



ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
LANGUAGE STUDIES SCHOOL OF PSYCHOLOGY

SOCIAL MEDIA USAGE AMONG MIDDLE SCHOOL STUDENTS AND ITS
IMPACT ON THEIR ACADEMIC PERFORMANCE: THE CASE OF BOLE
SUB-CITY, ADDIS ABABA

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DECLARATION

As a result of being guided by my Research Advisor, Dr. Moges Ayele, as well as receiving support from him, I completed this research study independently. This study was entitled "Social Media Usage among Middle School Students and its Impact on their Academic Performance." There were only few studies done by others and this is entirely my own original work. This study has never been submitted for an academic degree or any academic program at another University.

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APPROVAL

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

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Acronyms and abbreviations

Acronym	Full Form
E.C.	Ethiopian Calendar
GPA	Grade Point Average
ICT	Information and Communication Technology
MoE	Ministry of Education
PLOS ONE	Public Library of Science ONE
PSMU	Problematic Social Media Usage
SPSS	Statistical Package for the Social Sciences
USA	United States of America
WHO	World Health Organization

ABSTRACT

The primary purpose of this study was to examine the relationship between social media usage and the academic performance of middle school students in Addis Ababa. As digital connectivity becomes more accessible, understanding how online habits interfere with educational outcomes has become a critical concern for parents and educators alike. The study targeted Grades 7 and Grade 8 students, utilizing a quantitative research design to gather data on usage patterns, social pressures, and actual school results. A total of 245 respondents participated in the study, with the sample consisting of 62.4% female and 37.6% male students. The demographic profile showed a high level of digital readiness, as 86.1% of participants possessed smart phones or tablets and 87.3% had home internet access. Data were collected through a structured five-point Likert scale questionnaire and analyzed using both descriptive and inferential statistics, including Pearson correlation and multiple regression analysis via SPSS. The findings revealed a very high prevalence of problematic social media usage among the participants; based on the established cut-off score of 75 out of 125, 98.0% of the students were classified as problematic social media users. TikTok was identified as the most frequently used social media platform among the respondents with 46.1%. The results further demonstrated a significant negative correlation between social media usage and academic performance. All dimensions of problematic social media usage were negatively correlated with academic performance, with Peer-Influenced Use showing the strongest association ($r = -.783, p < .01$). Multiple regression analysis indicated that problematic social media usage explained 66.8% of the variance in students' academic performance. Peer-Influenced Use emerged as the strongest predictor ($\beta = .534, p < .001$), followed by Non-Educational Motivation ($\beta = .147, p = .018$) and Addictive Behavior ($\beta = .135, p = .030$). Excessive Time Use did not significantly predict academic performance of the respondents. The study concluded that problematic social media usage is highly prevalent among middle school students and has a substantial negative impact on their academic performance. The findings further suggest that peer influence, non educational motivation and addictive social media behaviors are more influential in explaining academic difficulties than time spent online alone. The study recommends strengthening parental monitoring practices, promoting non- problematic social media use and responsible social media use training to support students' academic success.

Keywords: Social Media Usage, Academic Performance, Middle School Students, Peer Influence, Addis Ababa.

CHAPTER ONE

Introduction

1.1 Background of the study

The social media landscape is defined by “interactive digital platforms” where users can produce, transmit, and share user generated content with others. It allows users to be connected socially. Jenny L. Davis (2019) and Thomas Aichner (2021) describe social media as "a group of internet-based applications developed based on the technological foundations of Web 2.0 that allow the creating, sharing, editing, functional modification and combination of user-generated content." Also, Boyd and Ellison (2007) described it as web-based services that allow users to generate public or semi-public profiles through which to construct a network of relationships. These definitions illustrate that there are not just a few platforms available for social media; rather it is constantly changing environment for communication, the way that information shared, and the way that people interact socially.

Social media has emerged into an integral part of many adolescent’s everyday lives. How adolescents utilize social media impacts their communications, learning, and recreational activities. Younger generations tend to gravitate towards platforms like Facebook, Instagram, TikTok, and Snapchat because of their visual nature and ability to engage users (Twenge, 2019).

Although social media offers several opportunities for adolescents to develop skills in areas like self-expression, learning, and socialization; however, it also creates concerns regarding the potential negative effects of excessive and non-regulated utilization. Studies have shown that problematic social media utilization results in addictive behaviors similar to those found in substance abuse addictions. These include compulsive utilization of social media, losing control over utilizing social media, experiencing withdrawal symptoms when unable to access social media; ultimately affecting daily functionality (Kuss & Griffiths, 2017).

As of 2025 it is estimated that approximately 210 million people globally will struggle with problematic social media use (DemandSage, 2025), representing around 4.69% of all social media users. Adolescents seem to be especially susceptible to this trend. Over 47% of adolescent’s report feeling addicted to using some form of social media (Keles et al., 2020).

There has also been evidence linking excessive social media use to poor mental health outcomes such as anxiety, depression, and sleep disorders. Additionally, there are studies showing excessive social media use negatively impacts adolescents academically resulting in decreased concentration, increased procrastination, and lower overall academic achievement (World Health Organization [WHO], 2025). Further research by the WHO indicates that at least one in ten adolescents across the world demonstrate problematic social media behaviors. According to WHO (2022) report Girls appear to exhibit these behaviors at a significantly higher rate than boys.

According to UNICEF (2022), 25 percent of adolescents in Ethiopia can access the internet so they are likely using social media. That is why researchers want to know if the addictive nature of social media is affecting their ability to do well academically. Most of the researches done in other countries have not looked at how the same issues affect middle school students in Ethiopia. To the researcher knowledge, so far, very little research has examined the relationship between social media use and academic achievement in middle school students in Ethiopia.

In Ethiopia, the Ministry of Education has increasingly recognized both the opportunities and challenges associated with the integration of digital technologies into the education system. Through initiatives such as the Education Sector Development Programs (ESDP) and the Digital Education Strategy, the Ministry has promoted the use of information and communication technologies (ICTs) to improve teaching, learning, and access to educational resources (Ministry of Education [MoE], 2023). At the same time, policy documents emphasize the importance of responsible and educationally purposeful use of digital technologies among students. Schools are generally encouraged to regulate the use of mobile phones during instructional hours because excessive and non-academic use may disrupt classroom learning, reduce students' attention, and negatively affect academic achievement. While digital tools are viewed as important for enhancing educational quality and supporting twenty-first century skills, policymakers have also expressed concerns about the growing influence of social media and online distractions on students' learning outcomes. These concerns highlight the need for empirical studies examining how social media use affects academic performance among middle school learners in Ethiopia.

As far as this research is concerned, middle school students have not been included in much of the past research about social media use. Most of the previous research in Ethiopia has involved

older children (high school and college age) by directly collecting data from the children (Zewude et al., 2025). Since few researchers have studied the behavior of middle school-aged children in relation to their academic performance and social media use, it is difficult to know what kind of problems might arise when these children spend too much time on social media. However, based upon some general knowledge about teenagers and technology, many experts believe that middle school students will experience many of the same problems that are being seen today with older teens in terms of spending too much time online.

These problems include decreased interest in reading and learning; distractions while studying; feelings of depression, isolation and sadness; poor sleep; and an overall decline in grades (H Shannon, 2022). Social media can be a huge distraction for adolescents, especially when they're constantly receiving notifications and messages from friends (Khalaf et al., 2025). As a result, children may find themselves unable to focus on anything else, including homework. Many experts believe that the best way to address this issue would be to provide all teachers with training in how to teach students about responsible social media use, as well as teaching students how to develop better self-control skills in order to avoid getting addicted to social media.

Although most studies related to Ethiopia's young people have concentrated on college and secondary school students, the data collected from prior studies indicates that younger youth are increasingly being exposed to these risks as well. In a recent study conducted at Addis Ababa University it was found that over 43% of undergraduate students reported experiencing social media addiction; an experience linked to higher levels of psychological distress and decreased engagement in their academic pursuits (Afework, 2024). Thus, there appears to be a concern that the same pattern may also exist for middle school students who are currently in a very important developmental and academic time in their lives, and therefore may be susceptible to even greater risk of adverse effects due to the problem of excessive social media use.

Despite the large amount of new information regarding the use of social media by individuals in Ethiopia, studies evaluating the frequency and potential impact of excessive social media use among middle school students and their academic performance are still relatively few. The lack of data from prior studies illustrates a need for further examination of this issue at the elementary-middle school level.

1.2 Statement of the Problem

Although social media offers important opportunities for communication and access to information, its increasing misuse among adolescents has raised serious academic concerns. When students engage excessively in social media activities unrelated to learning, they are more likely to experience challenges such as poor time management, reduced academic focus, procrastination, and declining academic performance (Twenge, 2019). These concerns suggest that problematic social media usage may undermine students' academic responsibilities rather than support their educational development.

At the global and continental levels, research indicates that unregulated social media use has become a significant behavioral issue among school-aged adolescents. Studies conducted in various African contexts show that students who spend extended hours on social media often sacrifice study time, experience difficulty maintaining concentration, and demonstrate weaker academic engagement (Mingle & Adams, 2015). These challenges are often intensified by increased access to smart phones, limited parental supervision, and the absence of structured guidance on responsible digital use.

Research has demonstrated that young people who regularly spend time on social media using it for non-academic purposes will generally perform less well academically than their peers (Seleshi et al, 2025). These studies give us an initial insight into what happens but they mainly focus on high school and/or university levels of education with little done to understand behavior in relation to primary school aged children.

As such, the concern about non-educational social media behavior among middle school students (especially those in grade eight) is compounded because this age group represents early adolescents; a significant developmental period where students begin to form strong habits related to studying effectively, developing self-discipline and fostering academic motivation. During this developmental phase, students are facing increased academic demands while also trying to develop the self-regulatory abilities required to become independent learners. Poorly managed excessive social media usage could potentially hinder development during this phase by diverting attention away from academic work and reducing consistency in study behavior.

Although there has been an increase in educator concerns regarding the negative effects of social media usage and previous research has identified problems related to older students' social media

usage, research examining problematic social media usage among middle school students and its relationship to academic performance is scarce specifically in Ethiopian context. The paucity of focused research limits our ability to assess how social media behaviors relate to challenges experienced by middle school-aged children in terms of their academic success.

Therefore, systematic investigations are needed to identify the degree to which problematic social media usage impacts the academic achievement of middle school students.

1.3 Research Questions

1. What is the prevalence of problematic social media usage among middle school students?
2. Which social media platforms are most commonly used by middle school students?
3. How does problematic social media usage affect the academic performance of middle school students in Addis Ababa?

1.4 Objectives of the study

1.4.1 General Objective

The general objective of this study is to examine the relationship between problematic social media usage and the academic performance of students.

1.4.2 Specific Objectives:

1. To determine the prevalence of problematic social media usage among students in selected schools.
2. To identify the most commonly used social media platforms among the students
3. To assess the effect of problematic social media usage on students' academic performance

1.5 Significance of the Study

This research provides empirical support for the link between problematic social media use (PSMU) and student academic achievement. Findings from this research can assist with raising awareness among students regarding the academic implications associated with overuse of social media, as well as encourage them to develop healthier online practices.

Additionally, the results provide support to educators, school officials/administrators, and parents regarding social media related behavior and their impact on students' engagement/learning; thus supporting early identification and intervention.

Finally, the outcomes will provide researchers/policymakers/planners within education an understanding of developing effective/digital literacy programs at schools which promote socially responsible social media use.

1.6 Scope of the Study

This research has been limited to investigating the influence of excessive social media use on academic performance in middle school students attending some public and private schools located in Bole Sub-City, Addis Ababa. Specifically, this research is limited to the evaluation of students in grades seven (Grade 7) and eight (Grade 8), for the period of 2025-26.

Problematic social media use was evaluated as the independent variable while academic performance was evaluated as the dependent variable. No additional variables were included in the examination of this relationship such as personality characteristics or mental health disorders.

Content-wise, this study evaluates the most widely utilized social media applications by youth which include but are not limited to, TikTok, Facebook, Instagram, Telegram, and YouTube.

1.7 Operational Definitions

Problematic Social Media Usage: excessive and poorly controlled use of social media that interferes with students' academic responsibilities and daily activities. This variable is measured by using a structured Likert-scale questionnaire assessing behaviors such as excessive time spent, loss of control, and interference with study time

Academic Performance: a level of learners academic achievement and as measured by their average examination scores obtained from school records.

CHAPTER TWO

Literature review

This chapter presents a review of the literature related to problematic social media usage and its impact on the academic performance of middle school students.

2.1 Conceptual and Theoretical Review

2.1.1 Concept of Social Media

Social Media are defined by Kaplan and Haenlin (2010) as an aggregate of social media platforms and applications where user generated information can be created, shared and exchanged among users through virtual networks. The definition of social media is therefore not limited to mere communication but can include many forms of activity including creating content, entertainment, education, and social interaction (Boyd & Ellison, 2007).

Social media has changed much of what people understand about how their work today and how operate socially. Social media can be seen as being used primarily for three reasons: academically, to support socialization, for entertainment purposes and to gain information. In terms of academics, social media sites provide the opportunity for users to share knowledge, collaborate with one another and access educational materials. Educators and students alike may participate in online discussion groups, join communities related to specific subject areas, and follow educators, researchers and organizations that post material pertinent to the area in which they study (Raut & Patil, 2016).

It is also worth noting however that there exists considerable debate surrounding the potential impact that social media may have on academic performance due to increased distraction from schoolwork, loss of ability to focus, etc. (Kirschner & Karpinski, 2010).

In addition to its influence on academia, social media also impacts how people socialize. Many social media sites provide users with the ability to maintain relationships with friends and family located anywhere around the world. Users may update their status on these sites to inform others of new developments in their lives, use messaging features on these sites to communicate with others, and use video conferencing tools provided on these sites to maintain contact with distant loved ones.

The entertainment landscape has evolved significantly due to social media. There are many ways that people engage with entertainment content via social media platforms, such as meme pages, YouTube, Spotify playlists, TikTok and other video platforms, etc. As well, followers may follow celebrities or influencers so they see what those persons post about. A large part of social media is for consumers to communicate with content creators by commenting on content. Social Media has changed the entertainment business by creating additional channels for both the creation of entertainment related content and the ability to consume that same type of content. Social media enables users to find and share entertainment content quickly and simply (Kim, 2019).

A key function of social media is providing information. Individuals and organizations use LinkedIn and Twitter to publish articles, news reports and professional opinions. Social media has allowed for the democratic distribution of information enabling individuals to gain different viewpoints on topics and be able to engage in discussions about issues being addressed today (Bruns et al., 2012). It is very important when using social media for information gathering to assess the credibility of posted information because there is a high volume of false or misleading information on social media (Pennycook & Rand, 2018).

Advances in information and communication technologies (ICT), such as smartphones and tablets, have provided further motivation for using social media (Oguguo et al., 2020). Social media has permeated almost every sector of human life. It has become a common practice for people to spend significant time using these networks due to their speed and durability. This has led to social media changing the public discourse and setting trends and agendas across various industries, including politics, education, technology, and entertainment.

Social media has become one of the most important communication channels in recent years. The primary purpose of social networking is to facilitate communication between people across distances, allowing individuals to easily share information, files, pictures, and videos and engage in real-time conversations. These systems are called social because they enable effective communication with friends and colleagues while enhancing social ties. Facebook, Twitter, and other social networking sites and forums are their favorite internet sites as they allow individuals to communicate directly with others in a social media context. They play a significant and influential role in decision-making in the global world, particularly in economic, political, social,

and educational contexts (Al-Rahmi, 2013). Social media has exploded as a category of online discourse where people create content, share it, bookmark it, and network at an astonishing pace. Social media is rapidly changing public discourse and setting trends and agendas in various topics, including the environment, politics, technology and the entertainment industry, due to its ease of use, speed, and reach (Asur&Huberman, 2010)

2.2.2 Problematic Social Media Usage

Problematic social media usage refers to a pattern of excessive or compulsive engagement with social media platforms that interferes with an individual's daily life, responsibilities, and well-being (Andreassen et al., 2016). Unlike casual or purposeful use, problematic usage is marked by loss of control, preoccupation with social media, and inability to limit usage despite awareness of its negative consequences.

Indicators of Problematic Social Media Usage

1. **Excessive Time Spent:** Spending more hours than intended on social media, often at the expense of studying or sleep.
2. **Loss of Control:** Inability to reduce or stop social media use despite attempts to do so.
3. **Interference with Daily Life:** Neglecting homework, academic tasks, or other responsibilities due to social media engagement.
4. **Withdrawal Symptoms:** Experiencing irritability, anxiety, or restlessness when unable to access social media.
5. **Preoccupation:** Constantly thinking about social media activities or anticipating online interactions.

These indicators are widely used in research to measure the severity of problematic use (Andreassen et al., 2016; Keles, McCrae, &Grealish, 2020).

2.2.3 Social Media Usage among Adolescents

The explosive growth of social media has radically transformed the communication and interaction scenario for teenagers. As digital natives, the young generation is engulfed by an environment where social media sites are at the center of their existence (Chang & Chang, 2023). The literature review elaborates on the current situation of social media usage among teenagers

in terms of the time spent on social media and the specific features that attract the young and it also assesses the relationship between adverse social media and self-esteem.

Hours Spent on Social Media Platforms

Recent statistics indicate that teens spend on average 4.8 hours daily on social media platforms. According to a 2023 Gallup survey, over half (51%) of American teens report spending at least four hours a day using social media apps like YouTube, TikTok, Instagram, and Facebook (Gallup, 2023). The usage time varies by age, e.g., 13-year-olds use it for about 4.1 hours a day, while 17-year-olds use it for an average of 5.8 hours (Pew Research Center, 2023). Notably, gender differences also occur in usage patterns: girls spend about 5.3 hours a day on social media compared to 4.4 hours for boys (Pew Research Center, 2023).

It's equally striking how ubiquitous always-on connectivity has become; nearly all teens report being virtually always "on." A study reported that sixty-two percent of teens indicated being "almost always" connected to Instagram, and seventeen percent said the same for TikTok (Anderson & Jiang, 2018). Furthermore, as a result of the data collected from a survey conducted by Pew Research Center, YouTube is still the most frequently visited site among teens, while ninety-five percent of respondents stated they had at least once accessed it. Seventy-seven percent of teens indicated accessing TikTok, while sixty-two percent indicated having access to Instagram (Pew Research Center, 2023). These statistics clearly show just how common social media is in teen life and thus need continued research on its impact.

Ethiopia is one example of how countries are reflecting both global and regional patterns regarding adolescent use of social media. As of 2021, there were approximately 30 million individuals using social media in Ethiopia; many of whom have been identified as adolescents. The growth of internet-enabled mobile devices, especially in cities such as Addis Ababa, has led to social media becoming increasingly important for the social lives of youth. Social media has also become a focal point for research in Ethiopia. One study (Kassaw 2024) found that approximately 48.4% of adolescents in Addis Ababa experienced low self-esteem as a result of their social media usage. Additionally, (Yimer 2023) discovered that approximately 22.06% of teenagers in Harar felt negatively about themselves physically as a direct consequence of viewing social media.

2.2.4 Social Media Usage and Academic Performance

Numerous studies have investigated the connection among social media use and academic achievement; however, additional research concerning social media and academic achievement is required.

Firstly, the use of social media is a multi-faceted endeavor that involves multiple social media outlets, uses, and types of interactions. As a result, it is difficult to distinguish the correlation of social media use to academic performance because social media is frequently used in conjunction with other variables that influence academic success including learning behaviors, time management skills, and individual attributes.

Secondly, the dynamic nature of social media presents challenges for researchers to identify the rapidly changing landscape of social media applications and user behavior. Therefore, many studies focus on one particular social media outlet at one point in time but they do not provide an accurate representation of the complete range of ways that social media influences academic performance. Furthermore, much of the literature relating to social media and academic performance has relied upon self-reporting methods and/or subjective measures. These forms of data collection can be influenced by bias and inaccuracies. Therefore, objective measures such as tracking how much time students spend using social media or collecting digital trail data would allow for a more precise evaluation of social media usage and its relationship to academic performance (Madge et al., 2009).

While a few studies show relationships between excessive social media usage and lower levels of academic success; such as one from Kirschner and Karpinski (2010), which demonstrated that students using Facebook reported having lower GPAs than those that did not; another from Junco and Cotton (2012) showed a correlation between the amount of time an individual spent on Facebook and their level of academic success; however, due to the vast array of ways individuals can use social media, along with rapidly changing platform and user trends, combined with limitations associated with existing research methods; therefore, further research is require

.

Social media often gets a bad reputation, yet most students still spend a good chunk of their free time on these platforms. Despite its mixed effects, studies show that how much time students spend on social media can impact their academic performance. A study by Hasnain et al. (2015) evaluated the impact of social media usage on students' academic performance and found an inverse relationship between the two variables.

Although social media allows students to gain knowledge and social skills outside of the university, excessive use can negatively impact their academic activities. However, technology can be beneficial when used productively, according to Elias et al. (2021), especially during the current pandemic when mobile phones are critical in academic activities worldwide. Social media has become popular worldwide due to technological development, and students, in particular, spend a considerable amount of time on social media sites, as Celestine and Nonyelum (2018) reported. Their study found that excessive social media use can negatively affect students' academic activities, and they suggest minimizing the time spent on social media to increase productivity.

In a study by Tus et al. (2021), the impact of social media usage on students' academic performance was examined in the context of the new normal of education. The researchers analyzed the mean scores of each subscale in the questionnaire to determine the influence of social media usage. The overall mean scores of the subscales indicate that social media usage positively impacts students' academic performance. Despite the widespread use of social media among university-age students, the positive effects of social media outweigh the adverse effects. Additionally, the study found no significant difference between social media's positive and negative impact on student's academic achievements. Thus, educators and students can utilize social media as a tool for information and communication to enhance the learning process (Mushtaq&Benraghda, 2018)

There has been a linear relationship between academic achievement and the widespread increase in social media use among postsecondary students. As it rises, social media use will inevitably become more prevalent among tertiary students. It became increasingly vital to consider how it affected academic performance. Researchers' findings were conflicting; some discovered that social media use had little to no impact on academic performance, while others discovered both good and negative effects. The use of social media for education has a good relationship with

academic achievement. It also proved that using social media can have a negative impact on academic performance (Boahene et al., 2019)

In the Ethiopian context, studies indicate that social media usage among students is rapidly increasing, particularly in urban areas such as Addis Ababa, where access to smartphones and internet connectivity is higher. Research by Zewude et al. (2025), identified problematic social media use in Ethiopian adolescents with a negative correlation between their use of social media and their ability to concentrate, procrastinate less often when completing school assignments, and be consistent with their participation in school-related activities.

2.3 Theoretical Framework

2.3.1 Social cognitive theory

Social cognitive theory was created by Albert Bandura in 1986. The social cognitive theory of psychology explains that we learn new behaviors through observing other people. This is called observational learning. According to the social cognitive theory, behavior is influenced by the continuous interplay among an individual's own internal behavior and environment. Three major components of the social cognitive theory are self-efficacy, observational learning, and an individual's ability to be in control of their own behaviors. The theory posits that individuals must control their thoughts, emotions, and behaviors in order to achieve long-term goals (Bandura, 1991; Zimmerman, 2000).

Academic success requires students to regulate impulses, manage time effectively, sustain attention, and prioritize academic tasks over distractions. Middle school students, who are in early adolescence, are still developing executive functioning and impulse control skills. Problematic social media usage reflects a failure of self-regulation, characterized by excessive time spent online, loss of control, preoccupation with social media activities, and interference with academic responsibilities (Baumeister & Vohs, 2007). When students are unable to regulate their social media engagement, they are more likely to procrastinate, reduce study time, experience sleep disturbance, and demonstrate poor academic focus. Consequently, weakened self-regulation leads to reduced academic performance.

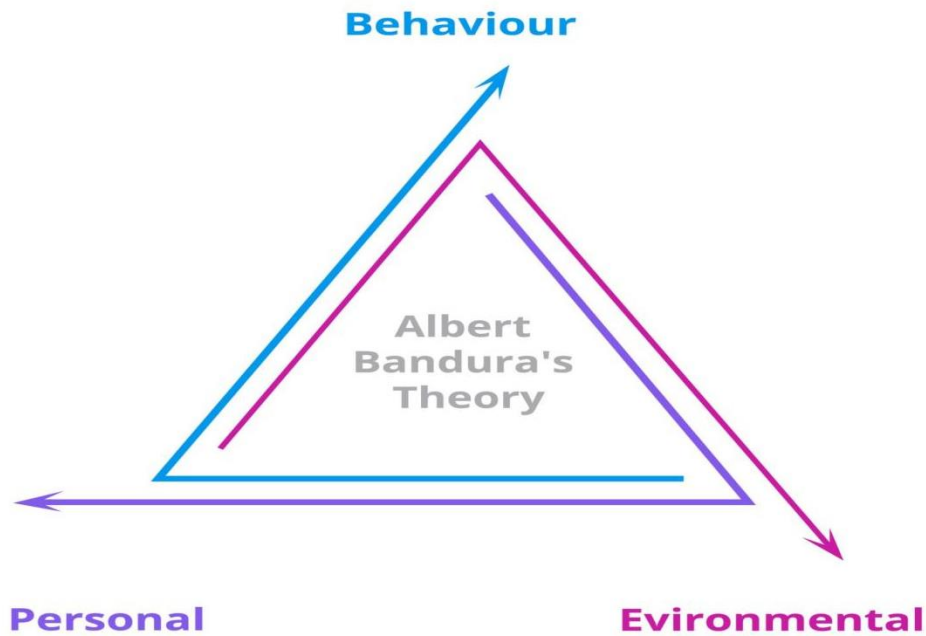


Figure 1 : *Model of Social Cognitive Theory*

2.3.2 Uses and Gratification Theory

The Uses and Gratifications Theory is a user-centered approach that focuses on how people use media for their own personal uses and gratification. This theory emphasizes motives and the self-perceived needs of audience members (Blumler & Katz, 1974). Blumler and Katz argued that different people could use the same communication message for different purposes. The same media content may gratify different needs for different individuals. This theory suggests that media has no power over audiences. Instead, audiences are highly active in their media usage, seeking out media to fulfill a certain need. Audiences create their own individual meanings after they seek out that media. Uses and Gratification actually come from the idea that the media serves a purpose. If the audience has certain uses or needs, then the media fulfills or gratifies those needs. Audience turns to media as a useful tool to gratify their needs. This model starts with the audience. You have an audience that is looking to fulfill a need. It goes and seeks out a medium that will actually fulfill that need. If the media gratifies that need, then the audience will stick to that channel and continue consuming the content from that channel. On the other hand, if the media fails to gratify that need, then the audience will go back and find a different media and continue through that process until the need is gratified. There are several examples where the audience stopped a TV show or movie from broadcast. Likewise, there are countless examples of the media being canceled or pulled from broadcast due to audience backlash or disinterest.

Uses and Gratifications Theory is relevant to this study because it helps explain why students engage heavily with social media and how their motivations may lead to excessive use. When students spend too much time meeting social or emotional needs through social media, they may neglect homework, lose study time, or experience distraction during learning. As a result, problematic social media usage may be associated with lower academic performance. Therefore, this theory provides a useful foundation for understanding the relationship between students' motivations for social media use and their academic outcomes.

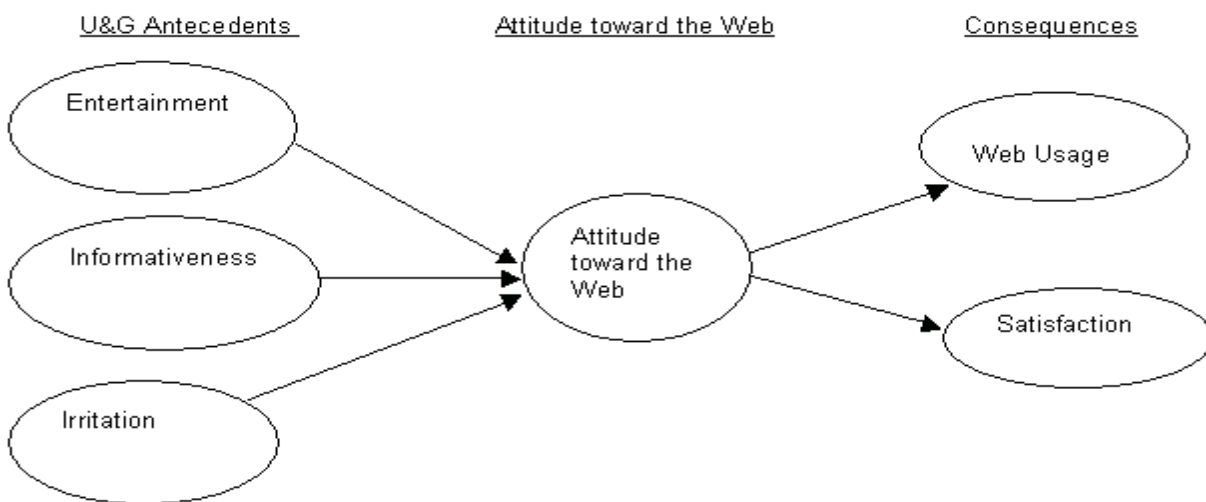


Figure 2: *Model of Uses and Gratifications Theory*

2.3.3 Time Displacement Theory

Time displacement theory defines how time devoted to an activity decreases the amount of time available for other significant events. Media researchers including Russell Neumann (2009) argued that as people invest their time into increasing amounts of media consumption, they will invest less time into their studies, family interactions, sleeping, and other valuable behaviors. Since there is a finite amount of time, if we increase our investment of time into one behavior, we necessarily decrease the time invested into another.

For example, students who engage excessively in social media may be displacing the time needed to perform homework, read, revise, or rest. Students that spend extensive periods of time using social media for chat functions, scrolling through online content, or viewing video content are likely spending less time completing homework assignments and preparing for tests. Studies

indicate that excessive media use is significantly correlated with decreased study times and attention spans, along with disruptions to sleep patterns (Kirschner & Karpinski, 2010)

Time displacement theory applies directly to this investigation since it specifically illustrates how problematic social media use may adversely affect student academic achievements. As students invest excessive amounts of time into social media activities, academic-related activities are displaced, thus contributing to poor test preparations, uncompleted assignments and lessened educational results.

2.3.4 Self-Regulation Theory

Self-regulation theory provides an explanation for how people regulate their thought, emotion and behavior to attain their goals. The theory has been widely applied in education through the work of Barry Zimmerman. He was one of the first researchers to identify the role of planning, monitoring and evaluating student learning processes. He believed that students who were self-regulated were able to organize their time efficiently, stay away from distractions, set realistic academic goals and maintain focus on their task.

Adolescents continue to develop self-control and decision making skills during adolescence. Therefore, they are at risk of experiencing difficulty regulating social media use. As such, students with less than optimal self-regulation have difficulty limiting screen time, resisting peer pressures and stopping the use of social media even though they know the interference with homework/study time. There is evidence to suggest that a lack of self-regulation results in excessive use of digital media, procrastination and lower levels of engagement in academics. (Hofmann et al., 2012; Zimmerman, 2000)

The reason why self-regulation theory is pertinent to this research project is due to the fact that a problem of behavioral control exists in regards to social media. Social media users who cannot manage their online activity may become distracted from other aspects of their daily life, complete their assignments poorly and prepare inadequately for academic requirements. Conversely, those who have high levels of self-regulation will be better able to utilize social media while maintaining responsibility towards their academic obligations. Therefore, this theoretical framework assists in explaining how different levels of self-regulation among students affect the relationship between the amount of time spent utilizing social media as a source of problems and the academic performance.

2.3.5 Behavioral Addiction Model

Behavioral Addiction Model (BAM): behavioral addictions are common in daily life and can lead to loss of control over one's own behavior. This conceptualization of BAM was developed by Mark D. Griffiths who posited that gaming, internet use or social media use could demonstrate addictive pattern similar to substance dependency. Behavioral addiction is characterized through several components such as salience, mood modification, tolerance, withdrawal, conflict, relapse (Griffiths, 2005).

As for middle school students, they may find themselves becoming addicted to their social media accounts if they need to check notifications constantly, remain online, and respond to message. Some of these student's experience anxiety/restlessness when they don't have access to their social media account, spend long hours on-line, ignore their academic responsibilities/sleep. Studies related to social media addiction show that these issues are linked to reduced focus, procrastination and poor academic performance (Kuss & Griffiths, 2017).

2.3.6 Summary of theories

This research utilizes four theoretical models (Uses & Gratification Theory; Social Cognitive Theory; Self-Regulation Theory; and the Behavioral Addiction Model) to understand the ways that excessive social media usage negatively impacts students' academic productivity.

The Uses and Gratifications Theory provides insight into what motivates students to engage in social media. Students utilize social media primarily for social interaction, for emotional support or reduction of stress, and for entertainment purposes.

Social cognitive theory illustrates the influence of peer's behaviors and imitations on the continued engagement in online activities. The Self-regulatory model examines an individual's ability to control their screen usage. The Behavioral addiction model is used to illustrate how frequent engagement in excessive social media use could lead to compulsive behavior which would further prevent adequate time for students to complete homework, projects and other responsibilities associated with school.

Time displacement theory demonstrates how more time spent using social media results in less time spent completing school related work. Spending hours viewing video content and/or browsing feeds does not only displace study time but also disrupts students' sleep patterns, impairs their concentration and weakens their academic routines. Middle school is a critical

developmental period for young adolescents who are beginning to develop self-regulatory skills necessary to manage leisure and responsible time commitments.

The aforementioned theories provide a comprehensive view of the motivational, social and behavioral aspects that contribute to students deviating from their educational objectives. More specifically, this research is guided by use and gratification theory. The students are using social media to satisfy their specific needs. The satisfaction is characterized by consuming contents of specific social media platforms (tiktok, instagram, facebook, telegram...) for long time and preference of single social media on the others.

2.4 Empirical Studies

The international literature indicates that adolescents and young adults are increasingly concerned by excessive social media usage. Kuss and Griffiths (2017), described excessive usage as potentially leading to behavioral addictions and poor academic performance and mental health issues. They describe anxiety and depression as common problems amongst those addicted to excessive social media usage. The authors indicated that the excessive usage of social media leads to distractions from learning and thus negatively impacts a student's grade point average.

Similar findings were reported by Junco (2012). Junco reported a statistically significant negative relationship between time spent on Facebook and a student's GPA. He identified distraction and procrastination as two key ways that excessive social media usage negatively impacts a student's academic outcomes.

However, researchers have also suggested that there may be a number of potential benefits of social media to learning. For example, Mushtaq and Benraghda (2018) reported that students who utilize social media for educational purposes report enhanced opportunities for accessing information, collaborating with peers, and participating in academic related activities. Thus, it appears that the impact of social media usage on learning outcomes is dependent upon the purpose for utilizing social media, the extent of utilization, and the level of self-regulation demonstrated by users.

Research conducted within the African region demonstrates similar concerns regarding the impact of adolescent exposure to smart phones and social media on academic outcomes. Specifically, Kituyi & Kyeyune (2024) reported that the excessive use of social media among

secondary school students in Sub-Saharan Africa resulted in less time devoted to study, less focus during study, and poorer academic grades. Additionally, Boahene et al., (2019), reported that students who utilized social media in an intentional manner, in order to facilitate learning, demonstrated fewer negative consequences relative to students who utilized social media in a compulsive manner. Those students who used social media in a compulsive manner demonstrated shorter attention spans and reduced academic achievement. Both studies illustrate the significance of exploring context-specific patterns due to regional variability in culture, infrastructure, and education influencing the way in which social media influences student behavior.

Despite the increasing body of research demonstrating the adverse impact of problematic social media usage on academic outcomes among adolescents in Africa and globally, there is currently very little research focused on problematic social media usage among middle school students in urban Ethiopian schools.

2.5 Research Gap

Many studies have established a negative relationship between excessive social media use and academic performance, some studies report mixed or even positive effects when social media is used purposefully for learning (Junco, 2012).

In Africa, evidence suggests that problematic social media usage negatively affects students' concentration and study habits, yet most studies focus on secondary or tertiary students (Kituyi & Kyeyune, 2024). In Ethiopia, research has largely targeted university and high school students, showing correlations between excessive social media use and reduced academic performance (Seleshi et al., 2025). However, middle school students, who are in early adolescence a critical stage for developing study habits, self-regulation, and academic motivation, remain under-researched. Additionally, existing studies often focus on a single platform or rely solely on self-reported data, limiting the understanding of how different types of social media engagement affect academic outcomes.

Therefore, there is a clear need for a study that examines problematic social media usage among middle school students in urban Ethiopian schools and its specific impact on their academic performance. This study seeks to fill this gap by investigating these issues in selected public and private middle schools in Bole Sub-City, Addis Ababa.

2.6 Conceptual framework

The conceptual framework of this study was developed based on an extensive review of theoretical and empirical literature concerning social media usage and academic performance among adolescents. Previous studies have consistently demonstrated that social media use can positively or negatively affect educational outcomes depending on the nature, intensity, and purpose of use (Kuss & Griffiths, 2017; Twenge & Campbell, 2018; Junco, 2015). Drawing from these findings, the present framework identifies problematic social media usage as the independent variable and academic performance as the dependent variable. The framework conceptualizes problematic social media usage through five dimensions: excessive time use, compulsive or addictive behavior, poor self-regulation, non-educational motivation, and peer-influenced use. Academic performance is measured through academic grades, classroom attention, homework completion, and study habits.

Excessive Time Use

Excessive time use refers to spending prolonged periods on social media platforms at the expense of academic activities. This variable was derived primarily from Time Displacement Theory, which argues that time is a limited resource and that increased engagement in one activity inevitably reduces time available for other activities (Nie, 2001). Applied to education, excessive social media use may displace study time, reading, homework completion, and participation in educational activities. Several studies have found a negative association between the number of hours spent on social media and students' academic achievement (Junco, 2012; Kirschner & Karpinski, 2010). Therefore, excessive time use was incorporated into the framework as a major predictor of academic performance.

Compulsive or Addictive Social Media Behavior

Compulsive or addictive social media behavior represents the inability to control social media use despite negative consequences. This dimension originates from the Behavioral Addiction Model, which explains how repetitive online behaviors can develop characteristics similar to addictions, including salience, tolerance, withdrawal, conflict, and relapse (Griffiths, 2005). Research indicates that adolescents who experience social media addiction often report difficulties concentrating on academic tasks, increased procrastination, and lower academic

achievement (Andreassen, 2015; Kuss & Griffiths, 2017). Consequently, compulsive social media use was included in the framework as a critical determinant of academic performance.

Poor Self-Regulation

Poor self-regulation refers to students' inability to manage their social media usage and prioritize academic responsibilities. This variable is grounded in Self-Regulation Theory, which emphasizes individuals' capacity to control behaviors, emotions, and attention to achieve long-term goals (Zimmerman, 2000). Students with weak self-regulatory skills may frequently interrupt study sessions to check social media, leading to reduced concentration and productivity. Previous studies have shown that poor self-regulation mediates the relationship between social media use and academic difficulties among adolescents (Rosen et al., 2013). Therefore, self-regulation was incorporated into the framework to explain how behavioral control influences academic outcomes.

Non-Educational Motivation

This variable is informed by the Uses and Gratifications Theory (UGT), which suggests that individuals actively choose media to satisfy specific psychological and social needs (Katz, Blumler, & Gurevitch, 1974). Adolescents often use social media for leisure, social networking, and enjoyment, which may reduce engagement in academic activities when such motivations dominate usage patterns. Studies have demonstrated that students who use social media primarily for entertainment tend to achieve lower academic outcomes than those who use it for educational purposes (Al-Menayes, 2015; Asemah et al., 2013). Hence, non-educational motivation was integrated as a significant component of problematic social media usage.

Peer-Influenced Social Media Use

This variable is derived from Social Cognitive Theory, which emphasizes observational learning, modeling, and social influence in shaping behavior (Bandura, 1986). Adolescents frequently imitate peers' online behaviors and may increase social media engagement to maintain social relationships and group belongingness. Research indicates that peer influence significantly affects adolescents' online behaviors and can contribute to excessive social media use and academic distraction (Valkenburg & Peter, 2011). Therefore, peer-influenced use was incorporated into the framework as an important predictor of academic outcomes.

CHAPTER THREE

METHODOLOGY

3.1 Research Approach

This study adopted a quantitative research approach to examine problematic social media usage among middle school students and its impact on their academic performance. The quantitative approach was appropriate because it allowed the researcher to analyze patterns of social media usage, and determine the statistical relationship between problematic social media usage and academic performance.

3.2 Research Design

This study employed a correlational research design to examine the relationship between problematic social media usage and academic performance among middle school students. This research design best fits this study because the study aims to determine the direction and strength of the association between the independent variable (problematic social media usage) and the dependent variable (academic performance) without manipulating or controlling these variables. Instead, data was collected from students as they naturally occur, and statistical analysis was used to evaluate the relationships among the variables.

The design also allowed the researcher to describe the level and patterns of problematic social media usage among students and to examine how these patterns are related to their academic results. Standardized measurement tool that is the Bergen Social Media Addiction Scale was used to assess problematic social media use, while students' academic records was used to measure academic performance.

3.3 Study Area

The research was conducted at chosen public and private middle schools located within Bole Sub-City, Addis Ababa. Bole Sub-City is considered an area with rapid urban development and has greater student accessibility to high speed internet services, smartphone and digital technology.

In particular, the research included two middle schools: Prestigious School (a private school) and Bole Community Middle School (a government run school). Both schools provide educational services to seventh grade and eighth grade students.

3.4 Study Population and Sampling Technique

3.4.1 Study Population

The target population for this research is all middle school students that attended in the two selected schools at the time of data collection. There were 547 students recorded on school rolls at Bole Community Middle School, which is a public school, and there were 260 students recorded on school rolls at Prestigious School which is a private school. The overall number of students in the two schools was therefore, 807 middle school students.

Table 1: Population of selected schools in Bole sub-city

Name of school	Type of school	Number of students in each grade level	
Prestigious School	Private	Grade 7	132
		Grade 8	128
		Total	260
Bole Community Middle School	Public	Grade 7	281
		Grade 8	266
		Total	547
Total population =807			

3.4.2 Sampling Technique

Stratified random sampling was employed to select the study participants. First, students were stratified by school type (public and private) and grade level (Grades 7 and 8) to ensure fair representation of each subgroup. After stratification, respondents were selected using simple random sampling from each stratum. This approach minimizes sampling bias and ensures that students from different grades and school types are adequately represented. The sample size was determined using an appropriate sample size determination formula, and proportional allocation was applied to each stratum based on the number of students in each grade and school.

3.4.3 Sample Size Determination

The sample size for this study was determined using Yamane's (1967) simplified formula, which is appropriate for finite populations and survey-based studies. The formula is expressed as:

$$n = N / (1 + N(e^2))$$

Where:

- n = sample size
- N = total population
- e = margin of error (0.05)

The total population of middle school students in the selected schools is 807. Substituting the values into the formula:

$$n = 807 / (1 + 807(0.05^2)) \approx 268$$

Accordingly, a total sample size of 268 students was selected for the study.

To ensure fair representation of students from both schools and across grade levels, proportional sampling was applied. The sample size for each school was determined based on its proportion of the total population using the formula:

$$n_i = N_i / N \times n$$

Where:

- n_i = sample size for each school
- N_i = population size of each school
- N = total population
- n = total sample size

Based on this proportional allocation:

- **Prestigious School (Private)** = $260/807 \times 268 \approx 86$ students
- **Bole Community Primary School (Government)** = $547/807 \times 268 \approx 182$ students

Furthermore, the allocated sample in each school was distributed across Grades 7 and 8, and students from each grade were selected using simple random sampling.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity of the Instruments

The content and construct validity of the tools used in this study were verified using several methods. Content validity was assured through adaptation of the Bergen Social Media Addiction Scale and others (Bergen S.M.A.S and Andreassen et al., 2016; Keles, McCrae, &Grealish, 2020), which is a standardized and validated tool; it was also modified to fit the purpose of this research.

Language and educational experts were asked to review the preliminary questionnaire as a means of determining whether the items contained within the questionnaire would be relevant, understandable, and representative of the targeted population of students. These experts were three in number, two male and one female. Regarding their specialization, the two male experts hold bachelor's degree in English language and the female holds bachelor's degree in Psychology. They provided input regarding potential modifications of the wording and format of some of the items. The female Psychologist suggested correcting item number two by including “unpleasant feelings” in addictive behavior dimension and the two males correct grammar and structure without losing its meaning.

3.6.2 Pilot Study

Prior to conducting the main data collection process, a pilot study was completed to evaluate the use of the instrument. The pilot study participated 30 students (students sharing characteristics with the rest of the participants). The pilot provided an opportunity to identify potentially ambiguous questions and confirm whether the students could understand each question.

3.6.3 Reliability of the Instruments

The reliability of this survey was evaluated by determining its internal reliability through Cronbach's alpha to measure how well the scale components were consistent with each other; therefore, a high score would indicate that the scale is able to consistently assess the same concept.

As can be seen in Table 2, the reliability coefficients of all variables were above the minimum required standard (.7), and thus confirmed that the measurement tool was dependable.

Table 2: Reliability Analysis of the Research Instrument

Variable	Number of Items	Cronbach's Alpha
Excessive Time Use	5	.710
Addictive Behavior	5	.743
Poor Self-Regulation	5	.855
Non-Educational Motivation	5	.710
Peer-Influenced Use	5	.701
Social Media impact on Academic Performance	7	.813
Total Scale (6 sub scales)	32	.824

The statistical evaluation found that Poor Self-Regulation showed the greatest reliability in the scales of the study with a coefficient alpha of .855; Academic Performance was second at .813. Reliability estimates ranged from .701 to .743 across all other dimensions (Excessive Time Use, Addictive Behavior, Non-Educational Motivation, and Peer Influenced Usage); and the total Social Media Problematic Usage Scale showed a Cronbach's Alpha of .824.

This indicates that the questionnaire is very reliable and can produce consistent data, dependable with one another, when assessing the relationship between problematic social media use and academic performance from sample students.

3.7 Data Collection Procedures

The research utilized a structured self-administered questionnaire that was given to sampled students during school time with the aid of the sampled students' teachers. Clear guidance for completing the survey was given to students in addition to being available to answer any questions and address any concerns raised by the students. Academic achievement information was acquired through the school's official record, student's first semester averages, subsequent to obtaining formal consent from the authority responsible for the school. Prior to actual data collection from the students, the match between their roll number and the roster of academic performance was checked. There was no mis-match, so their academic results can be accessed.

3.8 Methods of Data Analysis

Data gathered from this study has been coded, entered into SPSS, and analyzed by applying both descriptive and inferential statistical procedures.

Statistical procedures for describing participant demographics; their social media usage behaviors; and how many of these participants exhibited problematic social media usage behaviors were conducted in order to fully answer all three research questions posed by this study. Descriptive statistics (i.e., frequency counts, percent distributions, mean values, and standard deviations) were employed to answer the first two research questions about the present condition of student engagement with technology and the degree to which academic success is being affected by student use of technology.

Inferential statistics were applied to investigate the association between problematic social media usage and academic achievement. In an attempt to identify what type (positive or negative) of relationship exist between the variables examined in this study, Pearson correlations was used to identify both the strength and direction of associations that exist. Additionally, multiple regression analysis was conducted to examine the predictive capability of problematic social media usage on academic achievement.

3.9 Ethical Considerations

The research process adhered to strict ethical guidelines, so the rights and welfare of all participants could be protected. Before collecting data, a formal letter of authorization was acquired through an administrative representative of the government agency overseeing education and a formal letter authorizing the researcher to collect data was received from each of the participating schools in Bole Sub City.

The participants were middle school age children. Therefore, written consent was requested from the administration/teachers of the school where the children attended; additionally, verbal assent was secured from each student. Participation in this study was completely on a volunteer basis, and the students were informed that if they chose to withdraw from the study at any point prior to completion there would be no negative consequence(s). In order to secure participant confidentiality and/or anonymity no identifiable information (i.e., name or registration number) was collected with the survey instrument.

CHAPTER FOUR

RESULTS

This chapter presents the results of the study; it includes the findings of descriptive statistics and inferential statistics which are correlation and regressions, also the demographic data of respondents presented in the first section. A total of 268 copies of the questionnaire were distributed in person and 245 of these were collected; therefore the return rate is 91.42%. So, all the study findings are drawn based on the responses from these 245 students.

4.1 Demographic Characteristics of Participants

A total of 245 middle school students participated in this study. Their demographic characteristics including gender, age, grade level, smartphone access, and internet access at home are summarized in Table 3

Table 3: *Demographic Characteristics of Participants (N = 245)*

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	92	37.6%
	Female	153	62.4%
Age	11–12 years	40	16.3%
	13–14 years	153	62.4%
	15–16 years	52	21.2%
Grade Level	Grade 7	87	35.5%
	Grade 8	158	64.5%
Smartphone Access	Yes	211	86.1%
	No	34	13.9%
Internet Access at Home	Yes	214	87.3%
	No	29	11.8%

As shown in Table 3, the majority of participants were female (62.4%, $n = 153$), while male students accounted for 37.6% ($n = 92$). Most participants fell in the 13–14 age group (62.4%, $n = 153$), followed by the 15–16 group (21.2%, $n = 52$), and those aged 11–12 (16.3%, $n = 40$).

Grade 8 students constituted the larger portion of the sample (64.5%, n = 158) compared to Grade 7 (35.5%, n = 87). Notably, a large majority of students had access to a smartphone or tablet (86.1%, n = 211) and internet at home (87.3%, n = 214), indicating that nearly all sampled students possessed the technological means necessary for regular social media engagement. These access patterns are important for contextualizing the PSMU prevalence findings reported in the next section.

4.2 Social Media Usage Preferences of Participants

Table 4: *Preference of Social Media Usage (predominantly used)*

Platform Name	Frequency	Percent
Facebook	12	4.9
Instagram	43	17.6
TikTok	113	46.1
Youtube	30	12.2
Telegram	23	9.4
Snapchat	21	8.6
other	3	1.2
Total	245	100.0

Table 4 shows that TikTok is the most popular platform among the respondents, (46.1%). Instagram follows as the second most used at 17.6%, other platforms like YouTube and Telegram are used by 12.2% and 9.4% respectively. The data also revealed that traditional social networking sites like Facebook has a very low usage rate at just 4.9%, which is even lower than Snapchat's 8.6%. These indicate that the participants are much more active on short-form video and visual-heavy platforms.

4.3 Social Media Engagement Activities of Participants

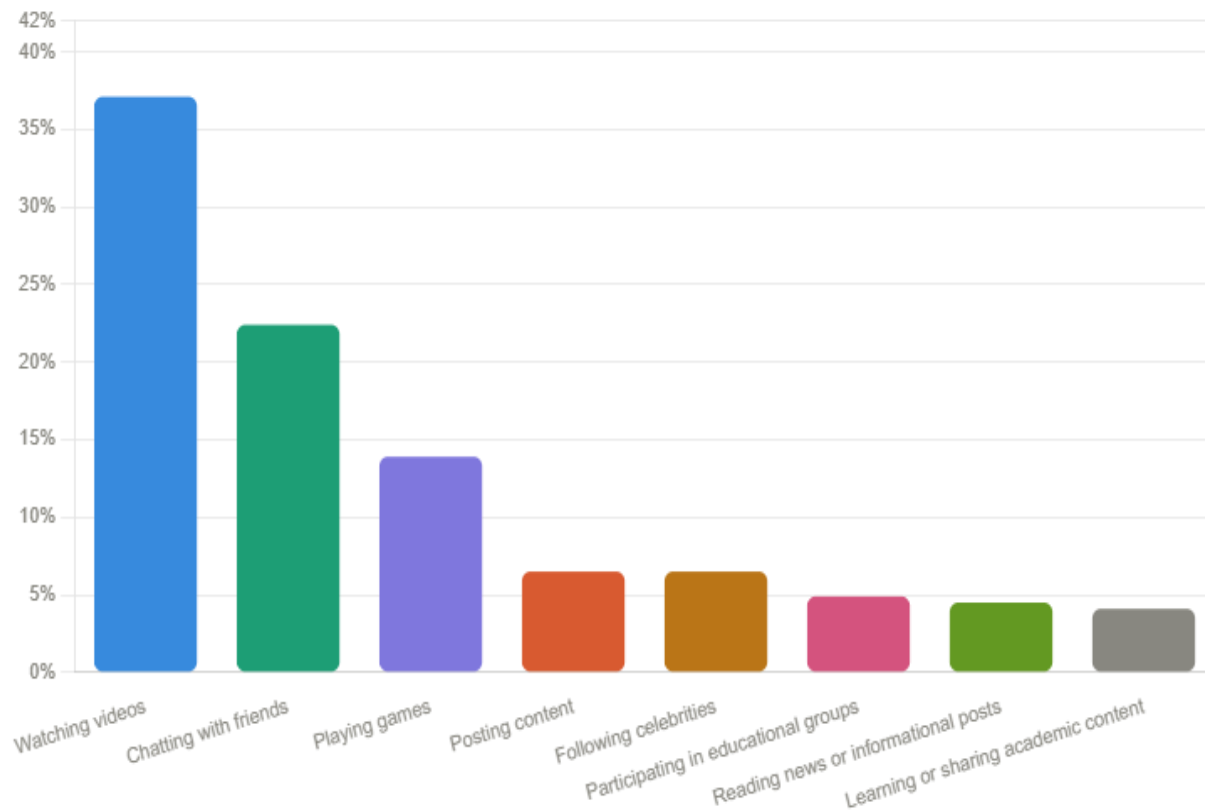


Figure 3: *Distribution of Respondents By Social Media Engagement Activities*

As far as the social media usage purpose is concerned, figure 3 shows most students use social media for entertainment purpose where watching videos for non educational purpose being the most common activity at 37.1%. On the second level chatting with friends also makes up a significant portion of their time at 22.4%. Accordingly, the given data shows that entertainment is the primary driver for social media use among participants. When it comes to activities related to academics or information such as learning, joining educational groups, or reading news all show very low percentages, each falling under 5%. This suggests that most students are using social media mainly as a tool for leisure and social connection rather than for formal education.

4.4 Descriptive Analysis on Prevalence of Problematic Social Media Usage

This section presents a comprehensive picture of the prevalence of problematic social media usage (PSMU) among the sampled students. Prevalence is examined at two levels: (1) by subscale, to identify which dimensions of PSMU were most common; (2) overall, using the total PSMU score. A cut-off score of 15 or above out of 25 was used at the subscale level to indicate problematic usage, while a total score of 75 or above out of 125 was applied for the overall PSMU classification. These thresholds reflect a mean item response of 3.0 or higher on the five-point Likert scale, consistent with midpoint-based cut-off approaches used in social media addiction research (Andreassen et al., 2012)

4.4.1 Prevalence by PSMU Subscale

Table 5 presents the prevalence of problematic usage across all five subscales of the PSMU instrument, together with mean scores and the distribution of participants across the three categories.

Table 5: *Prevalence of Problematic Social Media Usage by Subscale (N = 245)*

Subscale	Mean	SD	Low < 10 (%)	Moderate 10–14 (%)	Problematic ≥ 15 (%)
Peer-Influenced Use	20.14	2.43	0 (0.0%)	2 (0.8%)	243 (99.2%)
Excessive Time Use	19.92	2.65	0 (0.0%)	5 (2.0%)	240 (98.0%)
Non-Educational Motivation	20.01	2.51	0 (0.0%)	6 (2.4%)	239 (97.6%)
Addictive Behavior	19.80	2.77	0 (0.0%)	6 (2.4%)	239 (97.6%)
Poor Self-Regulation	19.87	2.96	2 (0.8%)	7 (2.9%)	236 (96.3%)
Overall PSMU Total	99.74	11.95	0 (0.0%)	5 (2.0%)	240 (98.0%)

Note. Subscales are ranked from highest to lowest problematic percentage. Subscale cut-off: ≥ 15 out of 25. Overall PSMU cut-off: ≥ 75 out of 125. Low = < 10 ; Moderate = 10–14; Problematic = ≥ 15 (subscale). Detailed item-level statistics are presented in Annex A.

As shown in Table 5 problematic social media usage was highly prevalent across all five subscales. Peer-Influenced Use recorded the highest prevalence (99.2%, $n = 243$), indicating that social belonging and peer dynamics were the most dominant drivers of problematic social media engagement in this sample. Excessive Time Use followed closely (98.0%, $n = 240$), with Non-Educational Motivation and Addictive Behavior both at 97.6% ($n = 239$), and Poor Self-Regulation at 96.3% ($n = 236$). Taken together, 98.0% of participants ($n = 240$) scored at or above the overall PSMU cut-off of 75 ($M = 99.74$, $SD = 11.95$), indicating that problematic

social media usage was a near-universal pattern among the sampled students. Only five students (2.0%) fell in the non-problematic category.

4.4.2 Overall PSMU Prevalence

To provide a clearer picture of the overall severity distribution, Table 6 presents the frequency and percentage of students in each PSMU category based on the total score.

Table 6: Overall PSMU Score Distribution (N = 245)

PSMU Category	Score Range	Frequency (n)	Percentage (%)
Non-Problematic	25 – 49	0	0.0%
Moderate	50 – 74	5	2.0%
Problematic	75 – 125	240	98.0%
Total	—	245	100%

Note. Mean total PSMU score = 99.74 (SD = 11.95); Range: 64–125.

As indicated in Table 6, the vast majority of sampled students (98.0%, n = 240) scored above the cut-off of 75, placing them in the problematic social media usage category. Only five students (2.0%) fell in the moderate range (scores 50–74), and no student scored below 50. The mean total PSMU score was 99.74 (SD = 11.95), which is markedly above the cut-off threshold. While these figures are notably high, it is important to interpret them within the context of the sample namely, middle school students aged 11 to 16 with very high rates of smartphone and internet access (86.1% and 87.3%, respectively). This level of technological access may partly account for the elevated PSMU scores observed in this study.

4.5 Academic Performance of Participants

Academic performance was assessed through two measures: students' grade Report average from the previous semester, and a seven-item Academic Impact Scale measuring the extent to which social media use disrupted their study habits, classroom attention, and homework completion. The results for each measure are presented below.

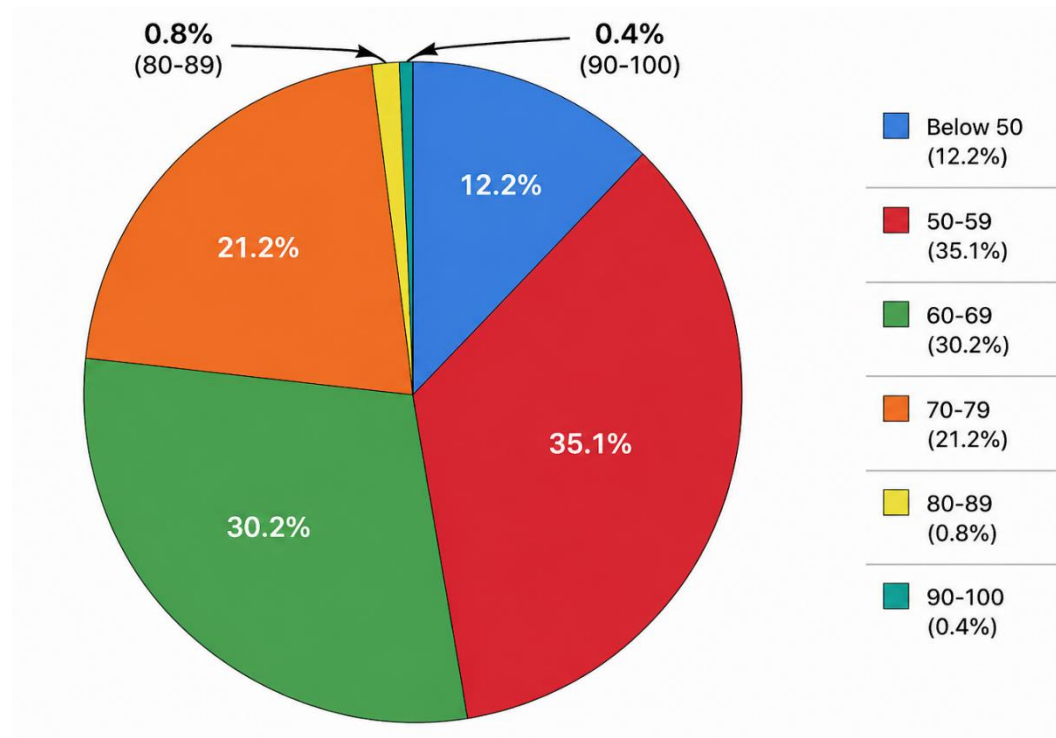


Figure 4 : *Distribution of respondents by academic performance*

As shown in the pie chart above, the distribution of students based on their average scores show that the majority of students are in the middle range of academic achievement. The largest group is students scoring between 50-59, (35.1%) of the total sample followed by 30.2% of the students scored between 60-69, showing that a significant portion of the 245 respondents are performing at a passing level but not at the highest range.

The data also indicates that 21.2% of the students scored between 70-79 and 0.8% of students scored between 80-89 respectively. The groups with the highest scores are very small, just 0.4% scored between 90-100, indicating that very few students in the study are achieving excellent academic results. On the other hand, 12.2% of the students scored below 50, which means they are struggling with their studies.

4.6 Inferential Analysis

4.6.1 Correlation Analysis of Study Variables

This study used a Pearson correlation coefficient (r) which is a correlation coefficient that measures linear correlation between two sets of data. It is the ratio between the covariance of two variables and the product of their standard deviations; thus, it is essentially a normalized measurement of the covariance, such that the result always has a value between -1 and 1 (TU Delft textbook 2025)

Table 7: *Correlation Analysis*

	1	2	3	4	5	6
1. Excessive Time Use	—					
2. Compulsive Behavior	.766**	—				
3. Poor Self-Regulation	.763**	.704**	—			
4. Non-Educational Motivation	.763**	.704**	1.000**	—		
5. Peer-Influenced Use	.690**	.648**	.656**	.656**	—	
6. Academic Performance	-.678**	-.656**	-.664**	-.664**	-.783**	—

** $p < .01$

The above correlation table shows that all independent variables (social media use dimensions) have a positive and significant relationship with each other at the 0.01 level. For example, Excessive Time Use has a strong positive correlation with Compulsive Behavior ($r = .766$) and Poor Self-Regulation ($r = .763$). This indicates that as students spend more time on social media, their addictive behaviors and difficulties in controlling their usage also increase.

Secondly, the results show a strong negative relationship between Academic Performance and the other variables. Interestingly, the highest correlation for Academic Performance is with Peer-Influenced Use ($r = -0.783$). This suggests that the influence of friends and the pressure to stay connected are closely linked to the students' academic results. Also, Academic Performance shows significant negative correlations with Excessive Time Use ($r = -.678$) and Poor Self-Regulation ($r = -.664$). This covers the idea that all these social media factors are working together in relation to how students perform in school.

Lastly, there is a perfect correlation ($r=1.000$) between Poor Self-Regulation and Non-Educational Motivation. This means that in this sample, students who struggle to regulate their time are the same ones who are using social media almost entirely for entertainment purposes. Overall, these findings show that all aspects of problematic social media use are strongly connected to each other and negatively correlated to academic achievement of the students.

4.6.2 Regression Analysis

Regression analysis is a method of choice whenever it predicts continuous variables given a multivariate input variable. It often provides explicit estimates of measure for the cause-effect relationship between the individual inputs and the outcome, with an error estimate given by an optimization algorithm. Regression models are used in various communication networks and the internet of things-related tasks. These models are mostly built using data-driven statistical machine learning techniques to explicitly obtain a parametric relationship between the input or independent variables and the output (Bryman & Cramer, 2005). In this study, multiple regression analysis was performed to determine the influence of problematic social media usage in students' academic performance. This analysis identifies which aspects of the problematic usage of social media mostly affect academic performance.

4.6.2.1 Tests of Assumptions of Regression Analysis

Preliminary analysis was conducted before conducting a regression analysis to verify the two major assumptions for multiple linear regressions: normality and linearity. After the analysis, the results showed that assumptions are tenable. This is a mandatory prerequisite in explaining the relationships between dependent and explanatory variables. Therefore, the researcher has checked major least square assumptions and proved that they met reasonably well.

1. Normality

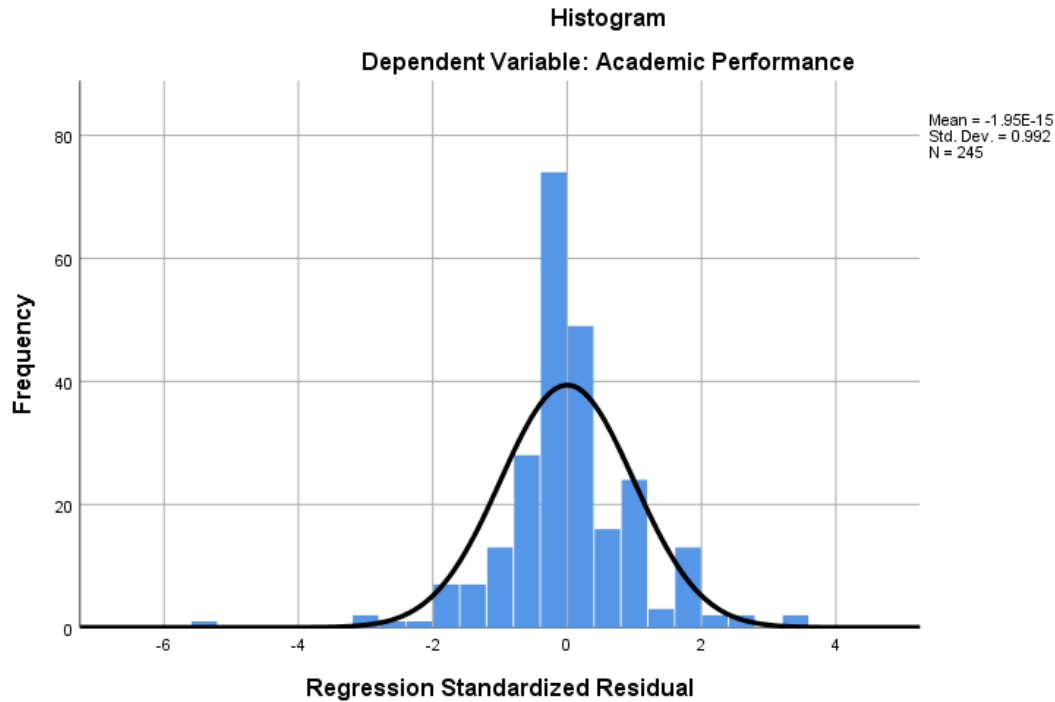


Figure 5: Normality test

As shown in the figure 5 above, Frequency distribution of regression standardized residual result shows that the histogram is a bell-shaped curve that clearly indicated the data are normally distributed. Normality can be visually assessed by looking at a histogram of frequencies output which is bell-shaped (Garson, 2012). Therefore, no data problem would lead to assumption have violated.

2. Linearity test

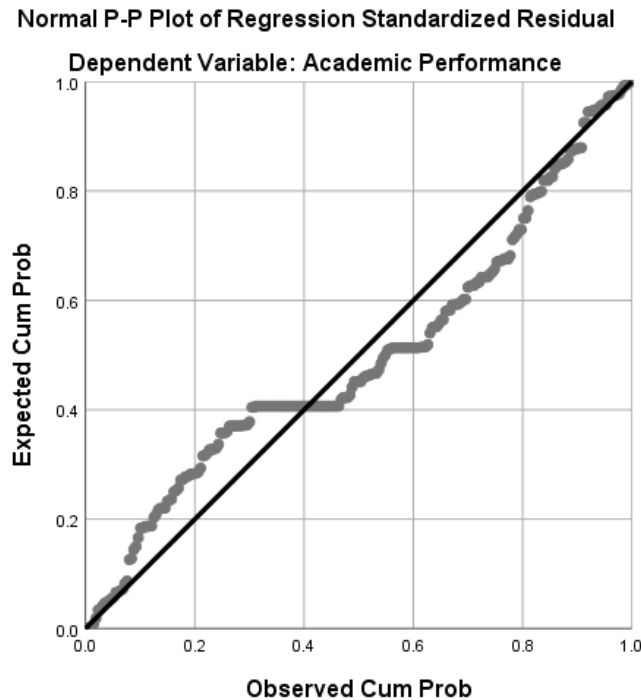


Figure 6: Linearity Test

The figure above shows the scatter plot which follows the straight line, indicating the normal distribution of residual around the mean of zero and independent variables and dependent variable are in linear relationship. Hence, the assumption met based on the above figure 8. Therefore, Standard multiple regression accurately estimates the relationship between dependent and independent variables if the relationship is linear (Bryman& Cramer, 2005).

4.6.2.2 Regression Model Summery

Table 8 Regression Model

Model	R		Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin-Watson
	R	Square				F Change	df 1	df2		
1	.817 ^a	.668	.662	1.44534	.668	120.495	4	240	.000	1.370

a. Predictors: (Constant), Peer-Influenced Use, Compulsive / Addictive Behavior, Non-Educational Motivation, Excessive Time Use (Time Displacement)

b. Dependent Variable: Academic Performance

The model summary table shows the results of the regression analysis used to see how well the predictors explain the changes in Academic Performance. The predictors are four in number, as indicated in the regression coefficient table (table 10) below. At first, the number of independent variables was five in number, as presented in conceptual frame work of this study. They were selected from different studies that treated these variables as predictors of academic performance. The correlation analysis showed that there were perfect correlation ($r_{xy} = 1.00$) between poor self-regulation and non-educational motivation indicating the two variables are the same. Therefore, poor self-regulation was excluded from the regression analysis.

The value of R is .817, which shows a very strong relationship between the combination of social media variables and the students' academic results. More importantly, the R Square value is .668, which means that 66.8% of the variance in Academic Performance can be explained by Peer-Influenced Use, Compulsive Behavior, Non-Educational Motivation, and Excessive Time Use. The statistical significance (Sig. F Change = .000) shows that this model is a very good fit for the data.

4.6.2.3 Regression coefficients

Table 9 *Regression Coefficient*

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.907	1.300		1.467	.144		
	Excessive Time Use	.128	.094	.094	1.362	.175	.292	3.424
	Addictive Behavior	.174	.079	.135	2.186	.030	.365	2.739
	Non-Educational Motivation	.186	.078	.147	2.386	.018	.365	2.740
	Peer-Influenced Use	.834	.085	.534	9.797	.000	.466	2.147

a. Dependent Variable: Academic Performance

The above coefficients table 15 shows how each social media factor contributes to the academic performance of the students; it indicates that Peer-Influenced Use is the most significant predictor with a high Beta value of .534 and a significance level of .000, indicating that Peer-Influenced Use is the most significant predictor. This shows that the pressure to stay connected with friends has the strongest impact on students' grades compared to other variables. Non-Educational Motivation ($B = .147$, $p = .018$) and Addictive Behavior ($B = .135$, $p = .030$) both show significant results.

CHAPTER FIVE

DISCUSSIONS

This section covers discussions of the study findings with respect to the research questions and the analysis focuses on the data collected from respondents to measure the influence of social media habits on the academic outcomes of middle school students in Addis Ababa.

5.1 Prevalence of Social Media Usage

The findings of this study reveal that there is high prevalence of problematic social media usage (PSMU) among middle school students in Bole Sub-City, Addis Ababa. Using the established cut-off score of 75 out of 125 for the total PSMU scale, 98.0% (n = 240) of the participants were classified as problematic social media users, while only 2.0% (n = 5) fell within the moderate category. No participant was categorized as non-problematic. These findings indicate that problematic social media usage has become a widespread issue among the sampled students.

Analysis of the individual dimensions of problematic social media usage further demonstrated that all five subscales recorded extremely high prevalence rates. Peer-Influenced Use emerged as the most prevalent dimension, with 99.2% (n = 243) of students scoring at or above the problematic threshold (≥ 15 out of 25). This was followed by Excessive Time Use, where 98.0% (n = 240) of respondents were classified as problematic users. Non-Educational Motivation and Compulsive/Addictive Behavior each recorded a prevalence rate of 97.6% (n = 239), while Poor Self-Regulation was problematic among 96.3% (n = 236) of participants. These results suggest that problematic social media use among middle school students is not limited to excessive screen time but also involves strong peer influences, entertainment-oriented motivations, addictive tendencies, and difficulties in regulating online behavior.

The findings also reveal clear patterns regarding students' social media preferences and engagement activities. TikTok was identified as the dominant platform, accounting for 46.1% of users, followed by Instagram (17.6%) and YouTube (12.2%). Furthermore, students primarily used social media for entertainment-related activities, with watching videos for non academic purpose representing 37.1% of all reported activities and chatting with friends accounting for 22.4%. Educational uses of social media, such as participating in learning groups, accessing educational content, and reading news, constituted only below 5% of overall usage. These

patterns indicate that students engage with social media primarily for leisure and social interaction rather than for academic purposes.

The predominance of Peer-Influenced Use as the highest-ranking problematic dimension highlights the importance of social factors in shaping adolescents' online behavior. Consistent with Social Cognitive Theory (Bandura, 1986), students appear to be strongly influenced by peer expectations, social norms, and the desire to maintain online social connections. Similarly, the very high prevalence of Non-Educational Motivation supports the assumptions of Uses and Gratifications Theory, which suggests that adolescents actively use media to satisfy entertainment and social needs rather than educational goals (Katz et al., 1974).

The high prevalence of Compulsive/Addictive Behavior and Poor Self-Regulation further suggests that social media use has become deeply integrated into students' daily routines. According to the Behavioral Addiction Model (Griffiths, 2005), repeated engagement with rewarding online activities may develop into compulsive usage patterns that are difficult to control. Likewise, Self-Regulation Theory proposes that difficulties in controlling attention and behavior may increase susceptibility to excessive social media engagement (Zimmerman, 2000). The findings of the present study support these theoretical perspectives, indicating that problematic social media usage among students extends beyond simple recreational use and reflects broader behavioral and psychological challenges.

Overall, the results demonstrate that problematic social media usage is highly prevalent among middle school students in Bole Sub-City and is characterized by strong peer influence, entertainment-oriented motivations, excessive time investment, addictive tendencies, and limited self-regulatory control. These patterns provide important context for understanding the subsequent findings regarding the relationship between problematic social media usage and academic performance.

5.2 The Impact of Problematic Social Media Usage on Academic Performance

It can be seen from the regression analysis that an R-Square value of .668 exists. This represents that 66.8% of the variation of the students' academic performance may be attributed to problematic social media usage. That such a large percentage of academic variability may be explained by social media suggests that social media-based distractions are likely to be the biggest driver of the school results of these students.

The results provide evidence of a significant, negative relationship between problematically used social media and academic achievement among the study participants. It is important to note that this finding is consistent with the study completed by Kirschner and Karpinski (2010). In their study, they found that social media users tend to have lower GPA scores than those who do not use social media; as the authors stated in the study, multitasking creates a higher cognitive load than single tasking thus reducing the amount of information learned.

When looking specifically at the individual behaviors of these students, it can be determined that both poor self-regulation and being distracted during class have a big impact on the amount of learning that occurs. The descriptive statistics for this portion of the survey indicate a high mean for difficulty in focusing on studying (4.45) after using social media.

The high mean value for this item indicates that it will take students a lot longer to get back into their studies. The pie chart showing the distribution of students' academic performances, there is a correlation between lack of focus and students' grade levels. Specifically, it can be seen that 35.1% of students fall into the low grade range (50-59) while only 0.4% of the students reach the top end of the scale (90-100). The finding supports Junco (2012) who indicated that the frequency of checking social media has a stronger correlation to academic impairment than the total amount of time spent on social media; as social media is constantly breaking up students' focus and making it harder for them to maintain attention.

The Coefficients show that $r = -.783$ and $Beta = .534$ ($p = .000$) indicate that social media usage due to peer influence is significantly associated with decreasing academic results. Therefore, social pressure appears to be the most significant factor in determining how well these students do academically. Similarly, Hawi and Samaha (2016) reported that the social desire to always stay connected to others via technology results in reduced sleep hours and missed study time

resulting in decreased productivity in academics. A mean of 4.38 also demonstrates that many students fail to complete homework on schedule because of the constant pull of social media.

Finally, non-educational motivation and addictive behaviors had Beta values of .147 and .135 respectively, but were still statistically significant factors affecting grades negatively.

The data therefore suggests that students who use platforms primarily for entertainment purposes are taking risks with respect to their potential for achieving academic success. Research done by Walsh et al. (2013) demonstrated that when individuals spend more time on social media platforms, it can result in poorer school performance.

5.3 Implications of the Study

The findings of this study have important implications for students, parents, schools, and educational policymakers. The extremely high prevalence of problematic social media usage among middle school students, with 98% of respondents classified as problematic users, suggests that social media has become deeply integrated into students' daily lives. The significant negative relationship between problematic social media usage and academic performance indicates that excessive engagement in social networking activities may interfere with students' learning processes, study habits, and educational achievement. These findings highlight the need for greater awareness among students regarding the potential academic consequences of uncontrolled social media use and the importance of developing responsible digital habits.

The study also revealed that peer-influenced use was the strongest predictor of academic performance. This finding implies that interventions aimed at improving students' academic outcomes should not focus solely on reducing screen time but should also address the social pressures that encourage excessive online engagement. Schools may consider implementing digital literacy and responsible social media use programs that help students develop critical thinking skills, resist negative peer influence, and manage their online activities more effectively. Furthermore, teachers and school counselors should work collaboratively to educate students about balancing social media use with academic responsibilities and encourage positive peer norms that support learning and academic success.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 Summary of the Study

This study was conducted primarily to examine how problematic social media usage influence academic performance of middle school students in the context of Addis Ababa with a response rate of 91.42. The sample was predominantly female, making up 62.4% of the participants, while male students accounted for 37.6%. Most of these students are in their early teens, with the majority (62.4%) being between 13 and 14 years old. A key finding in the demographic profile is the high level of digital readiness; 86.1% of the students have access to smart phones or tablets, and 87.3% have internet access at home, this indicate almost all participants have the tools necessary for constant online engagement.

Students demonstrated a strong tendency toward problematic social media usage across multiple behavioral dimensions. Based on the established cut-off score of 15 out of 25, 98.0% of participants were classified as problematic users in the Excessive Time Use dimension, indicating that spending prolonged periods on social media was a widespread behavior among the respondents. Furthermore, the overall prevalence analysis showed that 98.0% (n = 240) of students scored above the total PSMU cut-off score of 75 out of 125, suggesting that problematic social media use was highly prevalent in the study population. Such patterns of excessive engagement may reduce the time and attention available for academic activities, potentially affecting students' learning and educational outcomes.

Further evidence of the academic implications of problematic social media usage can be observed from the students' academic performance records. Academic achievement scores ranged from 0 to 100, with the largest proportion of students (35.1%) scoring within the 50–59 range. An additional 30.2% scored between 60–69, while only 0.4% of respondents achieved scores in the 90–100 range. Moreover, 12.2% of students scored below 50, indicating relatively poor academic performance among a considerable segment of the sample. When considered alongside high prevalence of problematic social media usage, these findings suggest that excessive and maladaptive social media engagement associated with lower levels of academic achievement among middle school students in Bole Sub-City.

The inferential analysis confirmed that there is negative relationship between problematic social media use and academic achievement. According to correlation results every dimension of social media use from compulsive behavior to peer pressure is significantly intertwined to school performance. Specifically, the regression analysis indicated that social media habits accounted for 66.8% of the variance in students' academic performance where peer-influenced use stood out as the strongest predictor, indicating that the social need to stay connected with friends is the main driver of academic distraction.

The research was generally successful at establishing a significant and negative correlation between how students use social media, and their academic success. Students are exposed to technology on a daily basis; they also have strong social pressures from peers, and limited ability to regulate themselves digitally. As such, it appears as though their patterns of usage prioritize entertainment above all else. These are the primary factors contributing to the digital-related problems for completing homework on time, being distracted while in class, and an overall trend toward average academic performance of the student population of this study.

6.2. Conclusions

Based upon the results of this study about how social media use relates to student achievement, the following conclusions were made:

The study found that middle school students in Addis Ababa have almost complete digital access; approximately nine out of every ten students have both mobile devices they can access internet service in their home. As such, given that 98.0% of the participant's report that they use social media regularly, social media use is now an essential component of many adolescents' lives in this urban area. Furthermore, the widespread availability of technology has created a situation in which students engage in problematic and or excessive social media behavior and fail to effectively manage their time so as to fulfill their responsibilities as students.

Moreover, it was concluded that peer influence is the primary driver of problematic social media behaviors and suboptimal academic performance. The need to be constantly "on line" and the desire to avoid missing important online conversations creates a cycle of distraction from academic work. The study further noted that peer-influenced social media engagement represents a critical academic risk factor since it emerged as the greatest predictive variable of lower academic achievement based on a multivariate analysis.

Additionally, the study concluded that social media use negatively impacts the manner in which students process what they learn. The large amount of time displaced from academics due to social media and the demonstrated ability to concentrate after engaging in social media activities suggest that many students are operating under cognitive distraction when engaged in academically-related tasks. These data patterns indicate that as social media use becomes increasingly excessive, the likelihood of achieving high academic standards decreases and students become less focused and productive during homework assignments.

Lastly, the study concluded that approximately two-thirds of the variability in academic performance exhibited by the students participating in the study could be explained by their social media behaviors. The strong association between non-academic motivations and ineffective self-regulatory abilities, support the notion that many students view social media as an opportunity to simply "kill time," and therefore do not engage in social media for purposes related to learning.

6.3 Recommendations

According to the study findings, there are certain practical problems that need to be addressed so that middle school students can have healthy relationship with social media and better academic performance. To this end, the researcher suggests the following recommendations for different stakeholders.

- **For Parents and Guardians:** Since the study found that 87.3% of students have internet access at home and frequently struggle with time displacement, parents should implement structured "digital-free zones" or specific times for study where devices are put away.
- **For School Administrators and Teachers:** Schools should integrate digital literacy and "social media hygiene", responsible health use of social media, into the existing curriculum. Since peer influence was the strongest predictor of academic performance ($B = .534$), teachers should encourage collaborative group studies that use technology for educational purposes rather than just social chatting.
- **For Students:** Students need to become aware of the "concentration gap" identified in this study, where a mean score of 4.45 showed how difficult it is to study after being online. They should practice self-monitoring by using app-timer features to limit non-

educational use and prioritize completing homework before logging onto social platforms to reduce the pressure of late-night responses.

- **For Policy Makers and the Sub-City Education Bureau:** There is a need for clear guidelines on the use of personal digital devices among middle school students. The education bureau should support schools in Addis Ababa by providing training for counselors to identify signs of social media addiction early. Additionally, creating more physical recreational spaces or after-school clubs could provide students with healthy alternatives to digital entertainment.
- **For Future Researchers:** This study focused on middle school students in specific sub-city of Addis Ababa. Future research should consider a longitudinal approach to see how these habits change as students enter high school. It is also recommended to conduct a comparative study between government and private schools using an Independent Samples T-Test to see if the school environment changes the relationship between social media use and academic success.

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**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
SCHOOL OF PSYCHOLOGY
MASTER OF ARTS IN COUNSELLING PSYCHOLOGY**

Title of the Study: Problematic Social Media Usage among Middle School Students and Its Impact on Academic Performance

Name of Researcher: Kassahun Wondu

Advisor: Moges Ayele (PhD)

Introduction

This questionnaire is designed to collect information about problematic social media usage among middle school students and its impact on their academic performance. The purpose of this study is to better understand how social media use influence students' learning behaviors, study habits, classroom attention, and overall academic achievement.

The questionnaire consists of several sections, including demographic information, patterns of social media use, problematic social media behaviors, and academic performance indicators. Your responses will help provide valuable insights into the relationship between students' social media use and their academic outcomes.

Participation in this study is voluntary, and all information you provide will be treated with strict confidentiality. The responses will be used only for academic research purposes as part of a Master of Arts thesis in Counselling Psychology at Addis Ababa University.

Please read each question carefully and answer honestly. Your cooperation and sincere responses are highly appreciated and will contribute greatly to the success of this research.

Thank you for your valuable participation.

Instruction: - Please read each statement carefully and tick (✓) the option that best represents your opinion.

Section A: Demographic Information

No	Question	Options
1	Gender	Male ☐ Female ☐
2	Age	11–12 ☐ 13–14 ☐ 15–16 ☐
3	Grade Level	☐ Grade 7 ☐ Grade 8 ☐
4	Do you have access to a smartphone or tablet?	Yes ☐ No ☐
5	Do you have internet access at home?	Yes ☐ No ☐

Section B: Social Media Platforms

No_	Questions	Options
1	Which social media platforms do you currently use?	I. Facebook ☐ II. Instagram ☐ III. TikTok ☐ IV. YouTube ☐ V. Telegram ☐ VI. Snapchat ☐ VII. Others (please specify) _____
2	What activities do you usually do on social media?	I. Chatting with friends ☐ II. Watching videos ☐ III. Posting content ☐ IV. Following celebrities ☐ V. Playing games ☐ VI. Learning or sharing academic content ☐ VII. Participating in educational groups ☐ VIII. Reading news or informational posts ☐ IX. Others (please specify) _____

Instruction for section C-D: Please read each statement carefully and tick (✓) the option that best represents your opinion.

Likert Scale

SCALE	DESCRIPTION
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Section C: Problematic Social Media Usage (Independent Variable)

1.Excessive Time Use (Time Displacement)

(Adapted from: Andreassen, C. S., Torsheim, T., Brunborg, G. S., & Pallesen, S. (2012)).

No	Statement	1	2	3	4	5
12	I spend a large amount of my free time on social media.	☐	☐	☐	☐	☐
13	I use social media longer than I originally planned.	☐	☐	☐	☐	☐
14	Social media takes time away from my homework or studying.	☐	☐	☐	☐	☐
15	I often stay on social media even when I have school tasks to complete.	☐	☐	☐	☐	☐
16	I spend more time on social media than on studying.	☐	☐	☐	☐	☐

2. Compulsive / Addictive Behavior

(Adapted from the Bergen Social Media Addiction Scale)

No	Statement	1	2	3	4	5
17	I spend a lot of time thinking about social media or planning to use it.	☐	☐	☐	☐	☐
18	I use social media to forget about personal problems or unpleasant feelings.	☐	☐	☐	☐	☐
19	I feel an increasing need to spend more time on social media.	☐	☐	☐	☐	☐
20	I feel restless or troubled when I cannot use social media.	☐	☐	☐	☐	☐
21	I have tried to reduce my social media use but have not succeeded.	☐	☐	☐	☐	☐

3. Poor Self-Regulation

(LaRose, R., Lin, C. A., & Eastin, M. S. (2003))

No	Statement	1	2	3	4	5
22	I find it difficult to control the time I spend on social media.	☐	☐	☐	☐	☐
23	I try to reduce my social media use but fail.	☐	☐	☐	☐	☐
24	I use social media even when I should focus on schoolwork.	☐	☐	☐	☐	☐
25	I continue using social media even when I know it affects my studies.	☐	☐	☐	☐	☐
26	I find it hard to follow my planned study schedule because of social media.	☐	☐	☐	☐	☐

4. Non-Educational Motivation

(Junco, R., & Cotten, S. R. (2012))

No	Statement	1	2	3	4	5
27	I mainly use social media for entertainment rather than learning.	☐	☐	☐	☐	☐
28	I use social media mostly for chatting and fun activities.	☐	☐	☐	☐	☐
29	I rarely use social media for academic purposes.	☐	☐	☐	☐	☐
30	Watching videos or browsing posts is my main reason for using social media.	☐	☐	☐	☐	☐
31	I prefer using social media instead of reading or studying.	☐	☐	☐	☐	☐

5. Peer-Influenced Use

(Valkenburg, P. M., & Peter, J. (2009))

No	Statement	1	2	3	4	5
32	My friends encourage me to use social media frequently.	☐	☐	☐	☐	☐
33	I use social media to stay connected with my friends.	☐	☐	☐	☐	☐
34	I feel pressured to respond to messages or posts from friends.	☐	☐	☐	☐	☐
35	I spend time on social media because most of my friends are active there.	☐	☐	☐	☐	☐
36	I feel left out when I do not participate in social media discussions with friends.	☐	☐	☐	☐	☐

Section D: Academic Performance (Dependent Variable)**Part 1: Last Semester Academic Result**

No	Question	Below 50	50–59	60–69	70–79	80–89	90–100
27	What was your average grade in the last semester?	☐	☐	☐	☐	☐	☐

(Adopted from: Junco, R. (2012)).

No	Statement	1 (Strongly Disagree)	2 Disagree	3 Neutral	4 Agree	5 (Strongly Agree)
28	I sometimes think about social media while the teacher is explaining lessons.	☐	☐	☐	☐	☐
29	Social media distracts me from paying attention during class.	☐	☐	☐	☐	☐
30	I delay doing my homework because I spend time on social media.	☐	☐	☐	☐	☐
31	I sometimes fail to complete homework on time because of social media use.	☐	☐	☐	☐	☐
32	I spend less time studying because I use social media.	☐	☐	☐	☐	☐
33	Social media interrupts my study schedule.	☐	☐	☐	☐	☐
34	I find it difficult to concentrate on studying after using social media.	☐	☐	☐	☐	☐

Annex

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	92	37.6	37.6	37.6
	female	153	62.4	62.4	100.0
	Total	245	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11–12	40	16.3	16.3	16.3
	13-14	153	62.4	62.4	78.8
	15-16	52	21.2	21.2	100.0
	Total	245	100.0	100.0	

Grade Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 7	87	35.5	35.5	35.5
	Grade 8	158	64.5	64.5	100.0
	Total	245	100.0	100.0	

Do you have access to a smartphone or tablet?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	211	86.1	86.1	86.1
	No	34	13.9	13.9	100.0
	Total	245	100.0	100.0	

Do you have internet access at home?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	214	87.3	87.3	87.3
	No	29	11.8	11.8	99.2

3.00	2	.8	.8	100.0
Total	245	100.0	100.0	

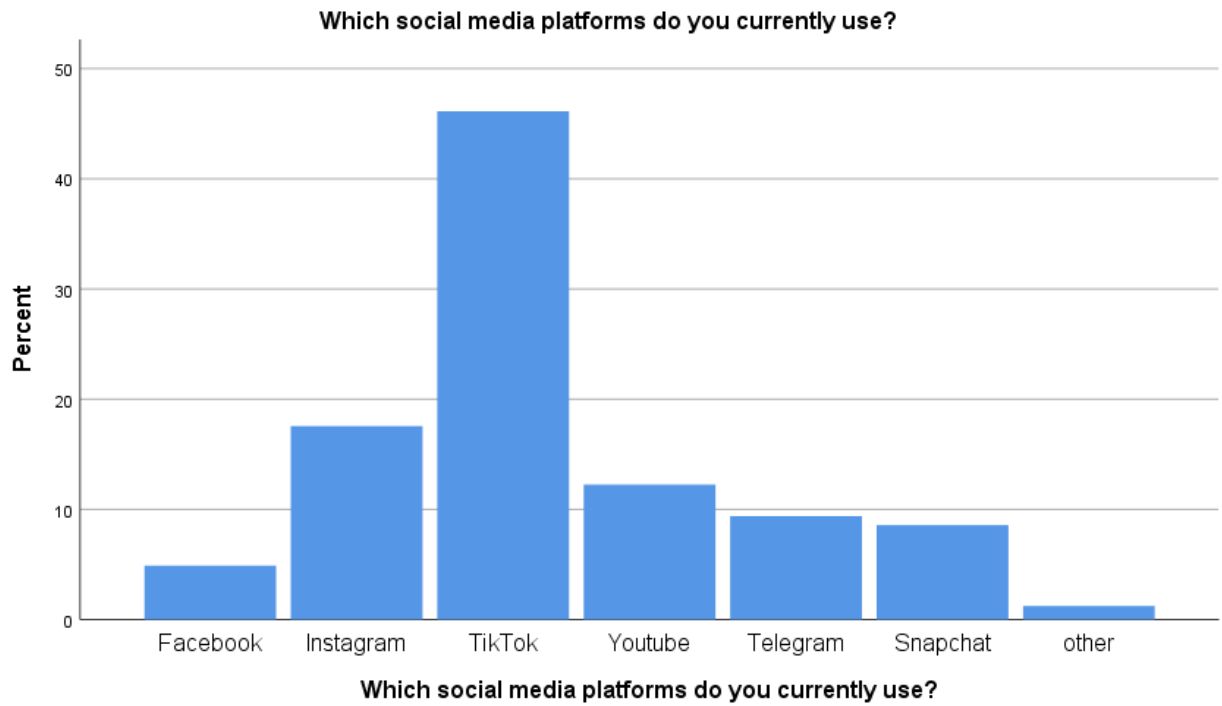
Which social media platforms do you currently use?

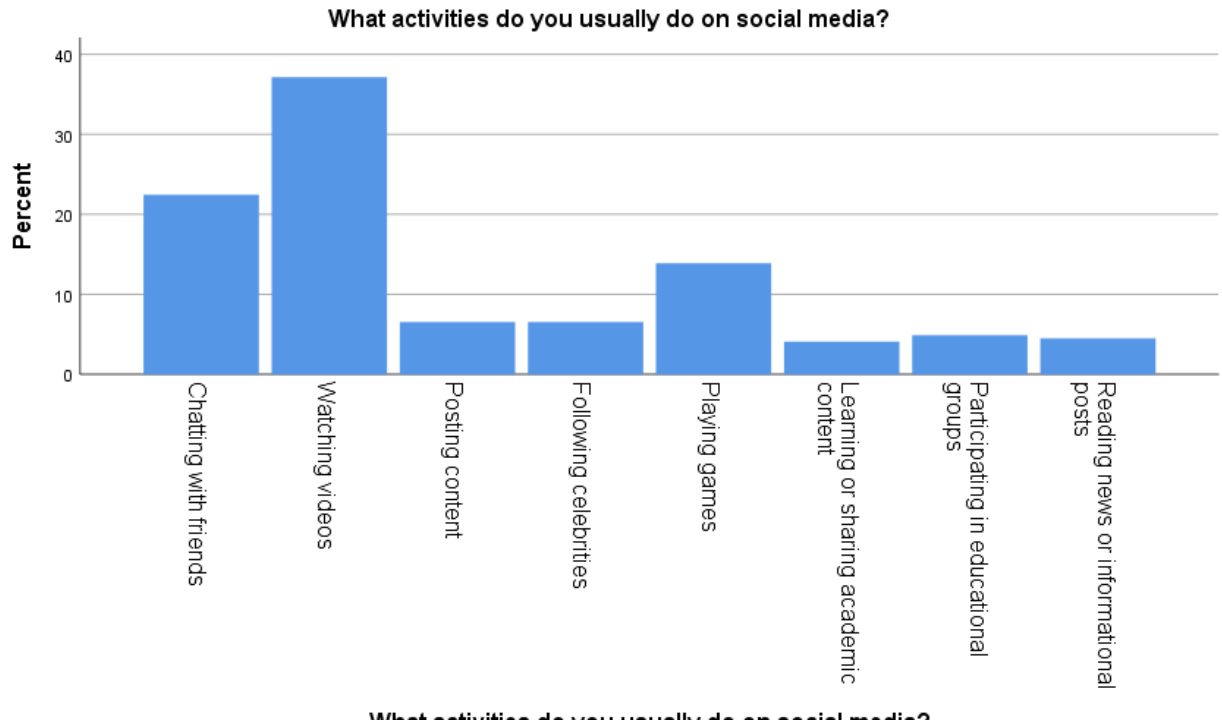
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	12	4.9	4.9	4.9
	Instagram	43	17.6	17.6	22.4
	TikTok	113	46.1	46.1	68.6
	Youtube	30	12.2	12.2	80.8
	Telegram	23	9.4	9.4	90.2
	Snapchat	21	8.6	8.6	98.8
	other	3	1.2	1.2	100.0
	Total	245	100.0	100.0	

What activities do you usually do on social media?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Chatting with friends	55	22.4	22.4	22.4
	Watching videos	91	37.1	37.1	59.6
	Posting content	16	6.5	6.5	66.1
	Following celebrities	16	6.5	6.5	72.7
	Playing games	34	13.9	13.9	86.5
	Learning or sharing academic content	10	4.1	4.1	90.6
	Participating in educational groups	12	4.9	4.9	95.5
	Reading news or informational posts	11	4.5	4.5	100.0
	Total	245	100.0	100.0	

Bar Chart





Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	245	100.0
	Excluded ^a	0	.0
	Total	245	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.710	5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I spend a large amount of my free time on social media.	245	3.00	5.00	4.3143	.49918

I use social media longer than I originally planned.	245	2.00	5.00	4.3224	.53380
Social media takes time away from my homework or studying.	245	2.00	5.00	4.3061	.60069
I often stay on social media even when I have school tasks to complete.	245	1.00	5.00	4.2327	.51110
I spend more time on social media than on studying	245	3.00	5.00	4.2612	.51725
Valid N (listwise)	245				

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.743	5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I spend a lot of time thinking about social media or planning to use it.	245	2.00	5.00	4.2612	.54803
I use social media to forget about personal problems or unpleasant feelings.	245	2.00	5.00	4.2653	.55720
I feel an increasing need to spend more time on social media.	245	3.00	5.00	4.2531	.57371
I feel restless or troubled when I cannot use social media.	245	3.00	5.00	4.2571	.53867
I have tried to reduce my social media use but have not succeeded.	245	3.00	5.00	4.2490	.52718
Valid N (listwise)	245				

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.710	5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I find it difficult to control the time I spend on social media.	245	3.00	5.00	4.3306	.51303
I try to reduce my social media use but fail.	245	3.00	5.00	4.2776	.56222
I use social media even when I should focus on schoolwork.	245	3.00	5.00	4.3878	.53624
I continue using social media even when I know it affects my studies.	245	3.00	5.00	4.3143	.51534
I find it hard to follow my planned study schedule because of social media.	245	2.00	5.00	4.2327	.54973
Valid N (listwise)	245				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I mainly use social media for entertainment rather than learning.	245	3.00	5.00	4.2735	.52275
I use social media mostly for chatting and fun activities.	245	4.00	5.00	4.3306	.47140
I rarely use social media for academic purposes.	245	3.00	5.00	4.2816	.46855
Watching videos or browsing posts is my main reason for using social media.	245	3.00	5.00	4.2694	.46262
I prefer using social media instead of reading or studying	245	2.00	5.00	4.3265	.51166
Valid N (listwise)	245				

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.813	7

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I sometimes think about social media while the teacher is explaining lessons	245	3.00	5.00	4.2939	.49935
Social media distracts me from paying attention during class.	245	1.00	5.00	4.2939	.56843
I delay doing my homework because I spend time on social media.	245	3.00	5.00	4.3429	.49257
I sometimes fail to complete homework on time because of social media use.	245	3.00	5.00	4.3796	.50285
I spend less time studying because I use social media.	245	2.00	5.00	4.2735	.51485
Social media interrupts my study schedule.	245	2.00	5.00	4.2980	.52499
I find it difficult to concentrate on studying after using social media.	245	3.00	5.00	4.4490	.51459
Valid N (listwise)	245				

Reliability Statistics

Cronbach's Alpha	N of Items
.701	5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My friends encourage me to use social media frequently.	245	3.00	5.00	4.3143	.52323
I use social media to stay connected with my friends	245	4.00	5.00	4.3061	.46182
I feel pressured to respond to messages or posts from friends.	245	3.00	5.00	4.3796	.51094
I spend time on social media because most of my friends are active there.	245	4.00	5.00	4.3306	.47140
I feel left out when I do not participate in social media discussions with friends.	245	3.00	5.00	4.3061	.47062
Valid N (listwise)	245				

Reliability Statistics

Cronbach's Alpha	N of Items
.855	5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I find it difficult to control the time I spend on social media.	245	4.00	5.00	4.3755	.48525
I try to reduce my social media use but fail.	245	3.00	5.00	4.3347	.48988
I use social media even when I should focus on schoolwork.	245	3.00	5.00	4.3878	.49656
I continue using social media even when I know it affects my studies.	245	3.00	5.00	4.3429	.48418
I find it hard to follow my planned study schedule because of social media.	245	2.00	5.00	4.3265	.51166
Valid N (listwise)	245				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I mainly use social media for entertainment rather than learning.	245	3.00	5.00	4.2939	.51550
I use social media mostly for chatting and fun activities.	245	4.00	5.00	4.3306	.47140
I rarely use social media for academic purposes.	245	3.00	5.00	4.2816	.46855
Watching videos or browsing posts is my main reason for using social media.	245	3.00	5.00	4.2694	.46262
I prefer using social media instead of reading or studying	245	2.00	5.00	4.3265	.51166
Valid N (listwise)	245				

Reliability Statistics

Cronbach's Alpha	N of Items
.743	5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
I spend a lot of time thinking about social media or planning to use it.	245	2.00	5.00	4.2612	.54803
I use social media to forget about personal problems or unpleasant feelings.	245	2.00	5.00	4.2653	.55720
I feel an increasing need to spend more time on social media.	245	3.00	5.00	4.2531	.57371
I feel restless or troubled when I cannot use social media.	245	3.00	5.00	4.2571	.53867
I have tried to reduce my social media use but have not succeeded.	245	3.00	5.00	4.2490	.52718
Valid N (listwise)	245				

Correlations

Correlations

		Excessive Time Use (Time Displacement)	Compulsive / Addictive Behavior	Poor Self-Regulation
Excessive Time Use (Time Displacement)	Pearson Correlation	1	.766**	.763**
	Sig. (2-tailed)		.000	.000
	N	245	245	245
Compulsive / Addictive Behavior	Pearson Correlation	.766**	1	.704**
	Sig. (2-tailed)	.000		.000
	N	245	245	245
Poor Self-Regulation	Pearson Correlation	.763**	.704**	1
	Sig. (2-tailed)	.000	.000	
	N	245	245	245
Non-Educational Motivation	Pearson Correlation	.763**	.704**	1.000**
	Sig. (2-tailed)	.000	.000	.000
	N	245	245	245

Peer-Influenced Use	Pearson Correlation	.690**	.648**	.656**
	Sig. (2-tailed)	.000	.000	.000
	N	245	245	245
Academic Performance	Pearson Correlation	.678**	.656**	.664**
	Sig. (2-tailed)	.000	.000	.000
	N	245	245	245

		Non-Educational Motivation	Peer-Influenced Use	Academic Performance
Excessive Time Use (Time Displacement)	Pearson Correlation	.763**	.690**	.678**
	Sig. (2-tailed)	.000	.000	.000
	N	245	245	245
Compulsive / Addictive Behavior	Pearson Correlation	.704**	.648**	.656**
	Sig. (2-tailed)	.000	.000	.000
	N	245	245	245
Poor Self-Regulation	Pearson Correlation	1.000**	.656**	.664**
	Sig. (2-tailed)	.000	.000	.000
	N	245	245	245
Non-Educational Motivation	Pearson Correlation	1	.656**	.664**
	Sig. (2-tailed)		.000	.000
	N	245	245	245
Peer-Influenced Use	Pearson Correlation	.656**	1	.783**
	Sig. (2-tailed)	.000		.000
	N	245	245	245
Academic Performance	Pearson Correlation	.664**	.783**	1
	Sig. (2-tailed)	.000	.000	
	N	245	245	245

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

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Peer-Influenced Use, Compulsive / Addictive Behavior, Non-Educational Motivation, Excessive Time Use (Time Displacement) ^b		Enter

a. Dependent Variable: Academic Performance

b. Tolerance = .000 limit reached.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.817 ^a	.668	.662	1.44534	.668	120.495	4

Model	df2	Sig. F Change	Change Statistics
1	240	.000	1.370

a. Predictors: (Constant), Peer-Influenced Use, Compulsive / Addictive Behavior, Non-Educational Motivation, Excessive Time Use (Time Displacement)

b. Dependent Variable: Academic Performance

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1006.858	4	251.715	120.495	.000 ^b
	Residual	501.362	240	2.089		
	Total	1508.220	244			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Peer-Influenced Use, Compulsive / Addictive Behavior, Non-Educational Motivation, Excessive Time Use (Time Displacement)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.907	1.300		1.467	.144
	Excessive Time Use (Time Displacement)	.128	.094	.094	1.362	.175
	Compulsive / Addictive Behavior	.174	.079	.135	2.186	.030
	Non-Educational Motivation	.186	.078	.147	2.386	.018
	Peer-Influenced Use	.834	.085	.534	9.797	.000

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Excessive Time Use (Time Displacement)	.292	3.424
	Compulsive / Addictive Behavior	.365	2.739
	Non-Educational Motivation	.365	2.740
	Peer-Influenced Use	.466	2.147

a. Dependent Variable: Academic Performance

Excluded Variables^a

Independent Variables				Partial Correlation	Collinearity Statistics		
Model		Beta In	t		Sig.	Tolerance	VIF
1	Poor Self-Regulation	. ^b	.	.	.	.000	.

Excluded Variables^a

Model		Collinearity Statistics	
		Minimum Tolerance	
1	Poor Self-Regulation		.000

a. Dependent Variable: Academic Performance

b. Predictors in the Model: (Constant), Peer-Influenced Use, Compulsive / Addictive Behavior, Non-Educational Motivation, Excessive Time Use (Time Displacement)

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions	
					Excessive Time Use (Time Displacement)	Compulsive / Addictive Behavior
1	1	4.989	1.000	.00	.00	.00
	2	.005	31.919	.70	.03	.08
	3	.002	45.668	.00	.00	.64
	4	.002	49.500	.30	.00	.06
	5	.002	56.524	.00	.97	.23

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions	
		Non-Educational Motivation	Peer-Influenced Use
1	1	.00	.00
	2	.07	.01
	3	.59	.01
	4	.16	.91
	5	.19	.08

a. Dependent Variable: Academic Performance

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	26.6742	34.9506	30.3306	2.03137	245
Residual	-7.88291	4.84337	.00000	1.43344	245
Std. Predicted Value	-1.800	2.274	.000	1.000	245
Std. Residual	-5.454	3.351	.000	.992	245

a. Dependent Variable: Academic Performance

Charts

