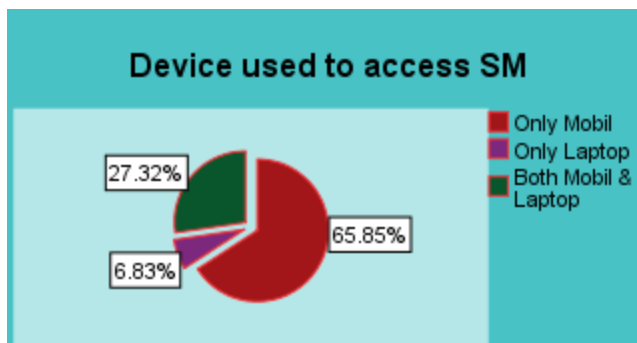


Figure 4: Device used by students' for SNSs

The figure above shows that the majority of the respondents used only Mobil 65.9% (132) for the use of social media, which was followed by using both mobile and laptop 27.3% (56).

4.5. Students' online Friend Status

The study requested access to online friends through online internet. The results are shown in figure below.

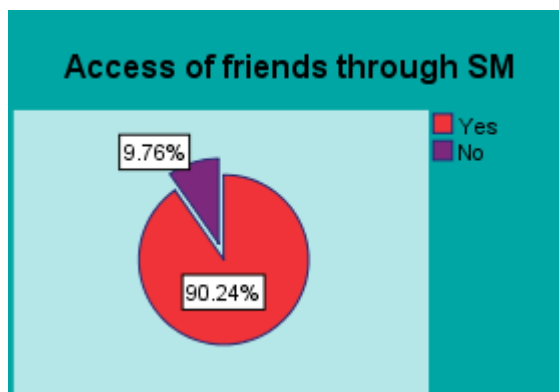


Figure 5: Access of online Friends

From the total sample respondents on figure 5, the majority of 90.24% (185) of them reported that they have online friends with a varied number of different SNSs. Still, 9.8% (20) of respondents reported that they have no online friends through social media networking sites.

Besides, the interviewee A₁ explained concerning SM device in the school as “Students bringing SNSs devices through hiding their mobiles that enabled students’ utilization of SM in the school compound.” The qualitative study reveals that the students used social networking sites in the school compound by using their Mobil.

4.6. Types of Social Media on use

From the survey results indicated in table 4, all of the respondents were familiar with all the social media listed on the table below, and of those, 43.4% (89) of students used telegram daily per week. Next to telegram, it is followed by You Tube 30.7% (63) and Tik Tok 21.5% (44) users daily per week. Accordingly, telegram is the most frequently visited social networking site followed by You Tube per week.

Table 4: Presentation of the types of SM used by Students’

Frequency of using SNSs per week by students’	Daily		5-6 Days		3-4 Days		1-2Days		Not at All	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
A. Face book	25	12.2	22	10.7	12	5.9	49	23.9	97	47.3
B. Whats app	10	4.9	22	10.7	12	5.9	47	22.9	114	55.6
C. Telegram	89	43.4	48	23.4	44	21.5	17	8.3	7	3.4
D. You Tube	63	30.7	54	26.3	43	21.0	23	11.2	22	10.7
E. Imo	16	7.8	32	15.6	22	10.7	49	23.9	86	42.0
F. Twitter	13	6.3	4	2.0	15	7.3	41	20.0	132	64.4
G. TikTok	44	21.5	27	13.2	11	5.4	40	19.5	83	40.5
H. Others	31	15.1	30	14.6	22	10.7	35	17.1	87	42.4

4.7. Money generated by Family's' for SNSs per a month

The study questioned the amount of money expense for SNSs per a month. The results are shown in figure below.

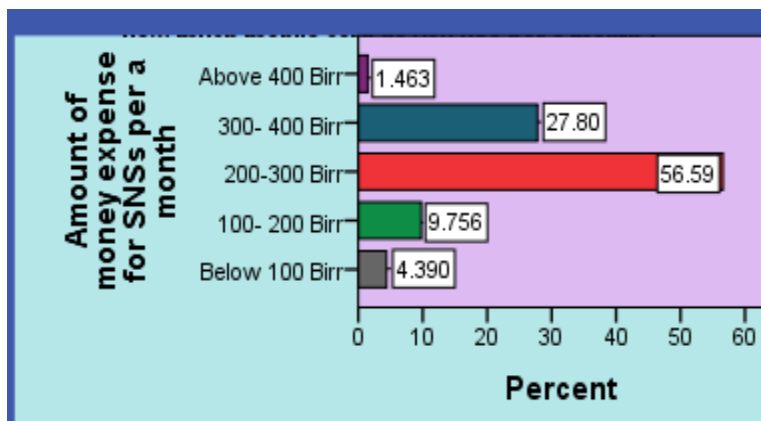


Figure 6: Amount of money expense for SNSs per a month

Figure 6 illustrates the approximate average monthly mobile card expense of respondents. Hence, the majority of the respondents get up to 56.59% (200 to 300) birr average monthly mobile cards from their families. When we see the other groups of students who spend different amounts on average monthly mobile cards, 27.80% of the respondents were used 300 to 400 birr mobile cards on average. And the remaining 9.75%, 4.39%, and 1.46% of the respondents use an average monthly mobile card, which is 100 to 200, below 100, and above 400 birr respectively.

4.8. Daily amount of time spent on Social Media

The study assessed the frequency of using SM per day. The results are shown in figure below.

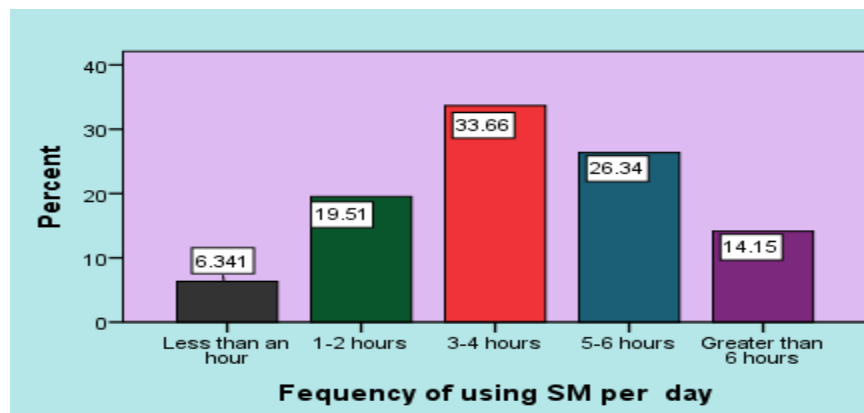


Figure 7: Daily time Spent on Social Media other than Education

Figure 7 illustrates that 33.66% of the students were using social media for three to four hours per day on average, which is followed by 26.34 % who were using it for five to six hours. Those who used social media from one to two hours per day on average 19.56% while those who were used social media for more than six hours per a day were 14.15% from the respondents. 6.31% of the respondents also reported that they are online on their social media accounts for less than an hour per day.

4.9. The Psycho-social Perception of Students on SM

The researcher posed interviewee **A₂** in regard to perception of the use of social networking platforms in school and said that “...some students entered by warping their mobiles through plastic and inserting their smartphone into their lunch devices and used their mobile for accessing social Medias which increased psycho-social problems.” In the finding of the interviewee, students entered along with their mobile phone in the school which enabled to access social media sites which exposed the students to psycho-social problems.

The interviewee **A₂** described on the psychosocial problems faced by students’ by using SM platforms;

The students' psychosocial problems faced by using SNSs are mainly loneliness, depression as a result of viewing explicit graphic images (deviant behavior) like viewing pornographic videos which affect the psychology of students. For example, one of my clients is highly addicted to depression through viewing pornographic videos, and when I talked to him, he said that "I can't sleep without seeing pornographic videos at night and even in the school compound".

The use of social media resulted in loneliness, which is consistent with the fact that heavy use of social media can limit peer relationships and lead to users feeling lonely over time, as well as youth developing a skewed view of themselves (Bachnio et al. 2016). The findings reveal that students are depressed, which is consistent with Woods and Scott (2016)'s findings that SM causes emotional distress and social disengagement.

Furthermore, excessive use of social media sites resulted in the viewing of pornographic videos; this hampered the teaching and learning process. Watch pornographic movies, which shifted their mindset away from academic accomplishment. Todd (2009) found that the young are bombarded with sexually explicit videos, shows, commercials, and movies on modern social networking sites. According to Kiragu's (2015) study on the detrimental impact of social media on our communities, young teenagers' increased access to smart devices has increased their ability to get sexual materials from the internet and share them with their friends via widely available social media channels. The nudity and sharing of pornographic graphics has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to (Earlier King and Stones, 2013).

As the results summarized in table 5 of page 51 also indicate, 38.5% of the students were academically and socially integrated at a low level, where as 28.8% were below a low level. So, the majority of respondents, 73.6 %, were not academically and socially integrated. Those respondents who were the majority showed psychosocial symptoms of anxiety and depression seriously, whereas 33.2% experienced them highly. Hence, it is possible to say that a total of 68.3% of the students had a serious level of psycho-social symptoms. The researcher found that 32.7 % of the students had access to pornography, which allows mood swings and negligence of the teaching learning process, which is followed by 28.3% very serious.

The majority of the respondents, 42.4%, emotionally detached from their academic performance, which is followed by 19.5% very highly. The respondents were 31.9% highly isolated from their family's social interaction and communication concerning their academic performance, which was followed by 30.4% of respondents who were highly isolated. Accordingly, the majority of the students were lonely from their family's social interaction. On the reaction of their family when they used SM, the respondent wrote, "I am no longer communicating with my family because I am always busy with my phone, even if my family advised and enforced me to stop the utilization of SM". Furthermore, most of the respondents, 47.8%, improved their social life through social interaction at a low level, followed by 20.0% at a very low level. According to the sample of the respondents, 40.5% used SNSs at a low level to increase peer pressure for positive change in academic achievement.

Table 5: The Psycho-social Perception of Students on Social Media

Variable	Very High	High	Medium	Low	Very Low
I feel academically and socially integrated since I started to use SNSs.	18 (8.8%)	17 (8.3%)	32 (15.6%)	79 (38.5%)	59 (28.8%)
SM allowed psychosocial symptoms of anxiety and depression.	72 (35.1%)	68 (33.2%)	18 (8.8%)	25 (12.2%)	22 (10.7%)
SM is the easiest point of pornographic access, which allows mood swings and negligence of teaching learning.	58 (28.3%)	85 (32.7%)	24 (11.7%)	23 (11.2%)	15 (7.3%)
SM resulted emotional detachment from my education	40 (19.5%)	87 (42.4%)	35 (17.1%)	19 (9.3%)	24 (11.7%)
I am usually isolated from my family's social interaction and communication concerning AP	63 (30.4%)	66 (31.9%)	25 (12.1%)	23 (11.1%)	28 (13.5%)
SNSs improved social life through social interaction	19 (9.3%)	20 (9.8%)	23 (11.2%)	98 (47.8%)	45 (22.0%)
SNSs helps to increase peer pressure	8 (3.9%)	21 (10.2%)	44 (21.5%)	83 (40.5%)	49 (23.9%)

4.10. The Impacts of SM towards AP

The school believed in the use of SM by students in Cruise secondary and preparatory schools explained by interviewee **A₁** as “Using social media by mobile phones, computers, and laptops in our school may have exposed students to mood swings from their academic performance”. This shows that social media diverts the attention of students from academic performance towards other purposes. On the effects of SM, most of the respondents explained an open-ended question as;

SM lost time through decreasing the desire to study by diverting my focus from love of my phone rather than my books, exposing me to addiction like viewing

pornographic video which resulted sexual desire, sleeping problem and depression.

Accordingly, the qualitative study of the respondents shows using social networking sites increasing sexual desire through viewing pornographic video which result sleeping problem and depression.

On the effects of SNSs, the interviewee A₂ said that

SNSs have their own pros and cons just like any blessing of technology, even if their cons are absolutely incomparable with their pros. If SM was properly managed, it helped to exchange handouts and to dig out unclear ideas in the educational process. Their negative impact on people is so outrageous, especially on students. SM plat forms have far reaching negative effects on students' social lives, education, and the mentalities of students, like minimization of face-to-face communication wastage of time for studying by using SNSs at night, anxiety and anger which led to sleeping problem. Hence, students' addiction to SM facilitates laziness by diverting from academic performance and loneliness.

In the qualitative result, social media plat forms increased wastage of time for studying, anxiety and anger which resulted sleeping problem through associating their life with SM plat forms. The finding is in line with Twenge. et al (2017) as social media and internet use are rapidly replacing some of the time that adolescents previously spent reading and sleeping. Because of this, students can be emotionally detached from their classmates, teachers, and parents so as to communicate concerning academic issues.

On the effects of social media on students' academic performance, the interviewee A₁ also described that

Students use social networking sites for chatting and viewing pornographic content, as evidenced by students who enter our school by concealing their cellphones and are subsequently detained by the school, despite the fact that it has some positive effects on the school and students, such as the posting of worksheets and handouts for academic purposes. Furthermore, those students whose phones were taken did not listen to what the teacher said, were asleep, and were isolated in the classroom. When the school contacts students who are sleeping in class, they frequently state, "I did not sleep last night because I was using SNSs." As a result, the interviewee advised that everything in the relative phenomena, including SNS, has its own set of benefits and drawbacks.

In the qualitative element of the study, the interviewee was divided into two core ideas about the effects of SM on the academic performance of students. Mostly, it is considered SM as an impediment to studying hard. It wastes time and energy. The potential obtained from breakfast and lunch rest is also abstained by the over use of SM. SM hinders communication between family members and makes them far from the house while living inside the house, which results in a lack of discussion on different issues, including their academic performance in education and future endeavors. On the contrary, the role of SM in their education can bring technology into effective academic performance and the role of technology in spreading and making education easily accessible if it is properly managed.

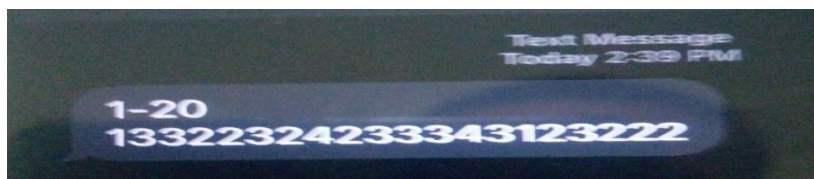
According to the sample students involved in the study based on table 6 on page 55, most of the students believe that social media reduced to complement what they have been taught in class

access at a very low 41.0% (84) and low 29.8% (61) level. The SNSs are not important to do homework and assignments through with their peers and classmates, 45.4% (93) as well as SM are not enabled in the provision of good learning experience by consistently sharing ideas with peers 42.4% (87).

The majority of students agreed that SM are not helpful for students to attend clubs and other co-circular activities at a very low, 37.6% (77) and low 36.1% (74) level; reduced to be involved in some competitions such as essay writing, 36.1% (74), and SNSs are broadened the Knowledge of respondents on different subject matters very low, 41.0% (84). Most of the respondents also said that constant use of social media sites takes away the time of studying 37.1% (76) at a very high level which is followed by 32.7% (67) highly. Moreover, majority of the respondents, 38.5% (79) responded that social media resulted academic fatigue highly which is followed by 22.0% (45) very highly. Even if the majority of those respondents believe that the function of SM for the aforementioned influence of SNSs for academic performance is not always going to be negative. Rather, the importance of SNSs is for sometimes.

Besides, the interviewee A₂ also explained that for what purpose the students used SNSs

They used to exchanging answers during exams through their phone which hinders students from following their education properly. During exam, the students exchange answers in different method. For example, the following text message shows how the students exchange answers through text message from their friends as we obtained from one of our students during exam time.



According to the interviewee, the students understood the answers through coding of multiple choice items A, B, C, and D as 1, 2, 3 and 4 respectively.

Table 6: The perception of students' towards social media

Variable	Very High	High	Medium	Low	Very Low
SNSs helps to complement what I have been taught in class	10 (4.9%)	18 (8.8%)	32 (15.6%)	61 (29.8%)	84 (41.0%)
SM helps to relate with my peers and classmates to do my homework and assignments	21 (10.2%)	28 (13.7%)	26 (12.7%)	93 (45.4%)	37 (18.0%)
SM provided good learning experience by consistently sharing ideas with peers	15 (7.3%)	23 (11.2%)	28 (13.7%)	87 (42.4%)	52 (25.4%)
SNSs helps to attend clubs and other co-circular activities	5 (2.4%)	18 (8.8%)	31 (15.1%)	74 (36.1%)	77 (37.6%)
SNSs help me get involved in some competitions such as essay writing	8 (3.9%)	17 (8.3%)	39 (19.0%)	74 (36.1%)	67 (32.7%)
SM have broaden my Knowledge on different subject matters	16 (7.8%)	19 (9.3%)	32 (15.6%)	54 (26.3%)	84 (41.0%)
Constant use of social media sites takes away the time of studying	76 (37.1%)	67 (32.7%)	32 (15.6%)	19 (9.3%)	11 (5.4%)
Social media resulted my academic fatigue	45 (22.0%)	79 (38.5%)	41 (20.0%)	24 (11.7%)	16 (7.8%)

The interviewee number A₂ described the role of the school on the effects of SNSs in the school as;

The school concentrates prevention program to support healthy physical, social, emotional, and academic development for all students. The identification and intervention for students exhibiting at-risk behaviors by using of SNSs...was held even if the school was not sufficiently successful on SNSs and its effect due to the concentration of the school on the other risk factors which hindered the students' academic performance.

The qualitative result shows that the school concentrates on the assessment for effectiveness on an ongoing basis and developing, coordinating, and evaluating advisement and mentoring services mainly other risk factors which hindered the academic performance of students rather than on the impacts using SNS.

Concerning the counter reaction of the respondents' families when their students use SM, they relied on the following two main ideas according to the respondents which was obtained from an open ended question as

Even if my families tried to restrict and advise me to reduce my time usage of SM, they didn't make sure I respect their restrictions and advice because they were not at home when I utilized SM and my families did not say anything when I utilized SM.

The qualitative result shows that the respondents' families did not follow up on what their students did on their mobile phones. Hence, on the roles to control the effects of SM plat forms on academic performance, **A₁** explained that

The utilization of SNSs for academic performance by cruise secondary and preparatory school students needs a number of stakeholders' engagement even if

the difference depends on 'who takes the lion share'. The interviewee stated that parents should take the lion's share since mobile phones are utilized more in the home than in schools, which is followed by school guidance and counselors and teachers.

The qualitative study showed that the major responsibility for controlling the utilization of SM by students lies with their families. Even if the students' families took the lion share, the school guidance and counselors and teachers had a great responsibility due to their professional knowledge and experience of the teaching learning process that they faced in the classroom and the school environment. Whereas interviewee A₂ also stated that "the students' family has took the leading role over the use of SM in co-ordination with the school management, teachers, and guidance and counselors. Moreover, it would be better to give life skills and how to use SM training".

4.11 Reliability Test

For reliability, the researcher distributed thirty three questionnaires to the respondents of 205 students. Among thirty three questionnaires, the researcher tested the reliability through dropping eight demographic and two open ended questionnaires. The questioner of respondents assured based on Cronbach's Alpha reliability test.

Table 7: Cronbach's Alpha Reliability Test

	Cronbach's Alpha	N of Items
Impacts of SM on education	.764	9
Psycho-social results of SM	.752	7
Social networking sites	.781	7

The resulting reliability coefficient, Cronbach's alpha, as shown in the above table, shows an overall score of 0.764, indicating internal consistency of the items of the impacts of social media on academic performance in Cruise Secondary and preparatory students. This result was indicative of the high reliability of the instrument. Whereas the Psycho-Social results of SM 0.752 is also showing that the consistence of its items which indicted high reliability and the Cronbach alpha score of social networking sites is 0.781 which is highly reliable. The convergence of items on three different factors on the impact of using SM for AP and the psychosocial effect of using SNSs shows that there is evidence for reliability of the items of questioners

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND IMPLICATIONS

5.1 Summary of Findings

The chapter presented the findings of "The Effects of using Social Media on Students' Academic Performance: A Case Study on Cruise Secondary and Preparatory Private School Students", Nefas Silk Lafto Sub City, Addis Ababa, Ethiopia based on the general and specific objectives stated in chapter one.

Accordingly, the finding of the study depends on the specific objectives of; to assess the extent of social media usage on the psycho-social outcome among Cruise secondary and preparatory private school students; to examine the extent of time spent on using SM in cruise school students for academic success and to identify the most frequently visited social networking sites by Cruise secondary and preparatory school students

Regarding the type of devices used to access the internet, the majority of students 65.9% (132) used mobile phones to access the internet, from which the majority of respondents have smart phones. The study result of the Nebiat and Girum (2014) in Jimma University indicated that most of students use their personal Laptops and Mobile phone to visit Facebook. The difference in terms of Laptops may on their educational level. However, the finding is in lines with a report by Sterling (2016) as he concluded from his finding that "Nearly 80 percent of social media time now spent on mobile devices".

The findings of the study showed that 43.4% (89) of students used telegram daily per week, followed by You Tube 30.7% (63). Accordingly, telegram is the most frequently utilized social networking site per week, even if students are familiar with You Tube, Facebook, Whats App,

Imo, Tik tok, Twitter, and others. But, the study in Ghana revealed that majority of respondents used Whatsapp and Facebook for making friends and chatting (Mingle and Adams, 2015), however, the most widely used SNS is whatsapp rather than facebook which is commonest SM in Ethiopia (Negussie & Ketema, 2014).

The researcher also found that the average monthly mobile card expense of respondents for the aforementioned SNSs. Hence, the majority of the respondents get up to 56.59% (200 to 300) birr average monthly mobile cards. The finding is in line with Bayleyegn & Buta (2019) who were revealed that the students spent an average 7.24 birr per day (217.2 birr per a month) in using different social media accounts.

The researchers also found 33.66% of the students were using social media for three to four hours per day on average which is consistent with the finding of Muthui and Sirera A.M. (2017) whom they were stated that most adolescents spent a substantial amount of time in discussing social issues that has potential of undermining their academic performance. This finding in terms percentage of students who uses SM for more than one hour is higher with the finding done in Adama by Tamirat (2014). The difference might be due to the internet access variation, the technology accessibility and affordability differences between different areas. Moreover, the result consistent with Celestine and Nonyelum (2018) which shows that there is significant relationship between time spent on social media sites and academic works. So, the majority of respondents, 73.6 %, were not academically and socially integrated depending to the finding of the study.

The researchers found that 35.1% showed psychosocial symptoms of anxiety and depression seriously, whereas 33.2% experienced them highly which is consistent with the study of

Fodeman and Monroe (2009) which stated that the use of Facebook has increased student anxiety. Hence, a total of 68.3% of the students had a serious level of psycho-social symptoms which is consistent with the finding of Moges and Amare (2004) who were founded that anxiety 41.0% (58) and depression 23.0% (32). The study also supported Umar and Idris (2018) who were founded that among others, social media usage has negative influence on psychosocial behavior and academic performance.

According to the finding, 32.7 % of the students had access to pornography which allows mood swings and negligence of the teaching learning process, which is followed by 28.3% very serious which is consistent with Berkman (2013) who commented on the effects of social media exposure on sexual behavior that could affect learning behavior. The nudity and sharing of pornographic graphics has been on the rise in Australian schools as a result of the availability of social media channels that young adults are exposed to (Earlier King and Stones, 2013). Based on qualitative analysis also which supported the aforementioned quantitative result, the utilization of SM resulted in loneliness, depression and viewing pornographic videos, which hindered the teaching and learning process.

The researcher found that 42.4% were emotionally detached from their academic performance and also 31.9% were highly isolated from their family's social interaction which is consistent with Undiyaundeye (2014) which noted that there is a Facebook depression which can expose internet users to different problems such as social isolation and communication concerning their academic performance, which was followed by 30.4% of respondents who were highly isolated. The qualitative results also stated that social media plat forms increased isolation through diverting from face-to-face communication, which increased emotional connection to SM plat forms. Because of this, students can be emotionally detached from their classmates, teachers, and

parents so as to communicate concerning academic issues. Furthermore, 47.8% improved their social life through social interaction at a low level. According to the finding, 40.5% used SNSs at a low level to increase peer pressure for positive change in academic achievement. Hence, the researchers found that 41.0% believed that social media reduced to complement what they have been taught in class access at a very low and 29.8% low level. From the total respondents, 40.5% used SNSs at a low level to increase peer pressure for positive change in academic achievement.

The aforementioned psychosocial effects of social media impacted on the students' academic performance. Hence, the researchers found that 41.0% believed that social media reduced to complement what they have been taught in class access at a very low and 29.8% at a low level. On the other hand, the finding stated that SM enabled students to provide a good learning experience by consistently sharing ideas with peers 42.4%.

This research found that SNSs are not helpful for students to attend clubs and other co-circular activities at a very low 37.6% (77) and low 36.1% (74) level. The majority of students 36.1% (74) said that SNSs reduce their ability to be involved in some competitions such as essay writing and 41.0 % (84) also said that SM is not enabled students to broaden their knowledge on different subject matters. The researcher found 37.1% of respondents' constant use of social media sites takes away the time of studying at a very high level, which is followed by 32.7% (67) at a high level. Accordingly, the finding of 38.5% described social media results in academic fatigue highly, which was followed by 22.0% very highly, which was the majority.

Hence, the use of SNSs affect the majority of students' academic result in cruise Secondary and Preparatory school negatively which contradicts the study done in Adama by Tamrat (2014) which shows that 46% (the majority of students from his study) of SM users have a positive

impact on academic performance. But the study consistent with the study in Ghana, in which the majority of respondents experienced negative effects such as poor grammar and spelling, late submission of assignment, less study time and poor academic performance due to the heavy participation on social media networks (Mingle and Adams, 2015). Another finding in Nigeria by Ogundijo (2014) showed that time spent on SNSs did not significantly influence academic performance of secondary school students, and that participation in class by students was not a significant predictor of their average academic performance.

5.2 Conclusion

As per the results obtained from the majority of the students, the first and far most popular Social Networking plat forms used by *Cruise* secondary and preparatory schools were telegram followed by you tube. The majority of the students were using social media for three to six hours per day on average based 200 to 300 birr average monthly mobile cards for non-education activity. Yet, most students use social media for which resulted psycho-social problems of isolation, depression, mood swinging and sleeping problem; the potential for using social media for education is significantly less.

Consequently, the uses and social learning theory, social exchange theory, and social capital theory, these students actively seek out media that satisfy their demands for cognitive stimulation and social contact. As a result, they make every effort to find media services even when they are constrained by barriers placed in their path. Students' use of electronic media in school, at home, and elsewhere can be made to significantly contribute to the quality of their cognitive, social, and ethical development with the right control, administrative measures, and follow-ups.

5.3 Implications for Social Work Practice and Research

The study has implications for social work, especially in the areas of social work practice and social work research. The study acclaims that students should have an idea of the cons and pros of using SNSs appropriately. The privilege of choosing the best possible benefits from social media can create a difference among students at large. In our globalized world, we can't separate students from the use of SM. Therefore, it is better to work on students' minds to couple up the positive effects of SM on students' academic performance through seminars on effective and efficient SNS utilization, time and self-management, and there is a negative impact too.

Accordingly, the major responsibility for controlling the utilization of SM by students lies with their families. Even if the students' families took the lion share, the school guidance and counselors and teachers had a great responsibility due to their professional knowledge and experience of the teaching learning process that they faced in the classroom and the school environment.

Further social work research must be done on secondary and preparatory students who are the result of what they see and hear from their teachers and the school community as a whole. Each pace of the school community may have a numerous effect on students' academic performance and future careers. Hence, professionals should have equipped students with the global, regional, national, and personal level effects of social media and the worthwhile utilization of them based on social learning theory, social exchange theory, and social capital theory. Hence, social work practice is better to enhance the utilization of SNSs towards positive improvement in education in schools and to solve its negative effects on students themselves. The current study suggests that other researchers must undertake further research with another study design, like

experimental, that can involve a relatively larger sample size drawn from students from different schools in the capital.

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APPENDIXES

APPENDIX-I

ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES
SCHOOL OF SOCIAL WORK

Dear respondents;

I am a graduate student at Addis Ababa University School of Social Work. Currently, I am conducting a research entitled **“The effects of using social media on students’ academic performance: A case study on *Cruise* secondary and preparatory private school students’, Nefas Silk Lafto sub city, Addis Ababa”** as a partial fulfillment of the requirements for the Master’s Degree in Social Work. This questionnaire is prepared to collect data on the effects of using social media on students’ academic performance in the school of *Cruise* which may affect students result.

Hence, I would be grateful to you for your cooperation in providing the information I want to obtain from you. I would like to assure that your responses will be kept confidential so that nobody else will have access without my permission. I hope you will provide me with the accurate and reliable information useful to meet the objectives of the study.

In regard to maintaining confidentiality, you do not need to write your name.

Please follow specific instructions to provide appropriate answers

Thank you in advance for your cooperation and genuine responses!

PART-I: Socio- Demographic Characteristics of Respondents’

Please put [√] mark that represent your perception on the appropriate box.

1. Sex: Male [] Female []
2. Age: 14-16 [] 17-18 [] 19-21 []
3. Grade level: (A) Nine [] (B) Ten [] (C) Eleven [] (D) Twelve []
4. From whom you are living?
(A) Mother [] (B) Father [] (C) Father & Mother [] (D) Grandparents []
(E) Legal Guardian []
5. How many members of families do you have?
(A) 2-5 [] (B) 6-9 [] (C) 10-13 []
6. What is the literacy status of your parents'? (A) Illiterate [] (B) literate []
7. If you say 'literate' for question number "6" specify the educational qualification of your parents.
(A) Certificate [] (B) Diploma [] (C) First Degree [] (D) Masters & above []
8. What is your parents' occupation?
(A) Trader [] (B) Civil servant [] (C) Others []

PART-II: Questions Related with Social media. The questions below are prepared to identify how students use Social media.

Please put tick mark [√] in front of the question specified below

9. Do you know the social networking sites of Facebook, Telegram, Twitter, YouTube, Tik Tok, whats app, Imo etc.? (A) Yes [] (B) No []
10. Do you have access to the internet to use social networking sites?
(A) Yes [] (B) No []
11. How much mobile card do you use per month?
(A) Below 100 Birr [] (B) 100-200 Birr [] (C) 200-300 Birr []

(D) 300-400 Birr [] (E) Above 400 Birr []

12. Do you have online friends through on line internet connections?

(A) Yes [] (B) No []

13. Which device you are used to access the internet?

(A) Only Mobil [] (B) Only Laptop [] (C) Both Mobil & Laptop []

14. How many times per week do you use the following listed means of social media?

Means of Social media	Number of times/days per week spent				
	Daily	5-6 days	3-4 days	1-2 days	Not at all
A. Face-book					
B. Whats app					
C. Telegram					
D. YouTube					
E. Imo					
F. Twitter					
G. Tik Talk					
H. Others					

15. If you select other than Education for question No “14”, how often do you use internet

per a day? (A) Less than 1 hour [] (B) 1-2 hours [] (C) 3-4 hours []

(D) 5-6 hours [] (E) Greater than 6 hours []

16. What is your average academic performance in the first semester?

(A) 50-59 [] (B) 60-69 [] (C) 70-79 [] (D) 80-89 [] (E) 90-100 []

PART- III: Questions related to the effects of using Social networking sites among students and how they perceive its impacts.

Please put [√] mark that represent your perception on the appropriate box by using the following scales; (5= very high 4= high 3= medium 2=low 1= Very low)

NO.	Item	Rating Scale				
		5	4	3	2	1
Impacts of using Social media for Academic performance						
17.	I use materials obtained from social networking sites to complement what I have been taught in class.					
18.	I use social networking sites to relate with my peers & classmates to do my homework and assignment					
19.	Social media has provided good learning experiences by consistently sharing ideas with peers.					
20.	A social network helps to attend clubs and other associations					
21.	Social media sites help me get involved in some competitions such as essay competitions					
22.	Social media have broadened my knowledge on different subject matters.					
23.	Constant use of social media sites take away the time for studying					
24.	Social media resulted my academic fatigue					
Psychosocial effect of using Social Networking sites						
25.	I feel academically and socially integrated since I started to use social networking sites.					
26.	I experienced some psychosocial symptoms like anxiety and depression which hindered my studying					
27.	Social networking sites are the easiest point of pornographic access which allow mood swings and negligence of teaching learning					
28.	Social media caused constant emotional detachment from my education					
29.	I usually isolated from my families social interaction & communication concerning my academic performance					

30	Social media sites improved my social life through social interaction					
31.	Social networking sites helps to reduce peer pressure on academic achievement					

32. What is your opinion on the impacts of social media?

33. What is the reaction of your parents' when you are using social networking sites?

Thank you for your participation!!!

APPENDIX-II
ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES
SCHOOL OF SOCIAL WORK

Interview guide questions for the interviewee A₁ for the qualitative study:

Dear Interviewee, here are the questions for our interview related to my research. You are free to speak your mind. Your answers will be kept confidential.

- How it seems like the school of Cruise concerning the use of social media?
- What do you think the uses of SM by students in Cruise secondary and preparatory school?
- How does SM affect student's academic performance?
 - A. Positively (Please Explain)
 - B. B. Negatively (Please Explain)
- What is your general recommendation on the use of SM and academic performance?

Thank you for your participation!!!

Consent Form for Interviewee A₁

STUDY TITLE: It is a research project on the effects of social media on students' academic performance *Cruise* secondary and preparatory private School, Nefas Silk Lafto sub city, Addis Ababa, carried out by Mekete Getahun.

RESEARCHER DETAILS:

Mekete Getahun

MSW student in school of Social work

Addis Ababa University

CONTACT:

Tel: +251 918563107

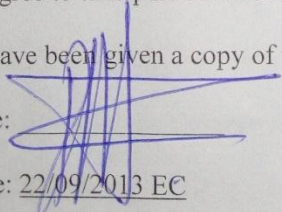
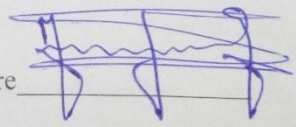
E-mail address: mekie16getahun@gmail.com

PURPOSE OF STUDY: To examine the effects of social media on students' academic performance to investigate an over view of social media practices in *Cruise* private school.

I volunteer to participate in a research project conducted by Mekete Getahun from Addis Ababa University. I understand that the project is designed to gather information about effects of social media on students' academic performance in *Cruise* secondary and preparatory school. I will be one of the people being participated for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I turn down to participate or withdraw from the study no one will be told.

2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.
3. Participation involves being interviewed by researchers from Addis Ababa University. The interview will last approximately 30-45 minutes. Notes will be written during the interview.
4. I understand that the researcher will not identify me by name in any reports using information and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
5. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
6. I consent to the use of direct quotes what you said.
7. I agree to take part in the study.
8. I have been given a copy of this consent form.

Signature: Date: 22/09/2013 ECSignature: Date: 24/09/2013 EC**Time** 5:30-6:05 o'clockName of participant: As

Name of researcher: Mekete Getahun

APPENDIX-III**ADDIS ABABA UNIVERSITY****COLLEGE OF SOCIAL SCIENCES****SCHOOL OF SOCIAL WORK****Interview guide questions for interviewee A₂ of the school for the qualitative study**

Dear interviewee, here are the questions for our interview related to my research. You are free to speak your mind. Your answers will be kept confidential.

The researcher posed the following interview questions for interviewee A₂:

- ❖ What is your role as a member of *Cruise* school concerning SM?
- ❖ What is your perception on the use of Social networking plat forms in *Cruise* school?
- ❖ How do you understand the effects of SNSs on *Cruise* students?
 - A. Explain positive effect
 - B. Explain negative effect
- ❖ Have you faced students who are faced psychosocial problems by using SM plat forms?
- ❖ Finally, what are your recommendations on the psychosocial problems of SNSs?

Thank you for your participation!!!

Consent Form for Interviewee A₂

STUDY TITLE: It is a research project on the effects of social media on students' academic performance Cruise secondary and preparatory private School, Nefas Silk Lafto sub city, Addis Ababa, carried out by Mekete Getahun.

RESEARCHER DETAILS:

Mekete Getahun

MSW student in school of Social work

Addis Ababa University

CONTACT:

Tel: +251 918563107

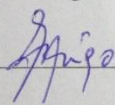
E-mail address: mekie16getahun@gmail.com

PURPOSE OF STUDY: To examine the effects of social media on students' academic performance to investigate an over view of social media practices in Cruise private school.

I volunteer to participate in a research project conducted by Mekete Getahun from Addis Ababa University. I understand that the project is designed to gather information about effects of social media on students' academic performance in Cruise secondary and preparatory school. I will be one of the people being participated for this research.

1. My participation in this project is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I turn down to participate or withdraw from the study no one will be told.
2. I understand that most interviewees in will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the interview session, I have the right to decline to answer any question or to end the interview.

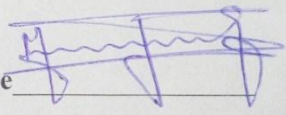
- 3. Participation involves being interviewed by researchers from Addis Ababa University. The interview will last approximately 30-45 minutes. Notes will be written during the interview.
- 4. I understand that the researcher will not identify me by name in any reports using information and that my confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.
- 5. I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
- 6. I consent to the use of direct quotes what you said.
- 7. I agree to take part in the study.
- 8. I have been given a copy of this consent form.

Signature: 

Date: 24/09/2013 EC

Time 5:25-5:55 o'clock

Name of participant: A2

Signature 

Date: 24/09/2013 EC

Name of researcher: Mekete Getahun