

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**School of Psychology**

Facebook Usage and Psychosocial Well-Being among Private Preparatory School  
Adolescents in Addis Ababa.

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**June 2019**

**AAU**

Facebook Usage and Psychosocial Well-Being among Private Preparatory School  
Adolescents in Addis Ababa.

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**June 2019**

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**Addis Ababa, Ethiopia**

### ***Declaration***

I, the undersigned, hereby declare that the thesis entitled, Facebook usage and Psychosocial well-being among Private Preparatory School Adolescents in Addis Ababa, is my original work under the guidance of **Dr. Yekoyealem Desie** and the thesis contain no material previously published by any other person except where proper citation and acknowledgment has been made. I do further confirm that this thesis has not been presented or being submitted as part of the requirements of any other academic degree.

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This thesis has been submitted for examination with my approval as a supervisor

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## Approval Page

“Facebook usage and Psychosocial wellbeing among Private Preparatory School Adolescents in Addis Ababa”

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## Abstract

*The main purpose of this study was to examine the relationship between Facebook usage and psychosocial wellbeing among private preparatory school adolescents in Addis Ababa. Correlational research was employed as study design and data were collected from 300 (153 males and 147 females) randomly selected private preparatory students from four schools in Addis Ababa using standard and adapted Internet Addiction Scale and psychosocial wellbeing (self-esteem, life satisfaction, social anxiety, and depression) measures. Descriptive and inferential statistics were used to analyze data. The results showed that the considerable number of participants(33%) spent below one hour using Facebook daily. Regarding the general usage of Facebook, the majority of adolescents (54%) were moderate and high-level users of Facebook. There is no also significant difference in Facebook usage level between male and female adolescents and adolescents in different grade levels. Entertainment, to have a good relation in touch with family and friends, and to spent time were the most preferred purposes of using Facebook. The study further showed the presence of a significant relationship between Facebook usage and psychosocial wellbeing of Adolescents in general and significant and moderate negative relationship between Facebook usage and self-esteem and life satisfaction; and significant and positive association with social anxiety and level of depression. Low-level users of Facebook show a significantly lower level of social anxiety and depression and higher level of self-esteem and life satisfaction than high-level users. Based on the findings, recommendations were forwarded.*

**Keywords:** Facebook, Self-Esteem, Social Anxiety, Life Satisfaction, and Depression

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## Acronyms and Abbreviations

AAEB	Addis Ababa Education Bureau
ANOVA	Analysis of Variance
BDI	Beck Depression Inventory
CCM	Council of Communication Media
CSA	Central Statistics Agency
DSM	Diagnostic and Statistical Manual of Mental Disorders
EDHC	Ethiopian Demographic Health Statistics
MOE	Ministry of Education
SAS-A	Social Anxiety Scale for Adolescents
SD	Standard Deviation
SLT	Source Language Text
SNS	Social Networking Site
SPSS	Statistical Package for Social Science
SWLS	Satisfaction with Life Scale
TEFL	Teaching English as a Foreign Language
TLT	Target Language Text
U&G	Uses and Gratification
USA	United States of America
WHO	World Health Organization
rpb	Point-Biserial correlation coefficient

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## Chapter One

### Introduction

#### 1.1. Background of the study

Social media is the most recent form of human communication with many features and characteristics such as communicating, texting, images sharing, audio and video sharing, fast publishing, and linking people all over the world. It contains various applications including Facebook, Twitter, WhatsApp, LinkedIn, YouTube, and website that link people together to share information. Boyd and Ellison (2007) defined social networks as the services based on the web, that helps its users to create a profile which can be public or private within a confined system and communicate to other users with whom they make the connection.

Social media is becoming widely used media and part of daily life for an increasing number of adolescents. According to Internet World Stats data (2015, cited in Gorkeml, 2017), internet usage was 46.4% in the world, and the rate of increase was 832.5% in last five years. Currently, this number increased and internet usage is 55.1% in the world, the rate of increase between 2000 and 2008 is 1,066% (Internet World Stats, 2018). This indicates how much internet usage alarmingly being increased around the world. Internet users statistics for Africa in 2018 indicated that 15.3% of its population is internet users. It also indicated 15.3% of the population in Ethiopia is internet users.

Facebook is a social networking service that was created by Harvard student Mark Zuckerberg in 2004. During its establishment it was aimed to connect Harvard university students, however, it was rapidly spread to other schools in the United States of America and finally opened to the people worldwide more than the age of 13 years in 2006 (Facebook, 2013 cited in Kassahun, 2014). Currently, Facebook has a high number of users in the world and it is one of the greatest widespread social network sites of the internet in terms of the total number of its users. Statista (2018) indicated that the number of active monthly users of Facebook throughout the world in 2018 was 2.27 billion, making it the first social network ever to do so. The growth rate of Facebook users in the world from 2010 to 2017 was 282.3% and in Africa, its rate was 800.9% (Internet world stats, 2017). This indicates the high growth rate of Facebook users in the world and especially in Africa. It also indicated that the number of Facebook users in Ethiopia from the total estimated population (107, 534, 88) were 4.5 million with four point two percent penetration rate (Internet world stat, 2017).

Nowadays, Facebook is becoming a preferred means of communication and information sharing website to Adolescents. Furthermore, the most preferred social networking site in Ethiopia is Facebook (Mulisa, 2018). In addition to Facebook ease of use, and the opportunity it provides to its users, the availability of internet connection in public institution like a school, university and a private institution like Hotels, internet cafes and recreational areas, and access to Facebook through mobile cell phones facilitated the increased use among adolescents. In addition to this, there are theories that discuss media usage in general and why adolescents use social media. Elihu Katz has developed “uses and gratification theory” that stresses on the purposive and active selection of media by adolescents based on their specific needs (Griffin, 2012, cited in Tanta, Mihovilović, & Sablić, 2014). According to this theory, the motives that adolescents use social media are to pass time, for companionship, escape, enjoyment, for information, social interaction, and excitement (Rubin, 1981: 147, cited in Tanta, Mihovilović, & Sablić, 2014). Likewise, the dependency theory proposed by Sandra Ball-Rokeach and Melvin DeFluer in 1967 presented that people are dependent on social media (Facebook) to gratify information needs, to understand one's social world, to act accordingly in the circumstances, and to fantasy-escape from daily risks and pressures. Due to this and other related factors, adolescents are being involved in using social networking sites. Because of having a large number of Facebook users and its high growth rate, the impacts do usage of Facebook on its users should be investigated, and clearly identified. Thus, since the birth of Facebook, scholars have argued whether it has a positive or negative effect on user’s psychosocial wellbeing.

The term psychosocial well-being is widely used and can be defined differently. The World Health Organization (2018) conceptualized psychosocial well-being (mental health) as “a state of well-being in which the individual realizes his or her abilities, able to cope with the normal stresses of life, can work productively and fruitfully and able to make a contribution to his or her community” (p.12). It can also be referred to as a wide range of issues including, but not limited to, mental, emotional, social, physical, economic, cultural, and spiritual health (Negovan, 2010). The report of WHO (2017) indicated that 10-20% of children and adolescents throughout the world experience mental health problems. In addition, It was estimated that 50% of all mental disorders occurred by the age of 14 and 75% by the age of 18 (Kessler et al., cited in Keles, McCrae, & Grealish, 2019). The most common disorders in children and adolescents are anxiety disorder and depression, respectively (Mental Health Foundation, 2018 cited in

Grealish et al., 2019). The reasons for the apparently growing psychosocial problems in young people are not known conclusively. Hence, understanding the relationship between Facebook usage and adolescents' psychosocial well-being has become a priority due to a simultaneous increase in mental health problems.

There are two inconsistent hypotheses regarding the relationship between social media usage and psychosocial wellbeing of adolescents; the first one is displacement hypothesis that highlighted adolescents' loose face-to-face communications with friends because they spend more time on social media like Facebook. According to this hypothesis it can help in getting new friends in social networking sites, however, imaginary affiliation weakens social and family connections (Knnibbe & Luchies, 2013). The second hypothesis is stimulation hypothesis that maintained the positive effects of Facebook use on adolescents' wellbeing. According to this hypothesis, adolescents feel that they are in a community when they receive positive feedback from viewers and when they contact with others. Hence, these emotions indirectly affect the well-being of adolescents (Knnibbe & Luchies, 2013).

The studies conducted to identify the effect and association of using Facebook and psychosocial well-being found inconsistent results. For example, Naeemi et al. (2014) conducted a study to examine an association between Facebook usage and psychological wellbeing among Malaysian adolescents. By selecting 401 samples with the age range of 13-16 randomly, found Facebook usage has a positive association with psychological wellbeing. Similarly, Lee et al. (2011) found the positive association between active usage of Facebook and the subjective wellbeing of adolescents. In addition to that, they also indicated the communication, which takes place online, increases the psychosocial well-being of adolescent. Furthermore, Pierce (2009) found that Facebook usage has a positive relationship with the psychosocial wellbeing of its users. Therefore, these researchers argue that Facebook usage has no detrimental effect on adolescents' psychosocial wellbeing and it enhances the wellbeing of adolescents by improving their communication and social capital.

However, Al-Muqrin et al. (2016 cited in, O'Keeffe & Clarke-Pearson (2011), and Woods and Scott (2016 cited in Hughes, n.d.), indicated that the relationship between Facebook usage and psychosocial wellbeing was negative. It also found an increased emotional investment on social networking sites increase the threat of anxiety and depression because of the emotion of being alone and anxious when they offline from social networking. Similarly, the study

conducted by Yamamoto & Ananou (2015) indicated that the frequent interaction of human beings to the internet has a negative influence on human emotions and behaviors. On the same way the study conducted in India by Mubark, Shekhar, Govindappa, Huynh, and Quinn (2018) on internet addiction and comorbid mental health problems among young people, revealed that internet addiction has a statistically significant association with mental health symptoms of depression, anxiety, and stress among young people in India. Another study conducted by Davidson and Farquhar (2014) showed that the increase in Facebook usage intensity resulted in an increased level of social anxiety. This indicates that there is a positive association between Facebook usage and social anxiety, which is one aspect of psychosocial well-being.

Moreover, because of the inappropriate use of Facebook, many Ethiopian social networking site users especially Facebook user adolescents are being exposed to different social and psychological problems (Nathnael, 2015). According to Nathnael (2015), what determines the relationship between Facebook usage and psychosocial well-being of adolescent was the way adolescents use Facebook. In addition to the above results, the study conducted in Ethiopia by Kassahun (2014) indicated that the adolescent's with high intensity of Facebook usage has shown the low psychosocial adjustment. On the other way, still, there are results that indicate the neutral or no relationship between Facebook usage and psychosocial wellbeing. There are studies related with Facebook use and social wellbeing that indicated, social networking sites itself does not cause a feeling of well-being and ill-being rather the positive or negative reactions that adolescent's experience within the sites affects their social and psychological condition (Kaur, 2016). Similarly, Skues, Banagan, & Wise (2014) found no statistical difference in psychological wellbeing (depression) level with the usage of Facebook (Skues et al., 2014).

Therefore, no matter how many studies conducted in different corners of the world to reveal the relationship between Facebook usage and psychosocial wellbeing, still now there is no agreement among the investigators and the results about the magnitude and direction of the relationship. Moreover, the results also vary with a variety of measures of psychosocial well-being and due to this; the area needed a further investigation about the relationship between Facebook usage and different aspects of psychosocial wellbeing.

## 1.2. Statement of the Problem

Now a day's social media has been an important part of life in various aspects of its users starting from shopping to electronic mails, education, and business tool. Facebook is one of the most actively used social networking sites that have more than 22% of the total population use throughout the world (Statista, 2018). Due to their unlimited access to Facebook, adolescents tend to spend large amounts of time online and therefore, the significant potential to experience symptoms of problematic Facebook use which can influence their psychosocial wellbeing. The amount of Facebook usage varies through the age of its users in which young adults and adolescents are the most devoted users of social networking sites like Facebook. Fathyeya et al. (2018) on his study of the "Relationship between Facebook Use and Psychological Well-being for Baccalaureate Nursing Students at Benha University," reported that half of the studied students (50.7%) spent more than 3hr on Facebook daily. In addition, Naeemi, Tamam, & Bolong (2014) indicated that the average time of using Facebook by participants is 60 minutes per day. One study conducted in Ethiopia also revealed that most of the youths consume 30-60 minutes per session; visit their social networks once in a few days; and they fall under "may be addicted" category (Hussain & Arasad, 2015). Likewise, a study conducted by Metasebiya (2018) in Ethiopia, identified the majority of participants spent one to two hours per day on using social media. The impacts of Facebook usage on psychosocial wellbeing have mixed results and conclusions. The usage of social media (Facebook) can help its users in various ways; including access to information, extended social networks, social skills practice, identity expression, opportunities to informal learning, to create interest-based groups, expansion, and maintenance of friendships, and fun (Tim & Pete, 2008).

However, Facebook usage is being criticized by different scholars on the area about its detrimental effects on users especially adolescents. Kross et al. (2013) stated that more social media users particularly Facebook user adolescents are most of the time exposed to a decline in psychosocial well-being that includes reduced satisfaction with life, diminished self-esteem, increased social anxiety, increased level of depression, reduced offline relationship, a weakening day-to-day accomplishments in their life. Similarly, the study conducted in Addis Ababa preparatory students indicated that social network user adolescents were faced challenges to psychosocial adjustment when compared to their non-social network site user counterparts (Kassahun, 2014). Nevertheless, apart from describing perceived impacts does Facebook usage

has on its user's behavior, there is no consensus among the researchers and scholars on the relationship that has between Facebook usage and psychosocial wellbeing of adolescents.

The present study differs from all aforementioned in filling the gap that has not been filled yet. For example, the local study by Metasebiya (2018) differs in which its aim was identifying the effect of social networking on academic achievement. Secondly, Hussain and Arasad (2015) conducted their study in Ethiopia on the prevalence of social networks addiction among Ethiopian Youths. It identified how much do youths addict to social network sites in general. There is also another study by Kassahun (2014) that was aimed to examine the relationship between social networking and psychosocial adjustment among preparatory students. These all studies conducted in Ethiopia differ from a current study on their aim of the study, area of the study and the population and samples participated on the study, and psychosocial wellbeing measures included under this study.

The focus of this study is, however, to assess the relationship between Facebook usage and psychosocial wellbeing that includes variables that are more included under psychosocial wellbeing dimensions, and each variable studied independently and use a large number of sample size. Due to this and lack of sufficient data regarding the relationship that has between the use of Facebook and psychosocial wellbeing related with self-esteem, social anxiety, satisfaction with life, and depression in Ethiopia, it is necessary to carry out a study. Therefore, to fill the knowledge gap about the relationship and direction of its relation between Facebook usage intensity and psychosocial wellbeing among adolescents regarding self-esteem, social anxiety, satisfaction with life, and depression, the researcher focused on the following research questions.

### **1.3. Research Questions**

Based on the statement of the problem, this study aims to answer the following major research questions.

- To what extent do private preparatory school adolescents in Addis Ababa use Facebook?
- What is the most preferred purpose for which adolescents use Facebook?
- Is there a relationship between Facebook usage and sex, age, and grade level of adolescents?
- Is there an association between Facebook usage and psychosocial wellbeing of adolescents?

#### **1.4. Objective of the Study**

The general objective of the study was examining an association between Facebook usage and psychosocial wellbeing of adolescents in Addis Ababa.

Under the general objectives, this study specifically aimed to;

- ✓ Examine the extent of private preparatory school adolescents Facebook usage in Addis Ababa.
- ✓ Identify the most preferred purpose of private school students for using Facebook in Addis Ababa.
- ✓ Examine whether there is a relationship between sex, age, and grade level and the level of Facebook usage.
- ✓ Determine whether there is an association between the level of Facebook usage and psychosocial wellbeing of adolescents.

#### **1.5. Significance of the Study**

Facebook usage should be critical because of its impact on adolescents' daily activities. They are the futures of any given country. Therefore, examining the factors that are related to wellbeing condition is very important in order to create healthy, normal, and visionary citizens. The result of this study indicates the relationship between the level of Facebook usage and psychosocial wellbeing of adolescents, that would help to provide the advice/suggestion about the usage and its relationship with psychosocial wellbeing to adolescents in general and preparatory school students in particular. Thus, the results of the study will be important for those involved in social psychology, social work, guidance and counseling service, and education to identify the relationship that Facebook usage has with psychosocial wellbeing. It gives scientific information and appropriate recommendation for concerned bodies in the area. In general, it can serve as a source of data for schools, media organizations, institutions and for future researchers who are interested to study further.

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

This study delimited to private preparatory school adolescent enrolled in the year 2018/2019 in Addis Ababa because the study conducted in Addis Ababa compared Facebook usage of private and public school preparatory students and revealed that private school students are the more active users of Facebook than public school students are. In addition to this, it

seems students in private school are relatively from economically better family and have access to internet and android phone that enables them to use Facebook actively. Since the aim of this study to examine the relationship between Facebook usage and psychosocial wellbeing of adolescents, the active usage of Facebook is desirable. This study limited to only preparatory students in the school because the majority of students were adolescents who found in the age range of 15-21 and active users of Facebook. Facebook was selected among other social networking websites due to the majority of adolescents' use it in Ethiopia and it could be representative of other social networking websites.

### **1.7. Limitation of the Study**

The study was limited to four private preparatory schools selected purposefully, even though the procedures thereafter were random. In addition to this, the data was obtained through self-report questionnaires consequently there might be biased response due to different reasons (discomfort, forgetting, the effect of social desirability). Consequently, there might be a discrepancy between what respondents reported and what they actually behaved. Finally, this study identified the relationship between Facebook usage and psychosocial wellbeing of adolescent, but it is unclear to identify whether Facebook usage affecting psychosocial wellbeing or vice versa or some other confounding variables affected both variables.

### **1.8. Operational Definitions**

**Psychosocial wellbeing** - The reported feeling and experience of psychological aspects and social experiences of adolescent Facebook users, which indicates, self-esteem, social anxiety, satisfaction with life, and depression.

**Self-esteem** - The feeling of self-worth, that refers to whether a person judges himself/herself as capable and successful or incompetent and unfits (Rosenberg, 1989). In this study, it is operationally defined as a ratio level measurement that refers to the respondent's total score on the Rosenberg Self-esteem Scale.

**Satisfaction with life** – Respondents Feeling and attitude toward owns life that is measured by Satisfaction with life Scale of Diener et al. (1985). In this study, it is the total score of adolescents on satisfaction with life scale of Diener et al.

**Social anxiety** - A feeling of worry, nervousness, or unease typically about the offline social relationship of respondents measured by Social Anxiety Scale for Adolescents (SAS-A) developed by La Greca and Lopez (1998)

**Depression** - Feeling of hopelessness, inadequacy, disappointment, and regret and lowering something. Under this study, it is the total score of respondents on the Beck Depression Inventory (BDI-II) scale (Beck et al., 1996).

## Chapter Two

### 2. Review of Related Literature

For the purpose of this study, to examine an association between Facebook usage and adolescents' psychosocial wellbeing (self-esteem, social anxiety, satisfaction with life, and depression), this chapter begins with introducing the general concept of social media. After this, theories and hypothesis of social media usage will be discussed. The literature related to adolescents and media, historical background of Facebook, and adolescents and Facebook will be reviewed. Then, the review on the extent of their adolescents Facebook usage and the reason why adolescents use Facebook will be the next topic that the literature will include. Finally, the literature mainly discusses an association between adolescent Facebook usage levels and psychosocial wellbeing among its users especially adolescents.

#### 2.1. Concept of Social Media

Social media is a means of connections for peoples in which they generate, share, and exchange information and ideas in computer-generated communities and networks (Shrestha lucky, 2013, cited in Sunil, 2016). It also defined as any website that permits for social interaction which includes different social networking sites such as Facebook, My Space and Twitter; gaming sites such as Club Penguin, Second Life and the Sims; and video sites such as YouTube and blogs (Village, 2012). Therefore, social media is a tool that allows individuals and groups to join online communications and includes different social networking sites like Facebook, Twitter, WhatsApp, LinkedIn, or YouTube, etc. It can be defined as web-based services that allow individuals to construct a public or semi-public profile within a restricted system, articulate a list of other users with whom they share a connection, a view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007).

Social media has become part of daily life for a large number of youth. According to Internet World Stats (2015 cited in Gorkeml, 2017) data, internet usage was 46.4% in the world, and the rate of increase was 832.5% in last five years. Currently, this number increased and according to 2018 data, internet usage is 55.1% in the world, the rate of increase between 2000 and 2008 is 1,066% (Internet World Stats, 2018). According to this report, in Africa 36.1% of its population and in Ethiopia 15.3% of the population are internet users. Currently, in Ethiopia, there are 4,500,000 Facebook users and has 4.2% penetration rate (Internet world stat, 2017). Social media has become part of daily life for an increasing number of adolescents and majority

of youth is shifting speedily from electronic media such as television and radio to the social media among all age of the group (Shabir, Mahmood, Hameed, & Safdar, 2014). That is to say, irrespective of the age difference, social media usage is being increased and taking precedence over electronic media.

The use of social networking sites like Facebook is largely uncontrolled and hence teenagers start using social media at a young age; half of 12-years olds have some social media presence (Common sense media, 2016 cited in Turel, 2018). This is due to lack of enforcing the rules of age limits for example 13 years old is the minimum age to use Facebook but this restriction easily bypassed by simple untruthful reporting of one's birth date. Moreover, now a day, social media providers started targeting the young audiences early on in life, before they can make more informed decisions. Because of their inadequate ability, for self-control and vulnerability to peer influence, children and adolescents are at high risk as they use and connect with social media.

## **2.2. Theories and Orientations of Social Media**

There are theories that most scholars considered when analyzing the use of media by adolescents, on the internet. Uses and gratification theory, dependency theory, social cognitive theory to understand why adolescents use social media (Facebook) and displacement and stimulation hypothesis used to identify the effects social media usage on its users. These theories, indicates the reason why individuals use Facebook and the two hypothesis indicates the effects of using Facebook on its users. Therefore, all the above mentioned theories indicates that adolescents use Facebook basically to fulfill their own needs that depends on the individual. Hence, theories and hypothesis discussed under this study provides a major theoretical platform.

### **2.2.1. Uses and Gratification Theory**

The uses and gratification (U&G) theory was first developed by Elihu Katz, when he came up with the notion that people use the media to their benefit. The perspective emerged in the 1970s as Katz and his two colleagues, Jay Blumber and Michael Grevitch continue to expand the idea. The U&G theory views individuals as purposive and active, specifying that people select media based on their needs. This theory opposes some old theories such as magic-bullet and hypodermic needle theory that suggested the audience is passive and can be easily manipulated and emphasizes on positive motivation and active use of media content that can

gratify individual recipient's needs (Griffin, 2012: 368, cited in Tanta, Mihovilović, & Sablić, 2014).

Rubin (1981: 147, cited in Tanta, Mihovilović, & Sablić, 2014 ) distinguished various motives for the usage of media that contains, to pass time, companionship, escape, enjoyment, for information, social interaction, and excitement. This concept is in line with the motives of adolescents who use Facebook to stay connected with their friends and members of the family. Moreover, profile observing and text messaging helps them to feel connected no matter how much they are far away physically. Therefore, the usage of Facebook among adolescents depends on the needs and purpose of adolescents, which aimed to fulfill their needs intentionally. The U & G theory directly related this basic issue to adolescents' use of Facebook.

Adolescents engage in Facebook for various reasons. Researches used U&G theory for long period of time has identified list of specific objectives satisfied by media which are entertainment, tension relief, staying with popular culture, learning about the world, sensational seeking, and escape from loneliness are stated as the major reasons of adolescent to use social media (Dominick, 1996 cited in Kassahun, 2014,pp.22).

### **2.2.2. Dependency Theory**

Dependency theory was originally proposed by Sandra Ball-Rokeach and Melvin DeFleur in 1976. This theory emerged out of the communication discipline. Ball-Rokeach and others in the dependency model argued that masses are extremely dependent on media for various needs. Ball-Rokeach and Defleur (2013) were defined as the word dependency as a relationship in which the satisfaction of needs or the attainment of goals by one party is contingent upon the resources of another party. According to them, people are dependent on media to satisfy information needs in various forms. The first form of dependency is based on the need to understand one's social world, the second one is that arises from the need to act meaningfully and effectively in the situations, and another form of dependency is based on the need for fantasy-escape from daily hazards and tensions. The dependency theories suggest the strong need and dependency on social media like Facebook result in the greater likelihood that it will alter various forms of user's cognition, feelings, and behaviors.

In Ball-Rokeach and Defleur's conceptual model (1976), society, media, and audience have reciprocal influence through interactions, society and media create affective, behavioral, and cognitive effects to the audience. Regarding the current study, the media refers to Facebook

and audience refers to Facebook users. Therefore, this theory paves the way to examine an association that Facebook usage has with psychosocial wellbeing of adolescents.

### **2.2.3. Social cognitive theory**

The studies that use social cognitive theory to conceptualize media usage emphasize on the cognitive and psychological process of its users based on observational learning to understand how media portrayals influence learning and performance of observed behavior. According to the social cognitive theory of Bandura, when people pay attention to and think about information from media, they acquire new knowledge or modify existing mental representations. This theories, argues that frequent use of media (social media) among adolescents who perform behaviors that are rewarded, or not punished, are more likely to imitate those behaviors of others observed by social media. This theory also suggests that media influences both adolescents' worldviews and their behaviors (Bandura, 2002 cited in Metasebiya, 2018).

Since the objective of this study is to assess the relationship between Facebook usage, which is most widely used social media throughout the world, and psychosocial wellbeing of adolescents, the social cognitive theories gives insight for the researcher that Facebook usage can shape, influence, or relate with certain aspects of adolescents psychosocial wellbeing.

### **2.2.4. Displacement and Stimulation hypotheses**

According to Displacement hypotheses, adolescents who are active users of social media loose direct communication with friends face to face. Even though it is possible to get new friends in social media, the unreal relationship weakens social and family connections (Knnibbe & Luchies, 2013). In addition, displacement hypotheses argued that social media usage wastes the user's time to do other activities. It prevents them from doing their daily tasks and participation of social (Endestad et al., 2011, cited in Naeemi et al., 2014). However, some scholars found that social media usage with communicative purpose has a positive effect on its users. According to Valkenburg and Peter (2006), individuals extend their relationship with friends by using social media thus the overall well-being is become enhanced. Therefore, the result of this study supports the stimulation hypothesis. The Stimulation hypothesis argues positive Facebook usage effect on adolescent's psychosocial wellbeing. According to this hypothesis, adolescent Facebook users feel that they are in a community when they receive feedback from viewers and when they contact with others. Accordingly, this feeling indirectly

enhances adolescents' psychological wellbeing (Knnibbe & Luchies, 2013). Thus, the opposing results of previous studies on social media effects indicated that some researchers support the displacement hypothesis and others believe in stimulation hypothesis. Whether which hypothesis is supported, both of them gives insight into this study since the aim of this research is to identify the relationship between Facebook usage and psychosocial wellbeing among adolescents. Regarding the direction of the relationship, specifically, the displacement hypothesis guides this study.

### **2.3. Adolescents and Media**

Today's generation of adolescents is growing up immersed in media, including broadcast and social media. Broadcast media include television and movies and interactive media include social media and video games in which users can both consume and create content. Interactive media permit the sharing of information and engaging digital environment that becomes highly personalized. Creating and maintaining the interpersonal relationship is the main concerns for adolescents. Adolescence represents a time of critical development in the biologic, behavioral, and social aspects. During this period, it is expected that the increasing independence of adolescents' from family and the consolidation of their identity. Therefore, they have more time free from parental control, on a context where rules become more permissive, which open doors for them self-directing their own behaviors. On the other hand, adolescence is also the period during which increases susceptibility to external influences, including peer and media.

According to the report of American Academy of Pediatrics (2016), the overall media use among adolescents has continued to grow over the past decade, supported by the recent increase in mobile phone use among teenagers. This is why social media sites and mobile apps provide platforms for users to create an online identity, communicate with others, and build social networks. Moreover, O'Keeffe, and Clarke-Pearson (2011) indicated as social media provides adolescents with the opportunity to strengthen existing friendships and to form new ones. Studies conducted on the area have shown that both traditional media, represented by television, magazines and movies and new media, like the internet, cell phones, and computer games, can provide pertinent health information and promote social connectedness, through an increase of empathy or of the acceptance of diversity. Both traditional and social media can provide exposure to new ideas and information, raising awareness of current events and issues.

Interactive media also can provide opportunities for the advancement of public involvement and civic engagement (Council of Communication Media [CCM], 2016). Despite the above-mentioned benefits, excessive media use may alter youth capacity to maintain adequate interpersonal relationships, interfere with a clear view of the world, and promote risk-behaviors. Therefore, recent evidence is problematizing about medias role on aggressive behavior, substance abuse, eating disorder, and academic difficulties (Strasburger, Jordan, & Donnerstein, 2014). The first area of concern related to media use is obesity and study focused its relation with Television.

One study indicated that being overweight was almost 5 times greater for adolescents who watch more than 5 hours of TV per day when compared with those who watch 0 to 2 hours (Gortmaker et al. (n.d, cited in of CCM, 2016). Having these impacts does usage of media has on teenagers, still, children and adolescents' are the most active users of media. Children and adolescents spend more time with media than they do in any other activity except for sleeping an average of 7 hours/day (Rideout, 2010, cited in Strasburger et al., 2014).

#### **2.4. Historical Background of Facebook**

Facebook is a social networking service that was created by Harvard student Mark Zuckerberg in 2004. It was first designed as a networking tool for Harvard students, however, quickly spread to other schools and was finally opened to the public in 2006. Since its creation, it has become one of the most popular social media site attracting people of all ages from all over the world. Initially Facebook was limited on the website's membership; however, later it expanded into higher education institutions, colleges, high schools and so on. Now a day, a very wide edge, and the biggest social network worldwide is Facebook. According to a report of Statista (2018) report, that shows a timeline with the worldwide number of monthly active users from 2008 to 2018, in the third quarter of 2018, Facebook had 2.27 billion monthly active users, including over close to 1.74 billion mobile active users. The growth rate of Facebook users in the world from 2010 to 2017 was 282.3% and in Africa, its rate was 800.9% (Internet world stat, 2017). This indicates the high growth rate of Facebook users in the world and especially in Africa. It also indicated that the number of Facebook users in Ethiopia from the total estimated population (107, 534, 88) were 4.5 million with 4.2% penetration rate.

Studies that related to the association between Facebook usage and psychosocial wellbeing of adolescent users is still in its infancy due to various study emphasized on

determining who is participating on the site, who are active users of Facebook, why users use it, and asking the general questions about what this new phenomenon means for the world of communication. Moreover, most researches have been focused on defining and describing online social networking sites, describing its relationships with academic achievement and the level of subjects engagement on Facebook.

### **2.5. Adolescents and Facebook**

Facebook is one of the most actively used social networking sites that have more than 22% of the total population use throughout the world (Statista, 2018). Pew internet research (2018) indicated that 88% of adolescents with the age range between 18 and 29 use any form of social media while 78% of 30 to 49 years old, 64% of 50 to 60 years old, and 37% of more than the age of 65 years involved in social media in America. This indicates that social media usage varies through the age groups of individuals.

It is a known fact that young adults and adolescents are the most devoted users of social networking sites like Facebook. Fathyea et al. (2018) on his study reported that half of the studied students (50.7%) spent more than 3hr on Facebook daily. In addition, Naeemi, Tamam, Hj, & Bolong (2014) indicated that the average time of using Facebook by participants is 60 minutes per day. Kassahun (2014) conducted a study in Ethiopia and found the majority or sixty-seven percent of adolescents had high and moderate experience on using Facebook. However, the other study conducted by Oluwole (2013) in Nigeria that indicated the majority 76% of adolescents were a low level users and only 1.6 % had high usage of social media (Facebook). Regarding the gender of the respondents, different studies revealed different results. For example, Young (2004) was reported the opposite gender effect, that females became internet dependent more often than males. However, this result is not consistent with the results of Cam (2012) who conducted his study on Turkey found statistically significant mean difference between males and females on Facebook usage level, in which males were higher than females.

Another study a study conducted on secondary school students reported that male students use social networking more than female students do and found that the male-to-female ratio for social networking use was almost five to one (Hsu & Chuang, 2008, cited in Kassahun, 2014). Cam (2012) also conducted his study on Turkey found a statistically significant mean difference between males and females on Facebook usage level, in which males were higher than females. However, there is no commonly agreed result on whether males or females have a high

usage level of Facebook since it needs further investigations to reveal gender differences in the usage level of Facebook. Many studies argued that adolescents are the most social networking site users and the most victimizing groups for different psychosocial problems because they are active Facebook users and immature in psychosocial development (Keith, Lauren, Lee, & Kristen, 2011, cited in Cam, 2012). This is maybe adolescents face challenges to control their stay on Facebook and lack how to effectively use it without affecting their well-being.

The study conducted to identify the effect of Facebook usage on adolescents has inconsistent results some study argue that Facebook usage of adolescents should be encouraged because it helps for improvement in moods, shyness goes away, able to develop self-identity, able to increase life satisfaction. Facebook usage helps its users in various ways; including access to information, extended social networks, social skills practice, identity expression, opportunities to informal learning, to create interest-based groups, expansion, and maintenance of friendships, and fun (Tim & Pete, 2008). However, even if some of the advantages that the use of Facebook brings to its users considered, its detrimental effect on users especially adolescents identified by different studies and scholars. For example, Village (2012) identified the risks that associated with Facebook usage which includes privacy concerns such as sharing irrelevant information, displaying false profile about oneself and others, introduction to fraudsters and marketers, cyberbullying and online harassment, sexting and addictions to internet or social media use that might negatively contribute to social, psychological, and emotional problems to its users.

Similarly, Morrison and Gore (2017) found the excessive use of social media may develop comorbid mental health symptoms and reported that it may be associated with mental health symptoms such as depression, anxiety, and ADHD (Gundogar et al., 2012 cited in Mubarak et al, 2018). In addition to this Ho et al., (2014) on their meta-analysis of the association between internet addiction and psychiatric co-morbidity, identified a significant positive relationship between internet addiction and alcohol abuse, attention deficit, and hyperactivity, depression, and anxiety. Therefore, due to the above-mentioned drawback does Facebook use on overall wellbeing among adolescents, their usage should be guided by elderlies and families to reduce the effect.

## 2.6. The Extent of Adolescents Facebook Usage.

Facebook is an important tool to communicate with people, share/ask information, and follow/evaluate/interpret the events, etc. for everyone now. The amount of time spent on using Facebook varies through different study. Fathyea et al.,(2018) in their study of the “Relationship between Facebook Use and Psychological Well-being for Baccalaureate Nursing Students at Benha University,” reported that half of the studied students (50.7%) spent more than 3hr on Facebook daily.

According to the study conducted by Naemi, Tamam, Hj, and Bolong (2014), on “Facebook usage and its Association with psychological wellbeing among Malaysian adolescents” with a sample of 401 adolescents indicated that the average time of using Facebook by participants is 60 minutes per day. Forty percent of participants reported that they spend 60 minutes on Facebook and 26 and 16 percent of them approximately spent 120 and 180 minutes per day on Facebook respectively. Another study shows that 39% of the respondents use the SNSs for about one hour each day, 52% of the respondents use it for about 2 to 4 hour per day. Five percent of the respondents use it for about 5 to 7 hours per day and 4% of the respondents use the SNSs for about 8 to 10 hours each day (Camilia, Ibrahim, & Dalhatu, 2013). From this study, it means that most students of higher institutions in Adamawa state, Nigeria use the SNSs for 2 to 4 hours daily. Similarly, Srivastava (2015) on his study of ‘The Effect of Facebook Use on Life Satisfaction and Subjective Happiness of College Students’, found that over 25% participants were found who spent an average of 3 hours or more per day on the Facebook site.

The study conducted in Ethiopia by Hussain & Arasad (2015) on the ‘Prevalence of Social Networks Addiction among Ethiopian Youths’, revealed that most of the Ethiopian youths consume 30-60 minutes per session; visit their social networks once in a few days, and they fall under “may be addicted” category. This study also examined gender and Age difference on the level of usage; Males (21 percent) are constantly logged on more than Females (17 percent) and Teens (21 percent) are constantly logged on more than elder youths. However, Biernatowska, Balcerowska, & Bereznowski (2017) on “gender differences in using Facebook—preliminary analysis”, found that females’ subjective time spending on Facebook was significantly higher than males. In addition, another study conducted in Ethiopia by Mulisa (2018), indicated that students spend mean time duration of 2.62 hours per day on Facebook, 1.74 on Twitter, and 2.24

on YouTube. This indicates that high school students spend on Facebook more than Two hours per day on average.

### **2.7. Adolescents' Reasons for Using Facebook**

Social networking services users have a number of common features. These include creating a list of friends, updating their status, to comment on other user's statuses and content, to indicate that they like another user's content, to send private messages, to share and gain information about the world and so on. There is no single reason why Facebook users use it. A study conducted by Sponcil and Gitimu (n.d) on the use of social media by college students indicated that 91.7% of students use of social media to communicate with family and friends, 59.4% use the sites for entertainment and 57.3% use the sites when they felt bored. Additional reasons reported under this study were planning activities (33.3%), companionship (11.5%), and other reasons such as communicating with people far away (10.4%). Adolescent users use Facebook for a variety of reasons, because it allows a rapid updating, analyzing, and sharing the continuously increasing information, reflecting on daily life, establishing and maintaining spontaneous social contacts and relationships, supporting informal learning practices with interaction and communication and facilitating the delivery of education.

Mwangi and Waigumo (2013, unpublished thesis) on their study of impacts of social networking sites on interpersonal relationship among teenagers in Kenya identified the leading reasons for teenagers; chatting with friends, sharing photos and videos, commenting on friends updates, to find new friends , to share updates with friends and to keep with trending topics. Another study on Nigerian students by Camilia, Ibrahim, & Dalhatu (2013) found that 51% of respondents use the Facebook application was to make a strong connection with their friends and family members, 28% use it to while away time, 5% of the respondents say they use Facebook just to belong while 16% use it to solve their social problems. Besides, according to Raymer (2015), a study on the effect of social media site on self-esteem indicated that males focus more on features and entertainment on Facebook site, while females are more interested in maintaining relationships. According to this study, it seems that females use social networking sites like Facebook to stay in contact with their friends, while males use it more to make new friends.

Another study regarding the main reason of Facebook users using this site, 71% of students to communicate with their friends and searching for new friends (Al-Harrasi & Al-Badi, 2014).Therefore, Students use social networking sites such as Facebook not only for making

friends, to stay connected, and to view photos, but also use for academic and learning purpose. The study conducted on the perception of social media impact on students social behavior by Al-Sharqi, Hashim, and Kutbi (2015) in Saudi Arabia indicated that college students use social media tools for a blend of academic and non-academic purposes. The category of 'Entertainment' represents the highest category among students and constitutes 79%. Second highest is the category 'Information searching' and the third highest is category 'Learning' for both groups. It is worthwhile to note that the responses for categories 'Searching for information' and 'Learning' are both above 60 percent for both groups. This indicates a moderately high percentage of students use social media for learning.

Like Al-sharqi et al.(2015) and Al-Harrasi and Al-Badi (20140), the study conducted by Larson (2015) to find out the impact of social media on academic performance among tertiary students in Ghana shows 86.8% of students use social media to chat with friends, 6.8% use it to download music and video and 6.4% use it for academic work. The analysis indicates an overwhelming majority of the respondents 96.6% do not use the social media sites for academic work. Similarly, the study conducted on "students use of social networking sites and their perception about the effect of the use" preparatory school in Ethiopia, identified that 53% of the students used SNS for entertainment purpose, 30% used for education purpose, 4% for professional purpose and 13% used for gender type issues (Tamirat Kore, 2014, Unpublished thesis). Likewise, Mulisa (2018) conducted a study on the 'Perceived Benefits and Risks of Social Media : Ethiopian Secondary School Students' Perspectives. By collecting data from 353 secondary schools through self-report questioner, revealed that the leading reason youths, use social media were to recreational, relational, information seeking, and academic purpose. Above all, it can be concluded that the purpose of using Facebook varies through the need of its users and no commonly agreed single reason for Facebook users to use it.

## **2.8. Facebook Usage and Psychosocial Wellbeing of Adolescence**

The period of adolescence is a dynamic stage of life, with so many changes occurring. World health organization (WHO) defines adolescents as individuals in the 10-19 year age group and "youth" as the 15-24 year age group. These two overlapping age groups combined in the "young people," covering the age range between 10-20 years (WHO, 2018). WHO recognizes that adolescence is a phase rather than a fixed period in an individual life. It is the phase of development on many fronts. The most obvious is physical change. Adolescents under this stage

develop secondary sex characteristics, which are menarche, body hair, acne, increase sweat, gland activity, hormonal change, etc. They have also a great need for sleep, are clumsier, and be more shy, sensitive about, or aware of their changing bodies.

The psychosocial development that occurs during this period can be characterized as developmental tasks that emphasize the development of autonomy, the establishment of identity, and future orientation (Sanders, 2013). According to his study, adolescent strives to become emotionally and economically independent from parents in the first area of adolescent development-establishment of autonomy-occurs. This struggle begins during early adolescence, which is characterized by forming same-sex peer groups, with decreasing interest in family activities and parental advice (Sanders, 2013). According to his study, the same-sex peer group has a strong influence on the psychosocial development of adolescents. Due to this, adolescents may use clothing, hairstyles, language, and other decorations to fit in with their peers. Similarly, this study indicated that adolescents who do not identify with any peers have significant psychological difficulties during this period.

In terms of cognitive development, adolescence is a sensitive and critical period for both normal and maladaptive patterns of development. This period is the time of transition from concrete operational thinking to formal logic (abstract) thinking, including development in reasoning and judgment (Albuhairan, Areemit, Harrison, & Kautman, n.d). At the stage of adolescence, social changes are particularly notable they become need more autonomous from their parent, spend more time with peers, and begin exploring romantic relationships and sexuality. Adjustment during adolescence period has reflected in identity formation, which often involves a period of exploration followed by commitments to particular identities (Kendra, 2016).

Friendship and intimacy are important to adolescence and this will be a major priority. If adolescent cannot successfully resolve their identity question, they are likely to experience role confusion and experience identity crisis, which can lead to negative behaviors, withdrawal from their responsibilities, lack of motivation and poor psychological and social development (Santrok, 1999). As a number of Facebook researchers such as Kendra (2016) report adolescence as a very crucial stage in identity formation. He emphasized the formation of strong peer relationship as a key developmental task of adolescence since it enables them to get positive feedback and confirmation for their thoughts and actions. Thus, adolescents spent considerable

time with their peers. However, the advent of social networking sites offered extra access to form peer relationship.

Hence, social networking sites in general and Facebook, in particular, serves as a new context to satisfy their need for positive feedback and confirmation from their peers. Therefore, Facebook usage can affect adolescent personality characteristics like self-esteem and other psychological and social conditions. The definition of the term psychosocial well-being in literature includes a wide range of issues, which, includes mental, emotional, social, physical, economic, cultural, and spiritual health. It has been defined in various ways, however, there is agreement that a model of psychosocial wellbeing should include and reflect the interconnectedness of various aspects of overall wellbeing (Linley et al., 2009, cited in Negovan, 2010). The World Health Organization (2004) conceptualized psychosocial well-being (mental health) as “a state of well-being in which the individual realizes his or her abilities, is able to cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community” (p.12). According to this study, current literature seems to agree that well-being is multidimensional construct that encompasses three dimensions: subjective, psychological, and social: literature seems to agree with the idea that well-being is a multidimensional construct encompassing up to three dimensions: subjective, psychological and social; and each of these dimensions is described as multidimensional as well. There is a different study conducted to measure the relationship between social networking websites and the psychosocial wellbeing of adolescents. However, there is no consensus on results about the relationship and effect of Social networking websites on psychosocial wellbeing. Fathyeya et al., (2018), identified, as there is a statistical correlation between Facebook usage and psychological wellbeing. Another study conducted by Naeemi et al.,(2014) revealed that Facebook usage has a positive relation with psychosocial wellbeing. According to this study, Facebook usage facilitates or improves the psychosocial well-being of its users.

On the other hand, Al-Muqrin, Al-Shareef, and Zaidi (2016, cited in Fathyeya et al.,(2018) reported that there was a negative correlation between psychological well-being and Internet use in female medical students in Saudi Arabia. In addition to this, evidence has been found of an association between Facebook use and depression among adolescents and young adults (O’Keeffe & Clarke-Pearson, 2011). This study found that Facebook usage has a negative relation with psychosocial well-being in that it improves the level of depression among its users.

The study that was conducted to examine the effects of Facebooking on the social relationship and social wellbeing found Facebooking both positively and negatively explained the variance of users' psychological well-being. Specifically, the intensity of Facebook use had direct positive effects on users' online social relationship satisfaction, perceived social support, and negative direct effects on users' offline social relationship (Hu, Kim, Siwek, & Wilder, 2017).

Therefore, a research result suggests that Facebooking can be both beneficial and detrimental to users' psychosocial well-being. Popular media has mostly negatively portrayed Facebook because of its detrimental effects on users' sociability and mental health, especially among adolescent and young adults (The Atlantic, 2012; NPR, 2013, cited in Hu, Kim, Siwek, & Wilder, 2017). However, the inconsistency of the results about the relationships between social media (Facebook) usage and psychosocial wellbeing and the effect of Facebooking on psychosocial wellbeing, indicates that the area still needs further investigations.

### **2.9. Facebook Usage and Self-Esteem**

Self-esteem is referring to an overall positive or negative evaluation of the self. Given that memberships to social groups and categories comprise an important part of the self-concept, adolescents who enjoy positive peer relationships, such as quality friendships and peer group acceptance, also enjoy other indicators of well-being, including higher self-esteem (Rosenberg, 1989, cited in Kassahun, 2014). According to the psychosocial theory of Erikson, peer acceptance and the feedback they received from their peers have a profound impact on adolescents' self-concept. Adolescents with low social support and weak peer relationship will have negative self-concept and thus, they will have low self-esteem. On the contrary, adolescents that receive positive feedback from their peers and those that are able to form strong peer relationship will have high self-esteem. Different researchers in the area of psychosocial study have found various forms of psychosocial adjustment of adolescents on the usage of several internet sites, including ties with friends, and social acceptance related indices of psychosocial wellbeing, especially their self-esteem. Currently, various research conducted to examine the relationship between adolescents Facebook usage and their self-esteem. However, there are mixed results on the relationship and the effects of Facebook on self-esteem. Some studies suggest that the use of Facebook facilitate beneficial effect on children and adolescents' self-esteem by enhancing communication, social connection, and technical skills.

According to Lampe (2007), Facebook usage was found to interact with measures of Psychological well-being, suggesting that it might provide greater benefits for users experiencing low self-esteem and low life satisfaction. In addition to that, Omolayo, Balogun, Omole, and Sc (2013 ) on their study of Influence of exposure to Facebook on self-esteem, concluded that engaging in Facebook activities will positively influence the self-esteem of Facebook users. In the study by Valkenburg, Peter, & Schouten (2006), they found that Facebook could enhance 'social self-esteem', measures as perceptions of a user's physical appearance and closed relationship; this is especially evident when 'Facebook friends' give positive feedback.

By contrast, some study strongly argues that Facebook has a negative effect on the self-esteem of its users. Jan, Soomro, and, Ahmad (2017) on their study of Impacts Facebook on Self-esteem, found that there is a strong negative relationship between social media usage and self-esteem of its users. According to this study, an increase in social media usage causes the self-esteem of individuals to decrease and one hour spent on Facebook daily results in a 5.574 decrease in the self-esteem score of an individual. Similar to the above results, O'Keeffe & Clarke (2011, cited in Kassahun, 2014) found that social networking websites that enable its users to share information about one's self with others, including likes/dislikes, hobbies, and personal thoughts. This study concluded that this information could make adolescents aware of their own limitations and shortcomings, which would lower self-esteem. Correspondingly, Lionaraki (2014) conducted a study on the Facebook use among adolescents in Iceland: the effect on self-esteem and life satisfaction on 400 randomly selected adolescents and found that adolescents who spend more time on Facebook and receive negative reaction on their Facebook profile, are probable to experience declines in self-esteem and life satisfaction. Furthermore, another study by Vogel, Rose, Roberts, & Eckles (2014), revealed the time spent on Facebook increases, the levels of self-esteem decreases. The study result indicates that users explicitly report a greater degree of upward than downward social comparisons via Facebook and extend their results by revealing that the net effect of making largely upward comparisons is harmful to self-esteem. However, the study of Krämer & Winter (2008) found that there is no significant difference between online social networking users and non-users on their level of self-esteem.

Different researchers studied the effect of Facebook on the user's self-esteem based on gender difference. One study by Limjuco & Vasay (2016) after reviewing the participant's data from the Facebook Intensity Scale and self-esteem scale compared the respondent's level of self-

esteem based on gender. As the study result showed that, there is no significant difference between male and female Facebook users in their level of self-esteem. Another study conducted by Limjuco & Vasay (2016) compared the respondent's level of self-esteem based on gender showed that there is no significant difference between male and female Facebook users in their level of self-esteem. However, the study conducted by Malik (2013) in Pakistan suggested that the male students reported a significantly higher level of self-esteem as compared to female university students. Similarly, Denti et al. (2012) conducted a study in Sweden and found Female Facebook users had scored low self-esteem than their counterpart male participants. Reut Agam, Tamir, and Golan, (2015) in Israel also explained gender differences on self-esteem as gender roles influence adolescents' self-esteem and found boys report higher self-esteem than girls. There is no consensus among the researchers on the gender difference in the level of self-esteem.

### **2.10. Facebook Usage and Social Anxiety**

Social anxiety is defined “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons” (White et al., 2015, p. 24, cited in Rasmussen & Rasmussen, 2017). This study reported that individuals can experience social anxiety in different conditions like giving a public speech, speaking to a superior in an organizational environment, or when engaged in an unfamiliar interpersonal communication setting. There are different studies conducted to examine whether Facebook usage correlates social anxiety. However, there is no consensus among results and revealed different direction and effect on the relationship between Facebook usage and social anxiety.

Woods and Scott (2016, cited in Hughes, n.d.) conducted their study on adolescents aged 11 to 17 and found that there is a positive relationship between social media usage and anxiety, depression, low self-esteem, and poor sleep quality. It also indicated that adolescents who have an emotional investment in social media were at an increased risk for anxiety and depression because of feeling isolated and distressed when they are not on social media. Another study conducted by Davidson and Farquhar (2014), showed that the increase in Facebook usage intensity resulted in an increased level of social anxiety. This indicates that there is a positive relationship between Facebook usage and social anxiety. Similarly, Zaffar, Mahmood, Saleem, & Zakaria (2015) found the strong Pearson correlation between Facebook usage and social anxiety

is 0.508. Whereas the p-value is 0.000 between the two, which, is lesser than 0.025, that shows there is a significant relationship between Facebook Addiction and Anxiety.

On the other hand, there are studies that revealed, the usage of Facebook facilitates and play a great role in the reduction of social anxiety among adolescents. According to Piercce (2009), the behavior of sending gifts and expressing warmth to others without paying the cost to allow friends, to feel closer encourages users to connect with new friends and increases their mutual interactions in real life. Such reciprocity can lead to deeper relationships over time. This result suggests that educators or parents help adolescents who are shy, introverted, and lacking in social skills initiate social interactions with others on Facebook so that they can express warmth toward others freely.

Correspondingly, social anxiety has been connected to a preference for online versus face-to-face communication. Positive online communications with friends tend to increase closeness to socially anxious youth with their offline friends (Caplan, 2007; Valkenburg & Peter, 2007, cited in Kassahun, 2014). This indicates that making such connections helps socially anxious adolescents to improve their feelings of social interaction. In addition, Ando & Sakamoto (2008) reported that youth who recognize themselves as less physically attractive, having a large number of online friend network is foreseen decreases in feelings of social anxiety and loneliness. This result suggests that difficulties related to physical cues might be ameliorated online and that online connection allows youth to expand their social connections in this domain. The research that interested to reveal gender difference found that both male and female Facebook users especially who spend large amounts of time online are often suffering from different social and psychological problems such as depression, anxiety, and loneliness.

The study conducted by Ando & Sakaamoto (2008) found that both male and female Facebook users suffering from different social and psychological problems such as social anxiety and loneliness. However, Tamy & Denis (2015) that found female Facebook users are more affected by social anxiety than their male counterparts are. The possible reasons for the study were females are more inclined to seek relational information online; they tend to view more pictures and read more posts than their male counterparts. In addition to this, Fardorly et al. (2015) found that both male and Female Facebook users develop negative or dislike social interactions but female users are more affected than their male counterparts are. One possible reason for this result was that Facebook provides Females with a means for comparing

themselves on a broad range of dimensions (beyond just appearance), such as social status and life experiences. In addition, a greater number of friendships formed on the internet have been associated with greater social anxiety and loneliness (Ando & Sakaamoto, 2008).

### **2.11. Facebook Usage and Life Satisfaction**

Life satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as a whole. There are various researchers conducted their study on examining the relationship between Facebook usage and satisfaction with life. However, there are diversified results in the area. Some researches show a positive relationship between life satisfaction and Facebook use, and still, some others argue, as there is a negative impact of Facebook on satisfaction with life. The study with the sample of 2603 male and female college students across Texas by Valenzuela, Park, & Kee (2009) indicated that there is a positive relationship between Facebook intensity and life satisfaction. One of the reasons might be that Facebook helps users to enhance their social capital. Besides, Srivastava (2015) found a positive and significant relationship between Facebook usage and satisfaction with life.

In a contrary study, there are studies that argue Facebook usage has negative effects on satisfaction with life among the users because users replace a social relationship with the online ones. Facebook use had detrimental effects on life satisfaction like addiction, wasting time, information overload, and isolation from physical society. The results of the study concluded Facebook non-users are more satisfied in their life than Facebook users (Agata, Aneta, & Igor, 2016). In the study of ‘Facebook use predicts declines in young adults’ with experience sampling, 82 participants involved in the experiment and received text-messages five times per day for 14-days each with a link to an online survey. They assessed their life satisfaction both before and immediately after the 14-day experiment (Kross et al., 2013). The results revealed that Facebook use had negative effects on life satisfaction. Şahin (2017) conducted a study on ‘The predictive level of social media addiction for life satisfaction’ on university students in Turkey. The results indicated that the relationship between social media addiction and life satisfaction is moderately negative and this relationship is significant according to the regression analysis, between life satisfaction and social media addiction levels. Some study revealed the gender difference in the relationship between Facebook usage level and life satisfaction of the participants. The study that was conducted by Vigil & Wu (2015) on ‘Facebook users engagement and perceived life satisfaction’ found that female users’ life satisfaction is highly

affected by Facebook than male Facebook users due to, women are more inclined to seek relational information online, they tend to view more pictures and read more posts than their male counterparts.

Likewise, the study conducted by Srivastava (2015), found a gender difference in the relationship between Facebook usage and satisfaction with life. However, this study concluded that Females scored highest on both Facebook usage level and satisfaction with life than their male counterparts. This study also found the age differences, in which older age group students were found to be more intense Facebook users, more satisfied with their lives and happiest than younger age group students did. Furthermore, according to Ayala, Ohad and Maayan (2014) study, Facebook users are less happy than non-users one of the possible reason of the study was users had increased engagement in social comparison, it combined with a belief that others' lives are richer in positive experiences than one's own.

### **2.12. Facebook Usage and Depression**

Depression affects every aspect of one's life by impairing them mentally, physically, and emotionally. The symptoms of depression are, depressed mood, decreased interest or pleasure in activities, significant change in appetite, weight loss, or weight gain, insomnia or hypersomnia, feelings of restlessness or lethargy, fatigue or loss of energy, feelings of worthlessness or guilt, diminished ability to think, make decisions or concentrate, and recurrent thoughts of death or attempted suicide (American Psychiatric Association, 2013, p. 160 cited in Daria Krylova, 2017). The use of SNS helps adolescents to manage their own image by improving multiple opportunities for self-presentation through photos, personal details and comments, and serving as a quasi-psychological function. These situations forced different researchers to consider such outcomes on the psychosocial wellbeing of adolescents. Several researchers also pointed out that the intensity of these web-based relationships might be a factor that triggers depression in adolescents. There are studies conducted to examine an association between Facebook usage and depression, however, there is incompatibility among results.

Steers, Wickham, and Acitelli (2014 cited in Jakobsdóttir, 2016) found that the extent of Facebook usage was associated with depression. By involving 100 participants in their study, they observed that Facebook users tended to compare themselves with others. According to their results, the main result was visiting Facebook more frequently or spending a lot of time on the website had a significant association with the tendency to compare oneself to others, and

increased depressive symptoms, because people thought to feel bad when comparing themselves to others. According to the Keles, McCrae, & Grealish (2019) on their systematic review of the influence of social media on depression, anxiety and psychological distress in adolescents, found that the depression, anxiety, and psychological distress correlated with time spent on social media, activities such as repeated checking for messages, personal investment, and addictive or problematic use.

The study conducted by Zaffar, Mahmood, Saleem, and Zakaria (2015), also found that there is a positive Pearson correlation between Facebook addiction and depression and showed a significant relationship between Facebook addiction and depression. This study revealed that Facebook usage has a significant contribution to promote depression in adolescents. In addition, Kassahun (2014), conducted his study on 'The relationship of social networking to psychosocial adjustment' in Addis Ababa, Ethiopia indicated that students who had a high usage of Facebook show the lower psychosocial adjustment. Therefore, frequent Facebook usage has a negative effect on the students' psychosocial adjustment. In other words, the result revealed that the higher the Facebook usage the lower the psychosocial adjustment and students who had low and moderate Facebook use did not show the negative psychosocial adjustment. Having said that, some study suggested students who spent more time on Facebook did not show greater depression symptoms (Jakobsdóttir, 2016). For example, Skues, Banagan, & Wise (2014) found no statistical difference in depression level with the usage of Facebook. Similarly, the study by Chia-Yi & Chia-Ping (2013) also found that online users with adequate general social support could enhance their psychological well-being through Facebook.

Concerning the sex difference of Facebook users in their level of depression, there are inconsistent results. Ahmad, Hussain, and Munir (2018) conducted their study in Pakistan, found most of the male social media users were more depressed than female. Wickham (2014) also discovered both male and female Facebook user participants are depressed after they use Facebook. According to the study, Facebook users would be higher in general social comparison orientations because they have more opportunities to compare themselves to their friends than non-active. Moreover, Ahma, Khattack, and Muhamed (2017) found a non-significant difference among males and female Facebook users in their level of depression

Thus, although there have been some studies conducted on the relationship between Facebook and depression, still there is no sufficient data on the area detailing the specific

components, if any, of this association. However, a systematic review of the influence of social media on depression, anxiety, and psychological distress in adolescents Keles, McCrae, & Grealish (2019), concluded two inconsistent results. The first one is some studies found that sex, age had no effect on the relationship between social media use, and mental health problems, other studies showed that girls and younger adolescents are more prone to depression and anxiety.

### **2.13. Summary and Implications**

During its establishment, the purpose of the internet was for non-social issues like military purpose, school use, and information gathering. However, the invention of different social networking websites like Facebook made the social type of internet usage possible. Now a day, from the total world population, 55.1% are active internet users on June 30, 2018, and the rate of increase between 2000 and 2008 is 1,066%.

In Africa from the total population, 36.1% are active internet users and has the highest growth rate among other nations. Of all other types of social networking sites, Facebook with more than 2.27 billion monthly active users is the world's largest social network. The majority of the users access the platform via mobile. In Africa, it is not only the number of Facebook users but also the time spent also increase. The growth rate of Facebook users in the world from 2010 to 2017 was 282.3% and in Africa, its rate was 800.9%. This indicates the high growth rate of Facebook users in the world and in Africa. It also indicated that the number of Facebook users in Ethiopia from the total estimated population (107, 534, 88) were 4.5 million with 4.2% penetration rate. Regarding the demographic distribution of Facebook users, different researches disclosed that adolescents are the most frequent users.

Adolescence is a very crucial stage for positive psychosocial wellbeing formation. The formation of strong social relationship as a key developmental task of adolescence since it enables them to get positive feedback and confirmation for their thoughts and actions. However, the beginning of social networking sites like Facebook offered extra access to form a social relationship. Thus, Facebook serves as a new context to satisfy adolescents need for positive feedback and confirmation from their peers. However, even if various researchers conducted to examine an association and direction of the relationship between Facebook usage and psychosocial well-being (self-esteem, satisfaction with life, social anxiety, and depression) there is no consensus among researchers about the direction of an association. Some studies indicate

the positive relationship and argue that Facebook enhances the psychosocial wellbeing of adolescent users and still some other study indicated that Facebook has a negative relationship with psychosocial well-being. In addition, this controversy was not uncovered in Ethiopia.

## Chapter Three

### Methods

In this section, the research design, study site, population and participants of the study, sampling techniques, measures, pilot study, the procedure of data collection, data cleaning and management, the statistical techniques of data analysis, and ethical consideration are presented.

#### 3.1. Study Design

This study used a correlational research design to examine how the independent variables (Facebook usage, sex, age, and grade level) are correlated with the dependent variable (adolescents' psychosocial wellbeing). Correlational research design is a quick and easy way to see whether there is a relationship between two or more variables and can be used to assess behavior as it occurs in people's everyday lives, and when experimental research is not possible because the predictor variables cannot be manipulated (Stangor, 2011, p. 177). The study has employed cross-section study that enables to study populations with different age, with different gender, etc. in the same period.

#### 3.2. Study Site

This study was carried out in Addis Ababa, which is the capital city of Ethiopia and the headquarter of the African Union. It was selected as a research site for the study due to the fact that, compared to other cities of Ethiopia, school adolescents in this city have high access to different sources of the internet that enable them to use different social media particularly Facebook. Specific to the intention of this study school adolescent who has high access to an internet cafe in addition to their smartphones and tablet computers are needed. In the study site, there are 139, private secondary and preparatory schools (AAEB, 2018/2019). However, this study was conducted in purposefully selected four private preparatory schools, such as Magic carpet school, Lemlem school, Macmillan school, and Kidstemariam school found in Addis Ababa. The main reason for the selection of schools was the researcher assumed that students who are being learned in those private schools that found in Bole and Yeka Sub cities are from a high and middle-class family. Hence, it can contribute to better accesses to have smartphones and tablet computers in addition to the accessibility of the internet in the school and internet cafe around the school. In fact, this enables them to use and search different social media sites, which in turn makes them active in Facebook usage. In addition to this those schools consists of a

relatively large number of preparatory school students, which contributes to the accessibility of students who use Facebook. Moreover physical proximity to the researcher and prior relationship between the researcher and some of the teachers and administrative staffs of the schools contributed to the selection of the schools. Due to this, the researcher has assumed that the process of data collection would be easy and supported by staff members of the schools.

### **3.3. Population of the Study**

The population of this study consists of private preparatory school adolescent with the age range between (15 and 21) enrolled in the year 2018/2019 in Addis Ababa who are Facebook users. The reason for selecting private preparatory school student is their active usage of Facebook than government school students (Kassahun, 2019). According to his study conducted in Addis Ababa to compare social media usage among preparatory students, private school students were the more active users of social media than public school students did. This study was included only preparatory students because according to Ethiopian Health and Demographic Statistics (2016) report, students at this grade level have a high level of internet usage.

### **3.4. The Participants and Sampling Procedure**

In this study, a stratified random sampling technique was used. This type of sampling method is used when the population is heterogeneous. It produces a representative sample as it captures the diversity which otherwise is likely to be undermined through simple random or systematic random sampling (Alviv, 2016). Therefore, by using stratified sampling technique students are categorized based on schools, sex, and grade level. Using proportional allocation technique the sample size of a stratum has been proportional to the number of elements present in the stratum. The sample size was determined by using Yemane (1967) simplified formula for proportion. This is because the Yamane's formula provides more sample size than sample size determination table and online sample size calculator like Rao soft. It is a sample size determination formula with a confidence interval of 95% and 0.5% of the level of precision. The formula for this method is

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

where n is the sample size, N is the population size, and e is the level of precision. The total number of preparatory students in selected schools was 1060 (Male 540, Female 520). Regarding their grade level, 458 were grade 11<sup>th</sup> and the rest 602 were grade 12<sup>th</sup>.

The determined sample size was 290 based on sample size determination formula. However, by considering the non-response rate, 10% of the sample was added and the number of participants was 320. The proportion of the sample to the population was determined as  $p=0.3$ . Table 1 further indicates the population and sample taken from each stratus.

Table 1. *The number of samples selected based on schools, sex, and grade level*

Schools	Categories	<i>N</i> (total number)	<i>n</i> (sample selected)
Magic carpet	Males	258	77
	Females	219	67
	Grade 11	205	62
	Grade 12	272	82
	<b>Total</b>	<b>477</b>	<b>144</b>
Lemlem school	Males	67	21
	Females	101	30
	Grade 11	82	25
	Grade 12	86	26
	<b>Total</b>	<b>168</b>	<b>51</b>
Macmillan school	Males	118	36
	Females	89	26
	Grade 11	89	26
	Grade 12	118	36
	<b>Total</b>	<b>207</b>	<b>62</b>
Kidstemariam school	Males	97	29
	Females	111	34
	Grade 11	83	25
	Grade 12	125	38
	<b>Total</b>	<b>208</b>	<b>63</b>
<b>Total</b>		<b>1060</b>	<b>320</b>

### **3.5. Measures**

Data from the respondents was collected using self-administered questionnaires. The questionnaire has four major parts: demographic questions, daily usage level, and reasons for using Facebook, Facebook usage intensity scale question and psychosocial wellbeing measures.

#### **I. Demographic data**

The demographic data was collected based on demographic questions, which focuses on background information such as age, sex, and grade level. It consists of three close-ended questions and one open-ended question.

#### **II. Daily usage level and reasons for using Facebook**

Data related to daily usage level of Facebook and the reasons for which adolescents use Facebook was collected by using two close-ended questions.

#### **III. Facebook usage level**

Facebook usage was measured by using an internet addiction scale developed by Young's (2011) and adapted by Kassahun (2014). Originally, it consists of 20 items and a 5-point Likert scale that measures the level of Facebook usage. The higher the scores of the participant the greater her/his level of Facebook usage. Examples include "How often do you find that you stay on Facebook longer than you intended?" and "How often do you find yourself saying just "a few more minutes" when you are using Facebook?". According to this scale, the score 0-30 is normal usage, 31-49 is moderate usage, 50-79 high usage, and 80-100 point indicates a very high level. This scale has proven to be reliable in previous studies with a Cronbach Alpha of (0.92). The reliability of the instrument was checked by different studies in Ethiopia. For instance, Habtamu (2017) on his study on the correlation between internet addiction, loneliness, and self-esteem among Addis Ababa University students, checked the reliability of Young's internet addiction scale and proven its Cronbach alpha of ( 0.93) after amending three items.

In addition to this, Kassahun (2014) adopted Young's internet addiction scale and modified it to the Facebook usage scale. He has checked the reliability of the instrument on his study and found Cronbach alpha of (0.93) after removing five items for weak internal consistency and ambiguity. Therefore, since Kassahun (2014) conducted on Facebook usage and psychosocial adjustment among preparatory students of Addis Ababa, the subjects and study site corresponds to the current study. The usage level categorized as 15-29 is low, 30-45 moderate,

and 46-60 high-level users and these levels of Facebook usage are; Low: below 30 minutes; Moderate: 30 minutes up to 1 hour; and High: more than 1-hour daily usage. These time distributions are in line with the study conducted by Young (2004). Hence, the researcher used the scale, which consists of 15 items and was proven for its reliability in Addis Ababa, Ethiopia.

#### **IV. Psychosocial wellbeing measures**

In order to collect data from respondents about their psychosocial wellbeing, different standardized psychosocial wellbeing measures were used. Under this study, psychosocial wellbeing includes four constructs. These constructs are self-esteem, social anxiety, satisfaction with life, and depression.

##### **Self-esteem**

Self-esteem was assessed by using the Rosenberg Self-esteem Scale (Rosenberg, 1989), composed of 10 items that measure global self-worth by measuring both positive and negative feelings about the self on a 4-point Likert scale. Examples include “On the whole, I am satisfied with myself”, “I feel that I have a number of good qualities” from positively worded question and “At times, I think I am no good at all” and “I feel I do not have much to be proud of” are examples from negatively worded items. The 4 points range from strongly disagree to strongly agree (0-3). Scores range from 0-30, with higher scores indicating higher self-esteem and lower scores indicating lower self-esteem and the middle score was used to identify high and low-level self-esteem. This scale has proven to be reliable in previous studies with a Cronbach Alpha of .86. Research studies have historically reported high levels of reliability for Rosenberg self-esteem scale since its development in 1965 (Swenson, 2003). According to his study on a psychometric study of the Rosenberg self-esteem scale, he proved that reliability has been consistently high for diverse groups, including adolescents, students, adults, and with the various translation of test into other languages. Marcotte et al (2002), Lane et al. (2002), Yarcheski et al. (1997), and Feather (1991) cited in Swenson, (2003), proved that the scale is reliable with Cronbach alpha of .88, .82,.87, and .83 respectively. It is also widely used scale in Ethiopia, for instance, Merid Abadi (2016) on his study of the relationship between adolescent’s self-esteem and narcissism and their Facebook use proved the reliability of the test and found Cronbach alpha of .780. In addition to this Kassahun (2014) also verified the reliability of Rosenberg self-esteem scale for adolescents, consisting of all ten items with Cronbach alpha (0.81).

### **Social anxiety**

Social anxiety was measured by the Social Anxiety Scale for Adolescents (SAS-A) developed by La Greca and Lopez (1998) (Cronbach alpha is 0.91). It contains 18 items that are self-statements (e.g., “I worry about what others think of me”). All items are presented on a 4-point Likert-scale and middle score was used to identify the high and low level of social anxiety. The reliability and validity of the scale were checked and identified as the most reliable instrument in different parts of the world. According to the study of Ingles et al. (2010) on social anxiety scale for adolescents: Factorial invariance and latent mean differences across gender and age in Spanish adolescents found the Cronbach alpha of .89 for the reliability of SAS-A. This study also indicated that since its initial development the SAS-A has been translated into several languages such as Spanish, Portuguese, Turkish, and Chinese and evidenced that it has adequate internal consistency greater than Cronbach alpha .70. In addition to this, the study conducted in Ethiopia by Kassahun (2014) indicated the reliability of the SAS-A. After reducing six items for their weak internal consistency and psychometric properties found strong reliability of (Cronbach alpha 0.86) for the scale having 12 items. Therefore, since the reliability of the SAS-A scale and validity was checked in Ethiopia, with the sample of adolescents found in Addis Ababa, this current study employed the scale with 12 items on 4-point Likert scale. The scores ranging from 0-36, in which the highest score indicates the highest social anxiety Kassahun (2014).

### **Satisfaction with life**

To measure the respondents level of satisfaction with life, Satisfaction with Life Scale (SWLS) of Diener et al. (1985) was used. It has been widely used and has proven to be a valid and reliable instrument for assessing satisfaction with life in diverse population groups (Carrasco, Castro, & Ortega, 2016).

This scale includes five questions with a 7-point Likert scale. The alternative strongly agree is scored 7 while alternative strongly disagrees is scored 1. The range of scores is 5 to 35. The middle score used to make cut off to categorize high and low scores. It has Scale reliability of Cronbach's alpha .87. In addition to this, Castro et al. (2016) conducted their study on psychometric properties of the satisfaction with life scale on Mexican adults. Their analysis of the scale's reliability showed good internal consistency ( $\alpha = 0.74$ ). Similarly, Karim and Sagar (2014) on their study of the psychometric properties of satisfaction with life scale for police

population in Bangladeshi culture, SWLS showed good internal consistency (.74), strong translation and convergent validity. Moreover, this scale was checked for its reliability in Arabic speaking sample in Bethlehem, Israel and found the internal consistency of ( $\alpha = .79$ ) and test-retest reliability ( $r = .83$ ) which were adequate (Tasir, 1998).

### **Depression**

Depression was measured by the Beck Depression Inventory (BDI-II) scale (Beck et al., 1996). It is one of the widely accepted measures of depression in a wide range of cultural groups and validated with psychiatric and non-psychiatric populations in different countries including Africa (Bifftu, Dachew, Tiruneh, & Tebeje, 2015). The scale contains 21 items with four Likert scales from 0 (symptom absent) to 3 (severe symptoms). Total scores on the scale range from 0 to 63. Analyses of BDI-II results has been conducted in a dichotomous variable as “depressed” versus “not depressed” and the severity has been rated as minimal or no depression, mild, moderate and severe. Recommended severity score ranges are 0-13 (minimal depression), 14-19 (mild depression), 20-28 (moderate depression), and 29-63 (severe depression). It is a popular measure intended to assess the existence and severity of symptoms of depression consistent with the American Psychiatric Association’s Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-IV) (Mignote, 2018).

The study conducted by Mignote (2018) on analysis of Beck Depression Inventory 2<sup>nd</sup> edition indicated the internal consistency was high on the original manual with a Cronbach’s  $\alpha$  of 0.92 for the outpatient population and .93 for the college students. Furthermore, according to the study of Bangber, Mark, Tusllne (2015) on examining the psychometric properties of the Beck Depression Inventory-II using an item response model approach in an HIV infected population in Kampala, Uganda found a Cronbach’s alpha of 0.79 and reliability coefficient of 0.86.

### **3.6. Pilot Study**

A pilot study was conducted to check the feasibility of the study and adequacy of the questionnaire for the purpose of revising and determining the specificity, relevance, and clarity of the instruments. That is to say, conducting a pilot study helps to know the reliability of the instrument, since reliability is concerned with the ability of an instrument to measure consistently. Regarding this, Tavakol (2011) described that an instrument cannot be valid unless it is reliable. Hence, the present study was pilot tested to check the reliability of the instrument. Besides this, the pilot study was conducted to get lessons thereby making certain amendments

prior to administering the instrument for the main study. To reduce the effects of the language barrier the original scales that was written in English translated into Amharic by language experts then translated back into English with the help of one English language expert from the department of Teaching English as a Foreign Language (TEFL). However, scales that was already translated to Amharic, checked for its reliability, validity by prior studies conducted in Ethiopia, was checked for its clarity by comparing with the original scale, and some modification was made.

Finally, the Amharic version of the instrument was pilot tested on a randomly selected sample of 42 participants (19 males and 23 females) and (23-grade 11<sup>th</sup> and 19 grade 12<sup>th</sup>) who were Facebook users from a non-sampled private school. Hence, the responses of the respondents had scored and the reliability of the five scales i.e., Young's (2011) Internet Addiction scale for Adolescents adopted by Kassahun (2014). Rosenberg's (1981) Self-esteem Scale for Adolescents, Beck Depression Inventory (BDI-II) scale, Greca & Lopez's (1998) Social Anxiety Scale for Adolescent adopted by Kassahun (2014), and Satisfaction with Life Scale (SWLS) of Diener et al (1985) measurement scale was computed using the SPSS software package, version 20. Therefore, some items were modified and omitted because of their ambiguity, weak internal consistency, and negative inter-item and item-total correlation. For example 'If I could live my life over, I would change almost nothing' removed from life satisfaction scale due to weak internal consistency.

The final set of instruments consists of all 15 items of Internet Addiction Scale for Adolescents (Cronbach alpha 0.745). Self-esteem Scale for Adolescents, consisting of all ten items (Cronbach alpha 0.734), Beck Depression Inventory (BDI-II) scale, consisting all 21 items (Cronbach alpha 0.873), Social Anxiety Scale for Adolescents consisting all 12 items (0.883), and by removing one item, the Satisfaction with life scale consisting four items (Cronbach alpha 0.71) (See Appendix B). Therefore, all the scales have Cronbach alpha value between 0.71 and 0.883 which represents acceptable and good reliability according to the rule of thumb of George and Mallery (2003). Thus, the final questionnaires consisted of 67 items.

### **3.7. Data scoring**

The items not added together were analyzed independently of each other. For example, items which measure about daily usage level and reasons for using Facebook. However, items that can be added together were computed together such as; Facebook usage scale and items

measure psychosocial wellbeing of adolescents (from pat 2-7). The general Facebook usage scale consists of 15 items with a 4-point Likert scale ranges from 1- never to 4- always. Its total score is 60 and categorized as 15-29 low users, 30-45 moderate, and 46-60 high users. Self-esteem and social anxiety consists of 10 and 12 items respectively and scored by 4 point scale in which 3 indicate strongly agree and 0 indicates strongly disagree. They had a total score of 30 and 36 therefore; mean score of 15 and 18 respectively were cut points to categorize scores. Life satisfaction measured by 4 items with 7 points Likert scale in which 7 indicates strongly agree to 1 – strongly disagree and 4- is the neutral point. It has to total score 28 in which 16 was a cut point to categorize as satisfied and unsatisfied. Depression was measured by 21 items with 4-point Likert scale from 0 (absent of symptom) and 3 (severe symptom). It has total score of 23; 0-13 (minimal depression), 14-19 (mild depression), 20-28 (moderate depression), and 29-63 (severe depression). Hence, the mean scores were used to calculate the level of Facebook usage and psychosocial wellbeing of adolescents and cut-off was based on scale property and categorization of the original scales.

### **3.8. Procedures of Data Collection**

#### **A. Translation of instruments**

Collecting data in one language and presenting the results in another involves researchers taking translation related decision that has a direct impact on the validity of the research and its report (Winer, 2000, cited in Merid, 2016 ). Thus, the recognized translators translated the data collection instruments that were used in this study from English to Amharic by using the back translation approach.

First, except the two scales (General Facebook usage scale and social anxiety scale for adolescents) that were adopted from Kassahun (2014), the other three scales were written in the English language. Language experts translated the instruments that were written in English (source language text1) to Amharic. The Amharic version was edited and cleaned by two Amharic teachers. Second, one English teacher translated Amharic the Target Language Text (TLT), in this case, Amharic into source language text (SLT2) English. The second translator was an MA graduate student of English language and teaching the high school students in Addis Ababa. The second translator was unfamiliar with the source language and was not informed that there is source language. Third, the researcher did a comparison of the First Source Language text (SLT1) and the Second Source Language text (SLT2). The researcher made some

corrections to the Amharic translation with the support of another teacher who has been teaching high school level students' Amharic language for more than 10 years. Finally, based on similarities between SLT1 and SLT2, the researcher used the Amharic version as the tool for the study. These steps helped the researcher to create identical SLT1 and SLT2 that demonstrate greater equivalence between the Target Language Text (TLT).

### **B. Approval from the selected schools**

To obtain well-organized information, the following procedures were followed; first, the support letter was written to the selected schools from the college of education and behavioral studies. After presenting the objectives of the study to school principals and deputy principals, they approved to conduct the study in those selected schools. After getting officials approval the researcher clearly identified the aim of the study and obtained informed consent from the participants of the study. Before distributing the questionnaire, adequate orientation on how to respond to the questionnaire was given to participants. Then the study questionnaire was given by hand to each participant before the start of class and filled questionnaires were collected from April 1 to April 9, 2019.

## **3.9. Data Cleaning and Management**

### **A. Error prevention**

Before collecting the actual data, the questionnaire was pretested at school, which was not selected for the main study. Based on this, necessary modification on the questions like clarifying the language, clearing ambiguities, was made and then the actual data collection was employed. Furthermore, the researcher and his friends from Social psychology department in Addis Ababa University were assigned at the time of data collection to ensure the completeness of the questionnaire and to respond to those questions that may result in misunderstandings and uncertainties.

### **B. Data cleaning**

Data cleaning is a process used to determine inaccurate, incomplete, or unreasonable data and then improving the quality through correction of detected errors and omissions (Chapman, 2005 cited in Merid, 2016). Obviously, error prevention strategies can reduce many problems but cannot eliminate all of them. Therefore, data cleaning is necessary to realize the quality of the study in research. According to Chapman (2005), data cleaning encompasses three sub-processes. These processes are data checking and error detection, data validation and error

correction. Based on this, the researcher assessed, identified, corrected, and omitted the detected errors. For missed values of the respondents, the average value of the respondents' response to the other items was taken. Finally, 20 questionnaires were dropped out since it was almost incomplete and very difficult to treat them.

### 3.10. Data Analysis

Before going to analyze the main data, the reliability of the instruments was re-established. Therefore, a comparison was made with the pilot study to re-check the internal consistency of the items and to realize the result of modifying, correcting, and eliminating items with ambiguity.

Table 2. *A Summary Table of Reliability of the Instruments Before and After Poor Items Were Modified and Removed from the Main Data Analysis of the Present Study*

Descriptions	Scale items									
	Facebook usage		Self-esteem		Social anxiety		Depression		Life satisfaction	
	B	A	B	A	B	A	B	A	B	A
Number of items	15	15	10	10	12	12	21	21	5	4
Reliability	.745	.96	.734	.900	.883	.943	.873	.941	.538	.919

**B**= before items were modified (items used in the pilot study)

**A**= after items were modified/removed (items used in the main study)

As it has been shown in the Table 2, the equal number of items was used in both the pilot and main study except the instrument that measures life satisfaction of adolescents. Life satisfaction scale contains five items; however, one item was removed for its weak internal consistency and negative inter-item and item-total correlation. Table 2 indicates that there is a change in the reliability of each instrument before the modification and modification made in the pilot study and after modification in the main study. Therefore, the scales were realized to be highly reliable after the necessary modification was made that enables to continue with the main data analysis of the present study (see Appendix B and D). Hereafter, to analyze the collected data different statistical techniques such as descriptive statistics, correlations, and both

parametric and non-parametric test were computed by using SPSS version 20. In order to calculate all statistical tests the critical and calculated values were compared at .05 alpha levels (two-tailed) with appropriate degrees of freedom (df).

The researcher employed both the descriptive and inferential statistics in the study to indicate the mean, standard deviation of the result and to check the statistical significance of the results. The methods of analysis were used based on the type of research question to be answered. Therefore, the following descriptive and inferential statistics were employed in this study based on their assumptions (level of measurement, normality of data, homogeneity of variance, linearity and type and number of variables).

- Descriptive statistics frequency and percentage had been used to see the general distribution of demographic characteristics, Facebook usage level and the reasons for using Facebook.
- Correlational matrix was used to calculate the relationship between variables. To see whether demographic factors were related to Facebook usage (Pearson product moment, Spearman's rho and Point Biserial correlation) were employed and to check whether Facebook usage was correlated with psychosocial well-being, Pearson product moment correlation was utilized.
- Chi-square was used to test daily usage frequency difference among males and females, and grade 11 and grade 12 students.
- An independent sample t-test was used to calculate sex and grade level difference on psychosocial well-being and Facebook usage of adolescents.
- Finally, one way ANOVA was employed to check whether significant mean score difference exists on Facebook usage among low, medium, and high levels. It also used to see whether levels of Facebook usage differs on the mean score of psychosocial wellbeing measures. Then, after realizing the existence of a significant difference among groups by using one way ANOVA, Scheffe post-hoc comparison was computed to further identify whether significant difference occurred among groups. The selection of Scheffe posthoc comparison was because of the unequal sample size under levels of Facebook and to keep Type 1 error guarantee when sample sizes are not equal.

### 3.11. Ethical Consideration

In order to run with the research work especially to collect the desired data from both the selected institutions and participants of the study, it was recommended to pass through ethical issues and get informed consent. Therefore, the researcher contacted all the selected private school directors by presenting the support letter given from the school of psychology and held a discussion about the issue to be investigated. The researcher reported the overall aim of the study to the school principals and as the study has no effect on the participants. Then the school principals requested again to see the questionnaire to check whether students can be harmed or not in filling out the questionnaire and to give their final consent after a week for the data collection. After all, they permitted to collect the data needed from the participants by recognizing that filling the questionnaire will not harm students.

The other important consent to get was from the participants of the study. In order to get genuine responses, it was felt that consent must be given from them. Accordingly, information on the purposes of the study was given verbally to them and participation was made voluntary; measures were taken in keeping respect, dignity, and freedom of each participant. In addition, they were assured of the complete confidentiality of their information and similarly if they could not feel free in filling the questionnaire they were told to stop automatically (see Appendix C). Then after, the questionnaires were distributed to the students and completed by themselves. Hence, this procedure of informed consent was applied to all of the schools selected to both the pilot study and the main study.

## Chapter Four

### 4. Results

This chapter presents data collected through self-report questionnaires. The analysis was presented in line with the research questions raised in the study and analyzed based on the selected appropriate statistical methods and interpretation was based on the reporting styles of each statistical methods.

#### 4.1. Demographic Background of participants

Table 3. *Descriptive Statistics on the Demographic Characteristics of School Adolescents*

Demographic variables	Categories	Frequency (n)	Percentage (%)
Sex	Male	153	51
	Female	147	49
Grade	11 <sup>th</sup>	131	43.7
	12 <sup>th</sup>	169	56.3
Age	16	13	4.3
	17	77	25.7
	18	114	38.0
	19	64	21.3
	20	20	6.7
	21	12	4.0
Total		300	100

As indicated in Table 3, the two sexes were almost evenly distributed with 51% of males (153) and 49 % of females (147). In terms of grade, out of 300 students, 131 (43.7%) were grade 11<sup>th</sup> and the rest 169 which constitutes 56.3% of the participants were grade 12<sup>th</sup>. Regarding age, the majority (38%) of the adolescents were 18 years old. The next largest percentage of participants were 17(25.7%) and 19 (21.3) and the least percentage of the respondent was at the age of 21 constitutes only 12% of the participants.

**4.2. The Extent of Facebook Usage of Preparatory School Students in Addis Ababa**

In this section, the results obtained from the respondents about their daily usage and general Facebook usage were presented by using both descriptive and inferential statistics

**4.2.1. The Daily Usage Level of Adolescents**

Table 4. *Daily Usage Level of Facebook and Chi-Square test to Differences as a Function of Sex and Grade level*

Demographic variables	Groups	Daily usage level of Facebook					Total	X <sup>2</sup> value	P-value
		below 1 hour	1-3 hours	3-5 hours	5-7 hours	above 7 hours			
Sex	Male	51(33)	47(31)	24(16)	13(8)	18(12)	153(100)	7.468	.113
	Female	51(35)	30(20)	32(22)	21(14)	13(9)	147(100)		
Grade level	11	48(37)	33(25)	22(17)	14(11)	14(11)	131(100)	1.048	.902
	12	54(32)	44(26)	34(20)	20(12)	17(10)	169(100)		
Total		102(34)	77(28)	56(19)	34(11)	31(10)	300(100)		

. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.19.

To find out the amount of time spent on Facebook usage by adolescent preparatory students, percentage values and frequency counts were computed. As indicated in Table 4, the majority (34%) of participants spends less than one hour using Facebook daily. From the total number of participants, 77 (25.7%) and 56 (18.7%) of preparatory students use Facebook for 1-3 hours and 3-5 hours respectively per day. Finally 34 (11.3%) respondents use Facebook for 5-7 hours and 31(10.3%) use Facebook for more than 7 hours daily. The majority of both sexes, 33% of males and 35% of females spent below one hour using Facebook daily. The percentage of both sexes under the category of below 1 hour was almost equal and but under the category of 1-3 hours, the percentage of males (31%) was greater than females (20%). However, under the category of 3-5 hours and 5-7 hours the percentage of females was greater than males except for the final category above 7hours. However, as shown in the same Table 3 Pearson’s chi-square

test indicated that males and females did not differ significantly on how much time they spent by using Facebook daily under all categories ( $\chi^2(4) = 7.468, p = .113$ ). Concerning the grade level, majority both grade 11 (37%) and grade 12 (32%) were reported the usage of Facebook below one hour daily. Similarly, an almost equal percentage of grade 11(11%) and grade 12(10%) students used Facebook daily for more than 7 hours. Chi-Square test of independence revealed non-significant difference among grade 11 and grade 12 students under the categories of daily usage level of Facebook ( $\chi^2(4) = 1.048, p = .902$ ).

#### 4.2.2. General Facebook Usage Levels among Adolescent Preparatory Students

Table 5. Facebook Usage Levels among Adolescent Preparatory Students

Facebook usage level	N	Percent	Mean	SD	Min	Max	DF		F	Sig
							B/n.G	W/n. G		
Low users	136	45.3	21.74	4.02	15	29	2	297	1188.762	.000
Medium users	96	32.0	35.99	4.76	30	45				
High users	68	22.7	52.22	3.98	46	60				
Total	300	100.0	33.21	12.75	15	60				

As illustrated in Table 5, the mean score of adolescent general Facebook usage is 33.21 and  $SD = 12.75$  which indicates on average adolescents were moderate level users of Facebook. From the total sample ( $N = 300$ ), 136(45.3%) of participants were under the category of Low users of Facebook. The percentage of moderate and high-level users of Facebook was 32% and 22.7% respectively. The mean score of low-level users ( $M = 21.74$  and  $SD = 4.02$ ) was less than medium level users and high-level users mean score of Facebook usage was ( $M = 35.99, SD = 4.76$  and  $M = 52.22, SD = 3.98$ ) respectively. Therefore, in order to check whether the mean difference between the low user, moderate users, and high users of Facebook usage was significant or not one way ANOVA was conducted. Therefore the F-ratio for the between levels of Facebook usage is significant ( $F(2,297) = 1188.76, p < .05$ ). Scheffe post hoc comparison further showed the following results.

Table 6. *Test of Difference among Low-users, Moderate-user, and High-users*

(I) Facebook usage levels	(J) Facebook usage levels	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low users	Medium users	-14.247*	.568	.000	-15.64	-12.85
	High users	-30.478*	.633	.000	-32.04	-28.92
Medium users	Low users	14.247*	.568	.000	12.85	15.64
	High users	-16.231*	.676	.000	-17.89	-14.57
High users	Low users	30.478*	.633	.000	28.92	32.04
	Medium users	16.231*	.676	.000	14.57	17.89

\*. The mean difference is significant at the 0.05 level.

As shown in Table 6, A Scheffe post hoc test revealed that all groups (low users, moderate users, and high users) differed from each other significantly at  $p < .05$ . The man score of moderate users significantly greater than low users and high users mean score of high users on Facebook usage significantly greater than moderate users.

Table 7. *Facebook Usage Levels among Demographic Variables*

Demographic variables	Categories	Facebook usage category			Total
		Low users	Medium users	High users	
Sex	Male	71(46.4)	51(33.3)	31(20.3)	153(100)
	Female	65(44.2)	45(30.6)	37(25.2)	147(100)
Grade level	11	57(43.5)	46(35.1)	28(21.4)	131(100)
	12	79(46.7)	50(29.6)	40(23.7)	169(100)
Total		136(45.3)	96(32.0)	68(22.7)	300(100)

Table 7 shows the distribution of demographic variables across levels of Facebook usage. As revealed by cross tabulation, 46.4% of males and 44.2% of females were low users of Facebook and 20% of males and 25% of females were high users of Facebook. The number of females under the category of low users was less than males but under the category of ‘high usage’ greater than males. Concerning, grade level, 40% and 28%of grade 12 and grade 11

students had high-level usage of Facebook. Therefore, high percentages of grade 12 students were high-level users of Facebook than grade 11 students were.

#### 4.3. The Relationship between Facebook Usage and Sex, Age, and Grade Level of Adolescents

Table 8. Correlation between Facebook Usage and Sex, Age, and Grade level

Correlations		variables			
Variables		Facebook general use	Sex of respondents	Age of respondents	Grade of the respondents
Facebook general use		1	.026	.022	.029
			.650	.701	.618
	N	300	300	300	300

Table 8 indicates that the relationship between variables and the correlation coefficients were determined by using Pearson product moment correlation, Spearman's rho, and point-Biserial correlation coefficient. As depicted in Table 8, Facebook usage had a very weak non-significant positive relationship with the sex of the respondents, ( $rpb = .026$ ,  $n = 300$ ,  $p = .650$ ). Similarly, age and grade of level of the respondents had weak positive correlation with Facebook usage level ( $r = .022$ ,  $n = 300$ ,  $p = .126$  and  $r_s = .029$ ,  $n = 300$ ,  $p = .618$ ) respectively.

Table 9. Independent Sample t-test for Sex and Grade Level Differences in the Level of Facebook Usage

Demographic variables	Groups	N	Mean	SD	Df	t	P value
Sex	Male	153	32.88	12.20	298	-.453	.651
	Female	147	33.55	13.32			
Grade level	11	131	32.73	12.61	298	-.579	.536
	12	169	33.59	12.87			

As shown in the Table 9, males ( $M = 32.88$ ,  $SD = 12.20$ ) and females ( $M = 33.55$ ,  $SD = 13.32$ ) did not differ significantly on Facebook usage level,  $t(298) = -.453$ ,  $p = .651$ . Similarly

there was no statistically significant difference on Facebook usage level because grade levels (grade 11:  $M = 32.73$ ,  $SD = 12.61$  and grade 12:  $M = 33.59$ ,  $SD = 12.87$ ),  $t(298) = -.579$ ,  $p = .536$ . Hence, there is no statistically significant difference on the level of Facebook usage due to demographic factors.

#### 4.4. Purpose of Facebook Usage

Table 10. *Descriptive Statistics of the Reason for Using Facebook (N = 300)*

Purpose Preferences	1st	2nd	3rd	4th	5th	6th	7th	Total
Entertainment	109(36)	90(30)	56(19)	18(6)	8(3)	6(2)	5(2)	292(97)
Relationship with family and friends	62(21)	68(23)	46(15)	47(16)	31(10)	25(8)	5(2)	284(95)
Download, post, look image and videos	22(7)	30(10)	41(14)	39(13)	50(17)	55(18)	38(13)	275(92)
Academic knowledge and new information	29(10)	27(9)	42(14)	29(10)	47(16)	38(13)	58(19)	270(90)
Spent time	42(14)	49(16)	49(16)	74(25)	36(12)	25(9)	10(3)	285(95)
To remove boredom	29(10)	24(8)	41(14)	48(16)	51(17)	42(14)	39(13)	274(91)
Share personal beliefs and other helpful ideas	8(3)	7(2)	13(4)	22(7)	47(16)	68(23)	96(32)	261(87)

As shown in Table 10, the greatest percentage of the adolescents, 292(97%) use Facebook to have entertainment and 284(95%) used to have a good relationship in touch with family and friends. The same percentages of participants (95%) were reported time spent on using Facebook as their reason for using Facebook. Ninety-two percent of adolescents also identified 'to download, post, and look image and videos' was one of their reasons to use Facebook and 91 % of respondents indicated their reason to use Facebook was to get rid of boredom. A Table 10 above also revealed 90% of respondents were using Facebook for the purpose of gaining academic knowledge. Finally, 87% of adolescents identified sharing personal beliefs and another helpful idea was as their reason for using Facebook.

Moreover, to have entertainment and a good relationship with family and friends were the first preferred reason for 36% and 21% of adolescents respectively. The least preferred reasons for using Facebook were sharing personal beliefs and another helpful idea (2.7%) and using for getting academic knowledge (10%). Therefore, it can be concluded that ‘To have an entertainment’ was the highest preferred reason for using Facebook which reported by 97% of participants and sharing personal and another helpful idea was the least preferred reason for using Facebook among adolescents. The other reasons of adolescents for using Facebook were to make a relationship with opposite sexes, to follow new fashions, to follow entertainment websites (pages), to post and communicate information with sexual content

**4.5. Psychosocial well beings of Adolescents**

Table 11. *Descriptive Statistics of Psychosocial Wellbeing Level of Adolescents (N = 300)*

Psychosocial wellbeing's	Groups	Mean	SD	Number	Total	
					Mean	SD
Self-esteem	Male	22.59	5.07	153	21.73	5.62
	Female	20.84	6.03	147		
	Grade 11	21.56	6.13	131		
	Grade 12	21.86	5.21	169		
social anxiety	Male	14.10	9.30	153	14.64	9.59
	Female	15.19	9.88	147		
	Grade 11	14.52	8.92	131		
	Grade 12	14.72	10.10	169		
Satisfaction with life	Male	18.93	6.12	153	18.08	6.40
	Female	17.19	6.58	147		
	Grade 11	17.55	6.68	131		
	Grade 12	18.48	6.17	169		
Depression	Male	18.27	13.58	153	20.94	14.82
	Female	2371	15.57	147		
	Grade 11	20.50	14.71	131		
	Grade 12	21.27	14.94	169		

As Table 11 above shows, the mean and standard deviation of the adolescents were  $M = 21.73$  and  $SD = 5.62$ . This indicates that on average the respondents had a high level of self-esteem. The mean score of male participants on self-esteem scale ( $M = 22.59$ ,  $SD = 5.07$ ) was greater than their counterpart females ( $M = 20.84$ ,  $SD = 6.03$ ). Regarding grade level of the participants grade 12 students had large mean score ( $M = 21.86$ ,  $SD = 5.21$ ) on self-esteem than participants from grade 11 ( $M = 21.56$ ,  $SD = 6.13$ ). The respondents had scored low-level social anxiety with the mean of 14.64 and  $SD = 9.59$ . According to the result of this study, females ( $M = 15.19$ ,  $SD = 9.88$ ) and grade 12 ( $M = 14.72$ ,  $SD = 10.10$ ) student had high social anxiety than males ( $M = 14.10$ ,  $SD = 9.30$ ) and grade 11 students ( $M = 14.52$ ,  $SD = 8.92$ ). The mean and standard deviation of the respondent on the satisfaction with life were  $M = 18.08$ ,  $SD = 6.04$  that indicates on average, the adolescents were satisfied with their life. The males ( $M = 18.93$ ,  $SD = 6.12$ ) and grade 12 ( $M = 18.48$ ,  $SD = 6.17$ ) students had better satisfaction with life than females ( $M = 17.19$ ,  $SD = 6.58$ ) and grade 11 ( $M = 17.55$ ,  $SD = 6.68$ ) students.

The respondents of the study had moderate depression level with the mean of 20.94 and standard deviation 14.82. Female ( $M = 23.71$ ,  $SD = 15.57$ ) and grade 12 ( $M = 21.27$ ,  $SD = 14.94$ ) students had reported greater depression level than male ( $M = 18.27$ ,  $SD = 13.58$ ) and grade 11 ( $M = 20.50$ ,  $SD = 14.71$ ) students did.

#### 4.6. The Relationship Between Facebook Usage and Psychosocial Wellbeing

Table 12. *The Correlation Between Facebook Usage and Self-Esteem, Social Anxiety, Life Satisfaction, and Depression*

Variables	Self-esteem	Social anxiety	Life satisfaction	Depression
<b>Facebook usage</b>	<b>-.413**</b>	<b>.442**</b>	<b>-.354**</b>	<b>.596**</b>
<b>Sex</b>	<b>-.157**</b>	.057	<b>-.136*</b>	<b>.184**</b>
<b>Age</b>	.102	.328	.019	.001
<b>Grade</b>	.077	.202	.095	.571
	.000	-.001	.071	.024
	.998	.990	.219	.679

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

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

As indicated in the Table 12, Facebook usage had a moderate and significant negative relationship with self-esteem and life satisfaction level of the respondents ( $r = -.413, n = 300, p < .05$ ) and ( $r = -.354, n = 300, p < .05$ ) respectively. However, Facebook usage level significantly and positively correlated with social anxiety ( $r = .442, n = 300, p < .05$ ) and depression ( $r = .596, n = 300, p < .05$ ) level of the adolescents. The result of point biserial correlation indicated that sex had very weak and statistically significant negative relationship with self-esteem ( $rpb = -.157, n = 300, p = .007$ ) and life satisfaction ( $rpb = -.136, n = 300, p = .019$ ) and positive relation with depression level ( $rpb = .184, n = 300, p = .001$ ) of the adolescents. However, it had non-significant and very weak positive relation with social anxiety level of the respondents ( $rpb = .057, n = 300, p = .328$ ). Age of the respondents had non-significant and very weak positive correlation with self-esteem ( $r = .102, n = 300, p = .077$ ), life satisfaction ( $r = .096, p = .095$ ) and depression level ( $r = .033, n = 300, p = .571$ ). However, it had positive and non-significant relationship with social anxiety level ( $r = -.047, n = 300, p = .202$ ).

Concerning the grade level of the students, the result was indicated that it had no relationship with self-esteem level of the adolescents ( $rs = .000, n = 300, p = .998$ ) and very weak insignificant negative correlation with social anxiety level ( $rs = .001, n = 300, p = .990$ ). Age also shown very weak and no-significant positive relationship with life satisfaction ( $rs = .071, n = 300, p = .219$ ) and depression level of adolescents ( $rs = .024, n = 300, p = .679$ ).

To further identify whether statistically a significant difference exists between levels of Facebook usage, sex, and grade level in the level psychosocial well beings, analysis of one way ANOVA and independent sample t-test were employed.

#### **4.7. Comparison of psychosocial wellbeing of adolescents by Facebook usage levels, sex, and grade level.**

Under this section, the psychosocial wellbeing (self-esteem, social anxiety, life satisfaction, and depression) difference among Facebook usage levels, sex, and grade level were analyzed by using Independent sample t-test and one way ANOVA.

#### 4.7.1. Comparison of the Self-Esteem Level of Adolescents by Facebook Usage Levels, Sex, and Grade level.

Table 13. A Summary Table of One-way ANOVA to Differences in Adolescents Self-esteem by the Levels of Facebook Usage

Levels of Facebook usage	N	Mean	SD	Min	Max	DF		F	Sig
						B/n.G	W/n. G		
Low usage	136	23.42	4.93	8	30	2	297	25.390	.000
Moderate	96	22.04	5.15	4	30				
High	68	17.93	5.83	2	30				

As illustrated in Table 13 above, all level of Facebook users reported high self-esteem level. However, low-level users reported highest self-esteem ( $M = 23.42$ ,  $SD = 4.93$ ) than medium ( $M = 22.1$ ,  $SD = 5.1$ ) and high-level user ( $M = 17.93$ ,  $SD = 5.83$ ). To see the statistical difference among low, moderate, and high Facebook users on psychosocial wellbeing measures, one-way analysis of variance was employed. The result of one way ANOVA showed a significant difference in the level of self-esteem among low, medium, and high users of Facebook ( $F(2, 297) = 25.39$ ,  $p < .05$ ). Scheffe post hoc comparison further showed the following results.

Table 14. Test of Differences among Levels of Facebook Usage in the Level of Self-Esteem

(I) Facebook usage category	(J) Facebook usage category	Mean Difference (IJ)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low users	Medium users	1.37745	.69519	.142	-.3328	3.0877
	High users	5.49265*	.77456	.000	3.5871	7.3982
Medium users	Low users	-1.37745	.69519	.142	-3.0877	.3328
	High users	4.11520*	.82660	.000	2.0816	6.1487
High users	Low users	-5.49265*	.77456	.000	-7.3982	-3.5871
	Medium users	-4.11520*	.82660	.000	-6.1487	-2.0816

\*. The mean difference is significant at the 0.05 level.

Scheffe post hoc comparison on the Table 14 indicated that students who had low-level usage of Facebook were significantly better in their self-esteem ( $M = 23.42, SD = 4.93$ ) than high-level users ( $M = 17.93, SD = 5.83$ ). Similarly, medium level users of Facebook had also significantly higher self-esteem ( $M = 22.04, SD = 5.83$ ) than high-level user of Facebook ( $M = 17.93, SD = 5.83$ ). Therefore, the high-level usage of Facebook had significantly the lowest self-esteem than low and medium level users. However, there is no significant difference in the level of self-esteem observed between low level and medium level users even if the former had better self-esteem than later.

Table 15. *Independent Sample t-test for Sex and Grade Level Differences in the Level of Self-esteem*

Demographic variables	Groups	<i>N</i>	Mean	<i>SD</i>	<i>Df</i>	<i>t</i>	<i>P value</i>
Sex	Male	153	22.59	5.10	298	2.73	.007
	Female	147	20.83	6.03			
Grade level	11	131	21.56	6.13	298	-.456	.649
	12	169	21.86	5.21			

As shown in the Table 15, male students were reported significantly higher level of self-esteem ( $M = 22.59, SD = 5.10$ ) than females ( $M = 20.83, SD = 6.03$ ),  $t(298) = 2.73, p = .007$ . However, there was no statistically significant difference between grade 11 ( $M = 21.56, SD = 6.13$ ) and grade 12 ( $M = 21.86, SD = 5.21$ ) on their self-esteem level,  $t(298) = -.456, p = .649$ .

#### 4.7.2. Comparison of social anxiety level of adolescents by Facebook usage levels, sex, and grade level

Table 16. A Summary Table of One-way ANOVA to Differences in Adolescents Social Anxiety by the Levels of Facebook Usage

Levels of Facebook usage	N	Mean	SD	Min	Max	DF		F	Sig
						B/n.G	W/n. G		
Low usage	136	11.82	9.11	0	36	2	297	27.120	.000
Moderate	96	13.83	8.47	0	34				
High	68	8.82	5.83	0	36				

As depicted in the Table 16, Low-level users of Facebook had low-level social anxiety ( $M = 11.52$ ,  $SD = 9.11$ ) and medium and high level users reported high-level social anxiety ( $M = 13.83$ ,  $SD = 8.47$ ) and ( $M = 21.39$ ,  $SD = 8.82$ ) respectively. One-way analysis of variance showed the level of social anxiety significantly varies among levels Facebook usage ( $F(2, 297) = 27.12$ ,  $p < .05$ ). Scheffe post-hoc multiple comparisons further indicated the following results.

Table 17. Test of Differences Among Levels of Facebook usage in the Level of Social Anxiety

(I) Facebook usage category	(J) Facebook usage category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low users	Medium users	-2.00980	1.17941	.236	-4.9113	.8917
	High users	-9.57353*	1.31407	.000	-12.8063	-6.3407
Medium users	Low users	2.00980	1.17941	.236	-.8917	4.9113
	High users	-7.56373*	1.40236	.000	-11.0137	-4.1137
High users	Low users	9.57353*	1.31407	.000	6.3407	12.8063
	Medium users	7.56373*	1.40236	.000	4.1137	11.0137

\*. The mean difference is significant at the 0.05 level.

Post hoc analyses using the Scheffé post hoc criterion for significance indicated that the social anxiety level of high-level Facebook users ( $M = 21.40$ ,  $SD = 8.82$ ) was significantly

greater than low and medium level users ( $M = 11.82$ ,  $SD = 9.11$  and  $M = 13.83$ ,  $SD = 8.47$ ) respectively. However, there is no significant difference between low and medium level Facebook users on their level of social anxiety even if medium level users of Facebook reported higher social anxiety level than low-level users.

Table 18. *Independent Sample t-test for Sex and Grade Level Differences in the Level of Social Anxiety*

Demographic factors	Groups	<i>N</i>	Mean	<i>SD</i>	<i>Df</i>	<i>t</i>	<i>P</i> value
Sex	Male	153	14.10	9.30	298	-.980	.280
	Female	147	15.19	9.88			
Grade level	11	131	14.52	8.92	298	-.175	.862
	12	169	14.72	10.10			

As illustrate in Table 18, the result on an independent t-test revealed there was no statistically significant difference on the level of social anxiety because of sex (male;  $M = 14.10$ ,  $SD = 9.30$  females:  $M = 15.19$ ,  $SD = 9.88$ ),  $t(298) = -.980$ ,  $p = .280$ . There was also no statistically significant difference on social anxiety level because of grade level (grade 11;  $M = 14.52$ ,  $SD = 8.92$  and grade 12:  $M = 14.72$ ,  $SD = 10.10$ ),  $t(298) = -.175$ ,  $p = .862$ .

#### 4.7.3. Comparison of life satisfaction level of adolescents by Facebook usage levels, sex, and grade level.

Table 19. *A Summary Table of One-way ANOVA to Differences in Adolescents Life satisfaction by the Levels of Facebook Usage*

Levels of Facebook usage	<i>N</i>	Mean	<i>SD</i>	Min	Max	<i>DF</i>		<i>F</i>	<i>Sig</i>
						B/n.G	W/n. G		
Low usage	136	19.82	6.10	5	28	2	297	20.042	.000
Moderate	96	18.36	6.03	4	28				
High	68	14.18	5.91	6	24				

As illustrated in Table 19, adolescents under all levels of Facebook usage were satisfied with their life. However, high level users of Facebook were reported lowest life satisfaction ( $M =$

14.18,  $SD = 5.91$ ) than medium ( $M = 18.36$ ,  $SD = 6.03$ ) and low level users did ( $M = 19.82$ ,  $SD = 6.08$ ). One way ANOVA indicated that there was a significant mean difference in life satisfaction among three levels of Facebook usage at  $p < .05$  level ( $F(2, 297) = 20.04$ ,  $p < .05$ ). Post hoc analyses using the Scheffé post hoc criterion for significance revealed the following results.

Table 20. *Test of Differences among Levels of Facebook usage in the Level of Life Satisfaction*

(I) Facebook usage category	(J) Facebook usage category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low users	Medium users	1.45895	.80377	.194	-.5184	3.4363
	High users	5.64706*	.89553	.000	3.4439	7.8502
Medium users	Low users	-1.45895	.80377	.194	-3.4363	.5184
	High users	4.18811*	.95570	.000	1.8369	6.5393
High users	Low users	-5.64706*	.89553	.000	-7.8502	-3.4439
	Medium users	-4.18811*	.95570	.000	-6.5393	-1.8369

\*. The mean difference is significant at the 0.05 level.

High level of Facebook users reported significantly less satisfaction with life ( $M = 14.17$ ,  $SD = 5.91$ ) than Low and medium level users of Facebook ( $M = 19.82$ ,  $SD = 6.10$  and  $M = 18.36$ ,  $SD = 6.03$ ) respectively. However, low and medium level users of Facebook did not show a significant difference in their life satisfaction. Nevertheless, low-level users had better life satisfaction than medium level users.

Table 21. *Independent Sample t-test for Sex and Grade Level Differences in the Level of Life Satisfaction*

Demographic factors	Groups	N	Mean	SD	Df	t	P value
Sex	Male	153	18.93	6.12	298	2.368	.019
	Female	147	17.19	6.58			
Grade level	11	131	17.55	6.68	298	-1.238	.217
	12	169	18.47	6.17			

As presented in Table 21, there was a statistically significant mean difference in life satisfaction because of respondents difference in their sex,  $t(298) = 2.368, p = .019$ . Hence, males had high life satisfaction ( $M = 18.93, SD = 6.12$ ) than females ( $M = 17.19, SD = 6.58$ ). However, Life satisfaction did not significantly differed among grade 11( $M = 17.55, SD = 6.68$ ) and grade 12 students ( $M = 18.47, SD = 6.17$ ),  $t(298) = -1.238, p = .217$ .

**4.7.4. Comparison of Depression Level of Adolescents by Facebook Usage Levels, Sex, and Grade level**

Table 22. *A Summary Table of One-way ANOVA to Differences in Adolescents Depression level by the Levels of Facebook Usage*

Levels of Facebook usage	N	Mean	SD	Min	Max	DF		F	Sig
						B/n.G	W/n. G		
Low usage	136	14.13	10.85	0	42	2	297	79.171	.000
Moderate	96	19.60	12.72	0	50				
High	68	36.44	13.12	0	52				

As shown in the Table 22, Low and medium level users were reported mild depression level ( $M = 14.12, SD = 10.85$ ) and ( $M = 19.60, SD = 12.72$ ) respectively. However, high-level users of Facebook had severe depression level ( $M = 36.44, SD = 13.13$ ). One way analysis of variance also displayed that the average level of depression significantly varied among high, medium, and low-level users of Facebook ( $F(2, 297) = 79.17, p < .05$ ). Scheffe post-hoc multiple comparisons further indicated the following results.

Table 23. *Test of Differences among Levels of Facebook usage in the Level of Depression*

(I) Facebook usage category	(J) Facebook usage category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound Upper Bound	
Low users	Medium users	-5.47917*	1.60054	.003	-9.4167	-1.5416
	High users	-22.31618*	1.78328	.000	-26.7033	-17.9291
Medium users	Low users	5.47917*	1.60054	.003	1.5416	9.4167
	High users	-16.83701*	1.90309	.000	-21.5189	-12.1551
High users	Low users	22.31618*	1.78328	.000	17.9291	26.7033
	Medium users	16.83701*	1.90309	.000	12.1551	21.5189

\*. The mean difference is significant at the 0.05 level.

High level of Facebook users had significantly high depression level ( $M = 36.44$ ,  $SD = 13.12$ ) than medium and low level Facebook users ( $M = 19.60$ ,  $SD = 12.72$ , and  $M = 14.12$ ,  $SD = 10.85$ ) respectively. Similarly, medium level users of Facebook have reported a significantly high level of depression than low-level users of Facebook. Therefore, there is a significant difference in depression level between all groups.

Table 24. *Independent Sample t-test for Sex and Grade Level Differences in the Level of Depression*

Demographic factors	Groups	N	Mean	SD	Df	T	P value
Sex	Male	153	18.27	13.58	298	-3.233	.001
	Female	147	23.71	15.57			
Grade level	11	131	20.50	14.70	298	-.445	.657
	12	169	21.27	14.93			

As illustrated in the Table 24, female respondents were reported significantly higher mean score ( $M = 23.71$ ,  $SD = 15.57$ ) than males ( $M = 18.27$ ,  $SD = 13.58$ ) on the level of depression,  $t(298) = -3.233$ ,  $p = .001$ . However, grade 11 ( $M = 20.50$ ,  $SD = 14.70$ ) and grade 12 ( $M = 21.27$ ,  $SD = 14.93$ ) did not differ significantly on mean score of the level depression.

## Chapter Five

### Discussion

This study investigated the relationship between Facebook usage and psychosocial wellbeing among private preparatory school adolescents. In this chapter, a discussion of the results presented in the previous chapters is made.

#### 5.1. The Extent of Adolescents Facebook Usage

In this section, the results of the present study regarding Facebook usage extent of the adolescent was discussed with the results of the previous study in the area. Daily usage level and general Facebook usage were discussed respectively as follows.

##### 5.1.1. Daily Facebook Usage Level

The first research question of this study was concerned with the daily usage level of Facebook among adolescent preparatory students. The results of this study revealed that great percentage of participants (34% and 25.7%) spent below 1 and 1-3 hours respectively on using Facebook daily and the least 31(10%) of participants spend 7 hours and above. According to the results of the present study, students were averagely spent below one hour using Facebook. Hence it seems to share the results of a survey conducted by Hussain and Arasad (2015) that revealed most of the Ethiopian youths consume 30-60 minutes per day. Moreover, the results of this study also supported by the study conducted by Naeemi, Tamam, Hj, and Bolong (2014) in Malaysian indicated the average time of using Facebook by adolescents was 60 minutes per day. However, the results of the present study seem not to confirm the results of different studies. For example, Fathyea et al.,(2018) reported that half of the studied students (50.7%) spent more than 3hr on Facebook daily. Similarly, Srivastava (2015) found that over 25% of participants were found who spent an average of 3 hours or more per day on the Facebook site. The possible explanation for these differences with other studies results could be said many things. However, the researcher generally assumed that the differences occurred due to the variation in the category of daily usage extent of Facebook. This is because the study result that opposed the results of present study categorized daily usage extent generally as less than and greater than three hours per day as a general. Concerning the sex and grade level of adolescents, a test for difference did not indicate a significant difference in the level of daily usage even if larger percentages of females reported high-level daily usage than males. This result seems consistent

with the study conducted by Biernatowska, Balcerowska, & Bereznowski (2017) on “gender differences in using Facebook\_preliminary analysis”, found that females’ subjective time spending on Facebook was significantly higher than males.

Therefore, this data contributes a clearer understanding of daily usage level of Facebook among adolescents of preparatory school students and builds existing evidence of daily usage level.

### **5.1.2. General Facebook Usage Levels among Adolescent Preparatory Students**

The present study revealed that 45% of adolescents had a low level of Facebook usage and 32% of participants were medium or moderate level users. 22.7% were high-level users of Facebook and categorized as the most addicted users of Facebook. Generally, more than 54% of adolescents had high and moderate users of Facebook. Therefore, it can be concluded that 22.7% of adolescent preparatory students were addicted to Facebook. This result is consistent with the study conducted by Kassahun (2014) which identified the majority or sixty-seven percent of adolescents had high and moderate experience on using Facebook. However, this result seems not to confirm with the other study conducted by Oluwole (2013) in Nigeria that indicated the majority 76% of adolescents were low users and only 1.6 % had high usage of social media (Facebook). The possible explanation for this difference may be an advancement in grade level since the study by Oluwole (3013) conducted the study on adolescent university students. In addition, the difference in study site may have contributed to a variation on the results of the study.

This study also revealed the significant mean score difference of Facebook usage between levels of Facebook by using one-way ANOVA. Moreover, the Scheffe post hoc analysis also realized the existence of significant mean differences among low, moderate, and high levels of Facebook usage.

## **5.2. The Purposes for which Adolescents Use Facebook**

The second objective of this study was revealing the reasons for which adolescents use Facebook. Generally, the present study indicated, 292 (97%) of adolescents use Facebook to have entertainment and 284 (95%) used to have a good relationship in touch with family and friends. The same percentages of participants (95%) were reported their reason for using

Facebook was to spent time. The percentage of participants that used Facebook to download, post, and look image and videos was (92%) and 91 % of respondents indicated their reason to use Facebook was to get rid of boredom. Based on the current results, 90% of respondents reported their purpose of Using Facebook was gaining academic knowledge. Finally, 87% of adolescents identified sharing personal beliefs and another helpful idea was as one their reason for using Facebook. Moreover, to have entertainment was the first preferred reason for the majority (36%) of adolescents. However, the other reasons of Facebook; having a good relationship in touch with family and friends, spending time, downloading , post, and look image and videos, getting rid of boredom, and sharing personal beliefs and other helpful idea were the first reason of using Facebook for 21%, 14%, 7%,10%, and 2.7% respectively. To get academic knowledge was the first reason for 10% of respondents. Therefore, it can be concluded that ‘To have an entertainment’ was the highest preferred reason for using Facebook which reported by 97% of participants and sharing personal and another helpful idea was the least preferred reason for using Facebook among adolescents.

The results of the present study confirmed with the results of a study by Al-Sharqi, Hashim, and Kutbi (2015) in Saudi Arabia indicated that college students use social media tools for ‘Entertainment’ represents the highest category among students and constitutes 79%. The Study conducted by Sponcil and Gitimu (n.d) on the use of social media by college students indicated, 91.7% of students use of social media to communicate with family and friends, 59.4% use the sites for entertainment and 57.3% use the sites when they felt bored. These results reported similar leading reasons for adolescents, even if a large percentage of adolescents in the present study use Facebook for entertainment purpose. Similarly, this result also consistent with the study conducted by Tamirat Kore (2014) in Ethiopia, which indicated the majority (53%) of the students, used SNS (Facebook) for entertainment purpose. Moreover, these results were also slightly supported by Mulisa (2018) who concluded the leading reason for adolescents for using social media were to recreational, relational, information seeking and academic purpose.

Nevertheless, this result was inconsistent with some other studies conducted in different parts of the world. For example, Camilia, Ibrahim, & Dalhatu (2013) found that the majority (51%) of respondents uses the Facebook application was to make a strong connection with their friends and family members, 28% use it to while away time, 5% of the respondents say they use Facebook just to belong while 16% use it to solve their social problems. Generally, the leading

reasons for adolescents of preparatory students were, 'To have an entertainment', 'To have a good relationship in touch with family and friends', 'To spent time' and, 'To download, post, and look image and videos'. Hence, the reasons for using Facebook varied as the need and purpose of the users and it supports the Uses and Gratification theory of social media usage.

### **5.3. Association Between Demographic Variables (sex, age, and grade level) and Facebook Usage Level.**

The Pearson product moment, Point-Biserial, and Spearman rho correlations under this study identified non-significant and a very weak positive relationship between sex, age, and, grade level and level of Facebook usage. Moreover, independent t-test was computed to identify whether there is a significant difference between male and female. The result found the mean score of females ( $M = 33.55$ ) on Facebook usage was greater than their counterpart males ( $M = 32.88$ ). However, this difference was not statistically significant. Thus the results of this study confirm with the study results of Kassahun (2014) which found females were the more active users of Facebook than males. Similarly Young (2004) also reported the opposite gender effect, that females became internet dependent more often than males. However, this result is not consistent with the results of Cam (2012) who conducted his study on Turkey found statistically significant mean difference between males and females on Facebook usage level, in which males were higher than females. In addition, a study conducted on secondary school students reported that male students use social networking more than female students do and found that the male-to-female ratio for social networking use was almost five to one (Hsu & Chuang, 2008, cited in Kassahun, 2014). Therefore, this variation on results can be ascribed to differences in the study site since a study conducted in Ethiopia by Kassahun (2014) revealed the same result with the present studies. Hence, this result builds on the existing evidence that female students are high-level users of Facebook than their counterpart males.

Concerning the grade level of respondent, grade 12 ( $M = 33.59$ ) students did score slightly high mean score on Facebook usage than grade 11 ( $M = 32.73$ ) students did. This variation might be occurred due to a reduction in family control when the age of adolescent increases. Nevertheless, the difference between two grade levels on Facebook usage level was statistically not significant.

#### **5.4. The Relationship between Facebook Usage and Psychosocial Wellbeing of Adolescents.**

Identifying the relationship between predictor variables and psychosocial well-being (self-esteem, social anxiety, life satisfaction, and depression) of adolescents was one of the basic aims of the study. The co-relational analysis revealed several significant and non-significant associations between variables and to further identify significant differences between demographic variables in the level of psychosocial wellbeing, both independent sample t-test and one way ANOVA conducted.

##### **5.4.1. Facebook Usage and Self-Esteem**

The result of this study suggested Facebook usage had a significant and moderate negative correlation with the self-esteem of the adolescents. In addition, one way ANOVA indicated the existence of significant difference on Facebook usage levels on self-esteem and the result of posthoc comparison further indicated the following results. Low users of Facebook users had significantly higher self-esteem than medium and high-level users. Hence, the high level of Facebook was reported significantly lowest mean score on self-esteem measures.

The result of the present study agree with the study conducted on the impacts of Facebook on Self-esteem by Jan, Soomro, and Ahmad (2017) which found the strong negative relationship between social media usage and self-esteem of its users. Similar to the above results, O'Keeffe & Clarke (2011, cited in Kassahun, 2014) found that social networking websites that enable its users to share information about one's self with others, including likes/dislikes, hobbies, and personal thoughts could make adolescents aware of their own limitations and shortcomings, which would lower self-esteem. Moreover, the study conducted by Lionaraki (2014) in Iceland confirms to the results of the present study and found that adolescents who spend more time on Facebook and receive an adverse response on their Facebook profile, are possible to experience failures in self-esteem and life satisfaction. The study conducted in Ethiopia by Kassahun (2014) seems to confirm the results of the present study. It found that students who had high usage of Facebook show the lower psychosocial adjustment. The possible explanation for these results might be adolescents use Facebook engage themselves with others in terms of physical appearance, social status, and others. According to the psychosocial theory of Erikson, peer acceptance and the feedback they received from their peers have a profound

impact on adolescents' self-concept. Therefore, according to this result, those adolescents may lack peer acceptance and positive feedback from other Facebook users.

Nevertheless, unlike the result of the present study, the study by Lampe, (2007) found Facebook usage interacts with measures of psychological well-being, suggesting that it might provide greater benefits for users experiencing low self-esteem and low life satisfaction. In addition to that, Omolayo, Balogun, Omole, and Sc (2013 ) on their study of 'Influence of exposure to Facebook on Self-esteem', concluded that engaging in Facebook activities will positively influence the self-esteem of Facebook users. The basic assumption under these results, which were inconsistent with the present study, was that Facebook usage reduces loneliness, increases social connections with friends and these results in increased self-esteem of Facebook users.

Regarding the sex of the respondents, this study found self-esteem had a very weak and statistically significant relationship with the sex of the respondents. This result indicates that the self-esteem level varies with the sex of respondents slightly. Independent sample t-test also found male students had significantly higher self-esteem than females. This result supports the study conducted by Malik (2013) in Pakistan that suggested that the male students reported a significantly higher level of self-esteem as compared to female university students. Similarly, Denti et al., (2012) conducted a study in Sweden and found Female Facebook users had scored low self-esteem than their counterpart male participants.

Reut Agam, Tamir, and Golan (2015) in Israel explained gender differences in self-esteem as gender roles influence adolescents' self-esteem. While self-confidence is a stereotypical male feature, presentation of self-confidence for girls is considered a breach of traditional gender roles. Therefore, it is not surprising that boys report higher self-esteem than girls. However, one study conducted by Limjuco & Vasay (2016) compared the respondent's level of self-esteem based on gender showed that there is no significant difference between male and female Facebook users in their level of self-esteem. This difference occurred might be due to differences in the study site and other confounding variables.

Self-esteem had no relationship with the grade level of the respondents. This indicates that there was no change observed in self-esteem score with a change in grade level. Independent sample t-test further reported, as there was no significant difference in self-esteem among grade 11 and grade 12 students. Concerning the relationship between self-esteem and the age of the

respondents, there was a non-significant and weak positive correlation. This indicates that the change occurs in mean score on Self-esteem slightly varies with the age of adolescents. This result seems to confirm to the results of the study by Arslan et al. (n.d.) on their meta-analysis found significant gender and age differences in self-esteem: Across all nations, men had higher levels of self-esteem than women did and both genders showed age-graded increases from late adolescence to middle adulthood. However, due to the lack of available data, the results cannot confirm any study conducted in the area.

#### **5.4.2. Facebook Usage and Social Anxiety**

As portrayed in the result section of the present study there was a moderate and statistically significant positive relationship between Facebook usage level and social anxiety. This indicates that Facebook usage level increases together with the level of social anxiety. Analysis of variance also indicated a significant difference between low, moderate, and high levels of Facebook users in their level of social anxiety. Thus, the social anxiety level of high-level Facebook users was significantly greater than low and medium level users. However, there is no statistically significant difference found between low and medium level Facebook users on the level of social anxiety even if low-level Facebook users reported low-level social anxiety than medium level users did.

One of the possible reasons for these high Facebook users might be ignoring their real relationship out of Facebook and spent more time with online relationships. However, their online relationship may not create good emotional connection and support to improve their socialization skills. Due to this, Facebook users might be affected by social anxiety. This result was supported by several studies. Woods and Scott (2016, cited in Hughes, n.d.), conducted their study on adolescents aged 11 to 17 and found that there is a positive relationship between social media usage and anxiety. Similarly, Zaffar, Mahmood, Saleem, & Zakaria (2015) who conducted their study in Pakistan found a strong and significant correlation between Facebook usage and social anxiety. Moreover, this result was consistent with the study by Kaur, (2016) that indicated Facebook has fueling insecurity and creating the uncomfortable condition. Because social networking technologies like Facebook can lead to feelings of isolation of a user and due to Facebook they may fail to make real connections with human friends. Finally, the result is consistent with the displacement hypothesis that argues that adolescents who are active users of social media loose direct communication with friends face to face. Even though it is possible to

get new friends in social media, the unreal relationship weakens social and family connections (Knnibbe & Luchies, 2013).

However, unlike the present result, Caplan, 2007; Valkenburg & Peter (2007, cited in Kassahun, 2014), suggested that positive online communication from friends tend to increase closeness to socially anxious youth with their offline friends. This indicates that making such higher online connections helps socially anxious adolescents to improve their feelings of social interaction. The other study by Ando & Sakamoto (2008, cited in Kassahun, 2014) reported that youth who recognize themselves as less physically attractive, having a large number of online friend network is foreseen decreases in feelings of social anxiety and loneliness. This result suggests that difficulties related to physical cues might be ameliorated online and that online connection allows youth to expand their social connections in this domain. Moreover, According to stimulation hypothesis, adolescent Facebook users feel that they are in a community when they receive feedback from viewers and when they contact with others. Accordingly, this feeling indirectly enhances adolescents' psychological wellbeing (Knnibbe & Luchies, 2013). Therefore, even if a few studies argues Facebook usage contributes to the reduction of social anxiety for socially anxious individuals and who recognize themselves as less attractive physically, several studies stand with the results of the present study that revealed high Facebook usage significantly correlated with a high level of social anxiety.

Concerning demographic variables, the sex and grade level of the respondents had a non-significant and very weak positive relationship with the level of social anxiety. Age had a nonsignificant and very weak negative association with social anxiety. However, despite its insignificance, female respondents had slightly high social anxiety than male respondents reported. This result was consistent with the study by Tamy & Denis (2015) that found female Facebook users are more affected by social anxiety than their male counterparts are. The possible reasons for the study were females are more inclined to seek relational information online; they tend to view more pictures and read more posts than their male counterparts. This means they are more likely to receive a bigger mix of forced and sought information. Therefore, it may affect their self-esteem and lead to social anxiety. In addition, in line with the present result, a study conducted by Fardorly et al. (2015) found that both male & Female Facebook users develop negative or dislike social interactions but female users are more affected than their male counterparts are. One possible reason for this result is that Facebook provides Females with a

means for comparing themselves on a broad range of dimensions (beyond just appearance), such as social status and life experiences. In contrary, to the present result, a study conducted by Ando & Sakaamoto (2008) found that both male and female Facebook users suffering from different social and psychological problems such as social anxiety and loneliness. According to the result, gender does not matter the level of social anxiety but it depends on the level of using Facebook. Regarding grade level students of students grade 11 students were insignificantly and slightly better than grade 12 students in the level of social anxiety.

#### **5.4.3. Facebook Usage and Satisfaction with Life**

As described in the result section of the present study, there is a statistically significant and weak negative relationship between Facebook usage level and level of satisfaction with life. This indicates when an individual Facebook usage level increases, his or her level of life satisfaction going to be decreased significantly. Analysis of one way ANOVA further indicated that there was a significant mean difference in life satisfaction among three levels of Facebook usage. Therefore, according to the present study, low-level users of Facebook reported had high satisfaction with life than medium and high-level users of Facebook did report. Medium level users had higher life satisfaction than high-level users of Facebook. Therefore, as post-hoc comparison result indicated, high-level users of Facebook had significantly lowest satisfaction with life than medium and low users, but the difference between low and medium level users did not differ significantly.

High Facebook users were less satisfied with their life; it might be due to after logging out from Facebook, they feel like they have wasted their reading time. In addition, their unproductive online communication may cause them to low life satisfaction. This result seems to confirm the study by Şahin (2017) who conducted the study on ‘The predictive level of social media addiction for life satisfaction’ on university students in Turkey found the significant and moderately negative relationship between social media addiction and life satisfaction. Similarly, Agata, Aneta, & Igor (2016) conducted a cross-sectional study and found that ordinary Facebook users differ statistically in life satisfaction from both addicted and intensive users. Therefore, this study was concluded Facebook addiction has a negative relation with life satisfaction.

In contrary to the results of the present study, the result of a study conducted in Texas by Valenzuela, Park, & Kee (2009) indicated there was a positive relationship between Facebook intensity and life satisfaction. One of the reasons might be that Facebook helps users to enhance

their social capital. Besides, Srivastava (2015) conducted a study in India and found a positive and significant relationship between Facebook usage and satisfaction with life. The possible explanation for difference on results might be the difference in the population of the study, study site, and research design.

Concerning the sex of the respondents, the present study found that sex had a very weak and significant relationship with satisfaction of life. Independent sample t-test further identified a statistically significant mean difference in life satisfaction because of respondents' differences in sex. Hence, according to this result, males had significantly high life satisfaction than females. This result was validated by the study that was conducted by Vigil & Wu (2015) on 'Facebook users engagement and perceived life satisfaction'. It found that female users' life satisfaction is highly affected by Facebook than male Facebook users due to, women are more inclined to seek relational information online, they tend to view more pictures and read more posts than their male counterparts. Similarly, according to Ayala, Ohad, and Maayan (2014) study, Facebook users are less happy than non-users one of the possible reason of the study was users had increased engagement in social comparison, it combined with a belief that others' lives are richer in positive experiences than one's own. However, in opposing to the present results, Srivastava (2015), concluded that Females scored highest on both Facebook usage level and satisfaction with life than their male counterparts.

Regarding grade level and age of the respondents, the present study found a very weak and non-significant positive relationship with satisfaction of life. An independent t-test further identified that there is no statistically significant difference between grade 11 and grade 12. This result was supported by Srivastava (2015) identified older age group students were found to be more intense Facebook users, more satisfied with their lives and happiest than younger age group students. In spite of its significance difference, grade 12 students had slightly greater satisfaction with life than grade 11 students did. This was may be due to grade 12 students were preparing themselves to join university, which can improve their self-esteem and boost their life satisfaction. The results related to grade level did not compare to any study due to lack of available data.

#### 5.4.4. Facebook Usage and Depression

As presented in the result section of this study, there was a statistically significant and moderate positive relationship between Facebook usage and level of depression. This indicates that the level of depression varies with the level of Facebook usage. The analysis of one way ANOVA indicated the significant difference of levels of Facebook usage in the level of depression. Consequently, post-hoc comparison additionally discovered a high level of Facebook users had significantly high depression level than medium and low-level Facebook users.

The medium level users of Facebook also reported significantly higher depression level than low-level users. Therefore, according to this results the low level of Facebook users had low-level depression and high-level users of Facebook reported higher significantly higher depression level. This result corresponds to the study by Steers, Wickham, and Acitelli (2014 cited in Jakobsdóttir, 2016) found that the extent of Facebook was associated with depression. According to their results, the main result was visiting Facebook more frequently or spending a lot of time on the website had a significant association with the predisposition to compare oneself to others, and increased depressive symptoms, because people thought to feel bad when comparing themselves to others. Likewise, Keles, McCrae, & Grealish (2019) on their systematic review of the influence of social media on depression, anxiety, and psychological distress in adolescents, found the level of depression has an association with time spent on social media. Similarly, another study conducted by Zaffar, Mahmood, Saleem, and Zakaria (2015), also found that there is positive Pearson correlation between Facebook addiction and depression and showed a significant relationship between Facebook addiction and depression. This might be due to negative reaction with Facebook usages such as the feeling of envy and the distorted beliefs, increase exposure for negative online comments, and comparisons of physical appearances and reduced social connection can be caused to a high level of depression.

On the other hand, there are some studies, which did not confirm the results of the present study. For example, Skues, Banagan, & Wise (2014) found no statistically significant difference in depression level with the usage of Facebook. Similarly, the study by Chia-Yi & Chia-Ping (2013) also found that online users with adequate general social support could enhance their psychological well-being through Facebook.

With reference to the sex of the respondents, the present study found a weak and significant association with the sex of the respondents. In which female students had significantly higher depression than their counterpart males. This was maybe because the Facebook usage level of a female student was higher than their counterpart males in this study. The results of the present study seem not to confirm a study conducted by the Ahmad, Hussain, and Munir (2018) in Pakistan, found most of the male social media users were more depressed than female. Wickham (2014) also discovered both male and female Facebook user participants are depressed after they use Facebook. According to the study, Facebook users would be higher in general social comparison orientations because they have more opportunities to compare themselves to their friends than non-active. Moreover, Ahma, Khattack, and Muhamed (2017) found a non-significant difference among males and female Facebook users in their level of depression. Similarly, Keles, McCrae, & Grealish (2019) concluded that even though some studies found that sex and age had no effect on the relationship between social media use and mental health problems, other studies showed that girls and younger adolescents are more prone to depression and anxiety.

Concerning the age of the respondents, there is a non-significant and very weak positive association with the level of depression. The slight relationship between age and depression might be due to the fact that older adolescents were a high level of Facebook users than young adolescents. This result not confirmed to the results of a systematic review on the influence of social media on depression, anxiety and psychological distress in adolescents (Keles, McCrae & Grealish, 2019), which indicated younger adolescents are more prone to depression. Although further work is required to gain, a more complete understanding of age and grade level relationship with the level of depression, this study found a weak association between grade level and depression level of adolescents. Independent sample t-test further indicated a non-significant difference between grade 11 and grade 12.

## Chapter Six

### Summary, Conclusion, and Recommendations

#### 6.1. Summary

This study was conducted with the aim of examining the relationship between Facebook usage and psychosocial wellbeing of the adolescent in selected private preparatory schools in Addis Ababa. The study also explored the daily usage level, the reasons for using Facebook and the psychosocial wellbeing (self-esteem, social anxiety, satisfaction with life and depression) of adolescents. In order to deal with basic research questions, related literature was reviewed and three theoretical frameworks were utilized; uses and gratification, dependency and social cognitive theories with two competing hypotheses; displacement and stimulation hypothesis. The study involved the questionnaires that measures Facebook usage level and psychosocial wellbeing of adolescents. Before collection of main data, a pilot study was conducted to realize the reliability of the instruments and necessary improvement was made. Then after, the study involved grade 11 and 12 students in the selected four private schools that chosen purposefully in 2018 academic year. The scales were distributed to randomly selected 320 students in four purposefully selected private preparatory schools found in Addis Ababa. Then, the data was collected through systematic random sampling techniques and 300 questioners, which were returned properly, were used for data analysis.

The collected data was analyzed using both descriptive and inferential statistical analysis. Descriptive statistics were used to describe the results of the study and inferential statistics were utilized to check the statistical significance of the tests. Hence, to calculate the relationship between variables Pearson product moment correlation, Spearman rho, and Point Biserial correlation were used. One way ANOVA was used to determine the existence of significant deference among Facebook usage levels in Facebook usage and psychosocial well-being. Chi-square and independent sample t-test also used to calculate the Facebook usage and psychosocial wellbeing difference between males and females and grade 11 and grade 12 students.

Based on the analysis the conciderable number of the respondents (34%) spent less than one hour in using Facebook daily and followed by (25.7%) of participants spent 1-3 hours and 10.3% of adelescents spent more than 7 hours. There is no significant difference observed between sexes and grade level in the daily usage level of adolescents and there is also no

significant sex and grade level difference observed in daily usage level of Facebook. Concerning general usage level of Facebook, more than 54% of the adolescents shown moderate (32%) and high level (22.7%) of Facebook usage, the rest 45.3% of participants were low-level users of Facebook. Facebook usage had a non-significant and very weak positive relationship with sex, age, and grade level. There is no significant difference in Facebook usage level found between males and females and grade 11 and 12 students. However, female students, and grade 12 students shown a higher level of Facebook usage than males, and grade 11 students respectively.

The study was revealed that the most preferred reason for the majority of adolescents (97%) using Facebook was to have entertainment and it was the first reason for using Facebook for 36 % of the respondents. To have a good relationship in touch with family and friends was the reason for 95% of adolescents and it was the first reason for using Facebook for 21% of adolescents. To spent time was one of the reasons for using Facebook for 95% of the respondents and it was the first preferred reason for 14% of the participants. The least preferred reason of using Facebook was ‘To share my personal beliefs and other helpful ideas ‘which was selected by the 87% of participants and only 2.7% reported it as their first reason of using Facebook.

The result also discovered that Facebook usage had a significant and moderate relationship with psychosocial well beings of adolescents. Self-esteem had a moderate and significant negative relationship with Facebook usage level of the respondents. Low-level users of Facebook were significantly better in their self-esteem than high-level users and self-esteem level of low-level Facebook users were insignificantly better than moderate users of Facebook. High-level users of Facebook had significantly low self-esteem than both low and moderate level users. Sex had a weak and significant relationship with the level of self-esteem of the respondents and age had a weak non-significant negative relationship with self-esteem. However, self-esteem had no relationship with the grade level of the students. Males had significantly greater self-esteem than females and the difference between grade levels found insignificant.

Social anxiety had a moderate and statistically significant positive relationship between with Facebook usage level and high-level users of Facebook had significantly high social anxiety than low and medium level users of Facebook. However, the social anxiety level of medium level of Facebook users insignificantly greater than low-level Facebook users. Sex had a very weak and nonsignificant positive relationship with social anxiety. However, age and grade level

had non-significant and a very weak negative correlation. Females and grade 12 had non-significant greater social anxiety level than males, and grade 11 students respectively.

The results of the study also shows satisfaction with life had a statistically significant weak positive association with Facebook usage. High level of Facebook users reported significantly less satisfaction with life than Low and medium level users of Facebook. However, a medium level of Facebook users had in significant less satisfaction with life than low-level users. Sex had a very weak and significant negative relationship with satisfaction of life. Age and grade level had very weak but a nonsignificant positive association with satisfaction with life score of the participants. Males had significantly high life satisfaction than females. However, grade 12 students had higher satisfaction with life than grade 11 students did.

Depression had a positive and statistically significant moderate association with Facebook usage level. High level of Facebook users had significantly high depression level than medium and low-level Facebook users and medium level users had significantly higher depression than low users of Facebook. Sex and had a significant and very weak positive association with the level of depression. But, age and grade had a very weak and non-significant positive association with the level of depression. Females and grade 12 students had significantly higher depression level than males and grade 11 students respectively.

## **6.2. Conclusions**

The majority of adolescents spent below one hour in using Facebook, however, according to general Facebook usage level (54%) of the adolescents shown a moderate and high rate of Facebook usage and from which 22.7% of adolescents were found to be addicted users of Facebook. Therefore, the large numbers of preparatory school adolescents could be at risk of Facebook addiction and psychosocial wellbeing problem. This is because they may not know how long they should on using Facebook. The adolescents' most preferred reasons for using Facebook was entertainment, to have a good relationship in touch with family and friends, and spent time. According to the results of this study, there was non-significant and very weak relationship found between Facebook usage and demographic variables of adolescents such as sex, age, and grade level.

In the present study, a significant relationship found between Facebook usage and psychosocial wellbeing measures. Facebook usage had significantly and positively correlated with the negative states of emotions or psychosocial well-being (social anxiety and depression)

and significant negative relation with positive states of emotions or psychosocial well-being (self-esteem, and satisfaction with life). This indicates that a high level of Facebook users had significantly higher social anxiety and depression and lower level of self-esteem and life satisfaction than low and medium level users. However, according to this study except for depression level, there was no significant difference found between low and moderate users of Facebook on their psychosocial well-being (self-esteem, social anxiety, and satisfaction with life). This result indicates that using Facebook may not be harmful in general if adolescents use the site in the proper way and for a limited amount of time which is not more than one hour daily. Generally, the studies conclude that there is a significant and moderate relationship between Facebook usage and psychosocial wellbeing of adolescents.

### **6.3. Recommendations**

Based on the conclusion made from results, the following recommendations are forwarded.

#### **I. Recommendation for schools and family**

- School adolescent, parents, and teachers should be aware of the effects that frequent use of Facebook has on the psychosocial wellbeing of adolescents. This increases the awareness level of teachers and parents to advise guide and control the usage Facebook level of adolescents
- School administrations, teachers, and counselors should be aware and orient the students on how to use Facebook moderately without affecting their psychosocial well-being by monitoring and encouraging students to get success on their academic life. This is because the majority of adolescents are using Facebook for entertainment purpose that can influence their offline social relationships. should advise students to reduce the time spent on using Facebook
- Private preparatory schools should develop and activate students' awareness programs concerning appropriate Facebook usage to minimize the harmful effects of its usage. Because low-level users of Facebook did not show psychosocial problems, therefore students should be aware and recommended to Facebook less than an hour daily.
- Teachers and parents should be taught to recognize and respond to any changes in students' behavior. This helps to identify before the problem is persisting.

**II. Recommendations for future research**

- ❖ Future study should be conducted to assess whether other variables like the number of Facebook friends, types of personality, the length of starting time to use Facebook that can be correlated with the psychosocial wellbeing of adolescents.
- ❖ Future study should be conducted to check whether College and university students are experiencing psychosocial wellbeing problems due to Facebook usage.
- ❖ Finally, it is better if future research conducted by using experimental design and longitudinal study by controlling other confounding variables to clearly understand how much Facebook usage affect psychosocial well beings of its users.

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# Appendixes

## Appendix A

### Survey Questionnaire

#### Appendix A1

##### *Survey questionnaire English version*

### Addis Ababa University

### College of Education and Behavioral Studies

### School of Psychology

#### **Questionnaire to be filled by preparatory students**

Dear respondents, I am a postgraduate student at Addis Ababa University, college of education and behavioral studies school of psychology. I am doing a master thesis on the title entitled: “Facebook usage and psychosocial wellbeing of adolescents.” This research is being done for the fulfillment of the Master of Arts Degree in Social Psychology at Addis Ababa University. Therefore, you are kindly requested to give genuine responses to the questionnaire. Your responses have a pivotal role in the success of this research. The researcher will keep the confidentiality of the responses of the participants.

**Thank you in advance for your cooperation!!!!**

#### **PART 1. Background information**

DIRECTION: The following items require you to provide information about you. Please provide the information requested by writing on the space provided for the open-ended items and by putting a mark for those items, which are followed by a list of options.

1. Age -----
2. Sex Male  Female
3. Grade level 11<sup>th</sup>  12<sup>th</sup>

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## PART 2. Daily usage level and reasons for using Facebook

DIRECTION: This part of the questionnaire is aimed to gather information about the daily usage level and reasons for using Facebook. Please follow the instruction to respond.

1. On average, how much time would you estimate that you spend on Facebook daily? (Circle your answer)

- A. Less than 1 hour      B. 1 -3 hours      C. 3-5 hours D. 5-7 hours  
E. 7 and above hours

2. Please select possible reason/s for using Facebook and put it in ascending order of your choice (Please wright 1<sup>st</sup>, 2<sup>nd</sup>,.....in front of your choice ).

- A. To have entertainment. \_\_\_\_\_  
B. To have good relationships in touch with family and friends \_\_\_\_\_  
C. To download, post, and look image and video. \_\_\_\_\_  
D. To gain academic knowledge and new information. \_\_\_\_\_  
E. To spent time \_\_\_\_\_  
F. To get rid of my boredom. \_\_\_\_\_  
G. To share my personal beliefs and other helpful idea. \_\_\_\_\_

If any others, it is possible to jot down

here \_\_\_\_\_  
\_\_\_\_\_

## PART 3: Facebook Usage level

DIRECTION: In this section, there are 15 questions, which asks about your engagement on Facebook, after reading each question, mark in the box that best represents your frequency of engagement

1= Never, 2= Rarely , 3=Often, 4= Always

No	Items	1	2	3	4
1	How often do you find that you stay on Facebook longer than you intended?				
2	How often do you prefer the excitement of Facebook to intimacy with your partners?				
3	How often do others in your life complain to you about the amount of time you spend on Facebook				

**FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING**

4	How often does your education achievement suffer because of Facebook?				
5	How often do you check Facebook before something else that you need to do?				
6	How often do you become defensive or secretive when anyone asks you what you do on Facebook?				
7	How often do you block out disturbing thoughts about your life with soothing thoughts of Facebook?				
8	How often do you find yourself anticipating when you will go to Facebook again?				
9	How often do you fear that life without Facebook would be boring, empty, and joyless?				
10	How often do you snap, yell or act annoyed if someone bothers you while you are using Facebook?				
11	How often do you lose sleep due to late night logins?				
12	How often do you feel preoccupied with Facebook when off-line, or fantasize about being online?				
13	How often do you find yourself saying just “a few more minutes” when you are using Facebook?				
14	How often do you try to cut down the amount of time you spend on Facebook and fail?				
15	How often do you feel depressed, moody or nervous when you are off-line, which goes away once you are back to Facebook.				

**PART 4: Psychosocial Wellbeing (Self-Esteem)**

**DIRECTION:** The following section contains statements that help to examine your self-esteem. After reading each of the items carefully, indicate your level of agreement by putting a mark in one of the boxes under the alternatives given.

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Overall, am satisfied with myself				
2	At times, I think I am not good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people do				
5	I feel I do not have much to be proud of				
6	I certainly feel useless at times				
7	I feel that I am a person of worth, at least an equal plane with others				
8	I wish I could have more respect for myself				
9	Overall, I am inclined to feel that I am a failure.				
10	I take a positive attitude towards myself				

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### PART 5: Social Anxiety

**DIRECTION:** The following section contains statements that help to examine your Social Anxiety. After reading each of the items carefully, indicate your level of agreement by putting a mark in one of the boxes under the alternatives given.

No	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I worry about what others say about me				
2	I am afraid that others do not like me				
3	I worry about what others think of me				
4	I feel that others make fun of me				
5	I feel that peers talk about me behind my back				
6	I get nervous when I meet new peer				
7	I get nervous when I talk to peers I don't know Very well				
8	I feel nervous when I'm around certain people				
9	I worry about doing something new in front of Others				
10	It's hard for me to ask others to do things with me				
11	I'm quite when I'm with a group of people				
12	I feel shy even with peers I know very well				

### PART 6: Satisfaction with Life

**DIRECTION:** The following section contains statements that help to examine your satisfaction with life. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your response.

7 - Strongly agree, 6 – Agree, 5 – Slightly agree, 4- Neither agree nor disagrees, 3 - Slightly disagree, 2 – Disagree, and 1- Strongly disagree

- 1) \_\_\_\_ In most ways my life is close to my ideal
- 2) \_\_\_\_ The conditions of my life are excellent
- 3) \_\_\_\_ I am satisfied with my life
- 4) \_\_\_\_ So far I have gotten the important things I want in life

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### PART 7: Depression

**DIRECTION:** The following part of the questions has 21 items that access the level of depression. Read every detail and judge your level of agreement with what is stated in the statement and indicate your level of agreement by circling one of the choices under the alternatives given.

NO	Items
1	Sadness
	0) I do not feel sad 1) I feel sad 2) I am sad all the time and I cannot snap out of it 3) I am so sad and unhappy that I cannot stand it
2	Pessimism
	0) I am not particularly discouraged about the future 1) I feel discouraged about the future 2) I feel I have nothing to look forward to 3) I feel the future is hopeless and that things cannot improve
3	past failures
	0) I do not feel like a failure. 1) I feel I have failed more than the average person 2) As I look back on my life, all I can see is a lot of failures 3) I feel I am a complete failure as a person
4	Loss of pleasure
	0) I get as much satisfaction out of things as I used to 1) I don't enjoy things the way I used to 2) I don't get real satisfaction out of anything anymore 3) I am dissatisfied or bored with everything
5	Guilty feeling
	0) I don't feel particularly guilty 1) I feel guilty a good part of the time 2) I feel quite guilty most of the time 3) I feel guilty all of the time
6	punishment feeling
	0) I don't feel I am being punished 1) I feel I may be punished 2) I expect to be punished 3) I feel I am being punished
7	self-dislike
	0) I don't feel disappointed in myself 1) I am disappointed in myself 2) I am disgusted with myself 3) I hate myself
8	self-criticalness

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	<p>0) I don't feel I am any worse than anybody else</p> <p>1) I am critical of myself for my weaknesses or mistakes</p> <p>2) I blame myself all the time for my faults</p> <p>3) I blame myself for everything bad that happens</p>
9	Suicidal thoughts or wishes
	<p>0) I don't have any thoughts of killing myself</p> <p>1) I have thoughts of killing myself, but I would not carry them out</p> <p>2) I would like to kill myself</p> <p>3) I would kill myself if I had the chance</p>
10	Crying
	<p>0) I don't cry any more than I used to.</p> <p>1) I cry more now than I used to</p> <p>2) I cry over every little thing.</p> <p>3) I feel like crying, but I can't.</p>
11	Agitation
	<p>0) I am no more restless or would up than usual</p> <p>1) I feel more restless or would up than usual</p> <p>2) I am so restless or agitated that is hard to stay still</p> <p>3) I am so restless or agitated that I have to keep moving or doing something</p>
12	loss of interest
	<p>0) I have not lost interest in other people</p> <p>1) I am less interested in other people than I used to be</p> <p>2) I have lost most of my interest in other people</p> <p>3) I have lost all of my interest in other people</p>
13	Indecisiveness
	<p>0) I make decisions about as well as I ever could</p> <p>1) I put off making decisions more than I used to.</p> <p>2) I have greater difficulty in making decisions More than I used to</p> <p>3) I can't make decisions at all anymore</p>
14	Worthlessness
	<p>0) I do not feel I am worthless.</p> <p>1) I don't consider myself as worthwhile and useful as I used to.</p> <p>2) I feel more worthless as compared to others.</p> <p>3) I feel utterly worthless.</p>
15	Loss of energy
	<p>0) I have as much energy as ever.</p> <p>1) I have less energy than I used to have.</p> <p>2) I don't have enough energy to do very much.</p> <p>3) I don't have enough energy to do anything.</p>
16	Changes in sleep patterns

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

	<p>0) I can sleep as well as usual            1) I do not sleep as well as I used to            2) I wake up 1-2 hours earlier than usual and find it hard to get back to sleep            3) I wake up several hours earlier than I used to and cannot get back to sleep</p>
17	Irritability
	<p>0) I am not more irritable than usual.            1) I am more irritable than usual.            2) I am much more irritable than usual            3) I am irritable all the time</p>
18	Change in appetite
	<p>0) My appetite is no worse than usual            1) My appetite is not as good as it used to be            2) My appetite is much worse now            3) I have no appetite at all anymore</p>
19	Concentration difficulty
	<p>0) I can concentrate as well as ever            1) I can't concentrate as well as usual.            2) It's hard to keep my mind on anything for very long.            3) I find I can't concentrate on anything.</p>
20	Tiredness or fatigued
	<p>0) I don't get more tired than usual            1) I get tired more easily than I used to            2) I get tired from doing almost anything            3) I am too tired to do anything</p>
21	Loss of interest in sex
	<p>0) I have not noticed any recent change in my interest in sex            1) I am less interested in sex than I used to be            2) I have almost no interest in sex            3) I have lost interest in sex completely</p>

Appendix A2

Survey questionnaire Amharic version

አዲስ አበባ ዩኒቨርሲቲ  
የትምህርትና ባሕሪ ጥናት ኮሌጅ  
የሥነ-ልቦና ትምህርት ክፍል

በመሠናዶ ት/ቤት ተማሪዎች የሚሞላ የዕሁድ መጠይቅ

ውድ ተማሪዎች! እኔ በአዲስ አበባ ዩኒቨርሲቲ በሥነ-ልቦና ትምህርት ክፍል የሁለተኛ ዓመት የድህረ-ምረቃ ተማሪ ስሆን የወጣቶች ማህበራዊ ድህረ-ገፅ/Facebook አጠቃቀም ከማህበራዊና ስነ-ልቦናዊ ደህንነት ጋር ያለውን ቁርኝት በማጥናት ላይ እገኛለሁ። ይህ የዕሁድ መጠይቅ የሚያገለግለው በአዲስ አበባ ዩኒቨርሲቲ በህብረተሰብ ሥነ-ልቦና ትምህርት ክፍል ለድህረ-ምረቃ ጥናት የመመረቂያ ዕሁድ ማሟያ የሚሆን ነው። ይህንን አጠቃላይ ዓላማ ግንዛቤ ውስጥ በማስገባት ለቀረቡት ጥያቄዎች የየራሳችሁን ቅን እና ሐቀኛ መልሶች ትሰጡ ዘንድ በትህትና እጠይቃለሁ። የአንተ/ቺ ቅን እና ትክክለኛ መልሶች ለዚህ ጥናት መሳካት ትልቅ አስተዋዕኔ አለው። በመጠይቁ ውስጥ ትክክል ወይም ትክክል ያልሆነ መልስ የለም ስለዚህ ከእናንተ የሚጠበቀው የሚሰማችሁን ስሜት ከመጠይቁ ካሉት አማራጮች በምትስማሙበት ላይ ምልክት ማድረግ ብቻ ነው። ስማችሁንና ሌሎች ዝርዝር መረጃዎችን መግለጽ አይጠበቅባችሁም።

ስለ ትብብራችሁ አመሰግናለሁ!!!!

ክፍል አንድ: አጠቃላይ መረጃ

መመሪያ: እባክህ/ሽ ቀጥሎ ለተዘረዘሩት ጥያቄዎች በተዘጋጁት ሳጥኖች ውስጥ ጭረት (✓) በማድረግ ወይም በዕሁድ ምላሽ ስጥ/ጭ።

- 1 እድሜ .....
- 2 ያታ ወንድ  ሴት
- 3 የትምህርት ቤት/ሽ ስም.....
- 4 የክፍል ደረጃ 11ኛ ክፍል  12ኛክፍል

# FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

ክፍል ሁለት፡ ፈስቡክ አጠቃቀም(በየዕለት) እና ምክንያት

የሚከተሉት ጥያቄዎች ምን ያህል ጊዜ በፌስቡክ እንደሚያሳልፉ እና ለምን አላማ እንደሚጠቀሙ መረጃ ለማሰባሰብ የተዘጋጁ ናቸው። እባክዎት ምላሽዎን ለመስጠት መመሪያዎችን ይከተሉ።

1. በአማካኝ በየዕለቱ ምን ያህል ጊዜ ፈስቡክ/ Facebook በመጠቀም ያሳልፋሉ? (መልስዎን ያክብቡ)።

ሀ) ከአንድ ሰዓት በታች      ለ) 1 — 3 ሰዓት

ሐ) 3 — 5 ሰዓት      መ) 5 — 7 ሰዓት      ሠ) 7 ሰዓት እና በላይ

2. እባክዎ ከዚህ በታች ከተዘረዘሩት አማራጮች እርስዎ ለምን ፌስቡክ እንደሚጠቀሙ በመምረጥ በቅድመ ተከተል ያስቀምጡ (ከአማራጮች ፊት ለፊት ባለው ክፍት ቦታ ላይ እንደ ምርጫዎ 1ኛ፣ 2ኛ..... በማለት ይጻፉ።)

ሀ) ለመዝናናት እጠቀማለሁ \_\_\_\_\_

ለ) ከንደኛቼ እና ከቤተሰቦቼ ጋር የተጠናከረ ግንኙነት እንዲኖረኝ \_\_\_\_\_

ሐ) ቪዲዮ እና ፎቶግራፍ ለማውረድ፣ ለመለጠፍ እና ለመመልከት \_\_\_\_\_

መ) ትምህርታዊ መረጃና አዳዲስ ዜናዎችን ለማግኘት \_\_\_\_\_

ሠ) ጊዜ ለማሳለፍ \_\_\_\_\_

ረ) ድብርቴን ለማስወገድ \_\_\_\_\_

ሰ) ግለሰባዊ እምነትና ጠቃሚ ሌላ ሀሳቦችን ለማጋራት \_\_\_\_\_

እባክዎ! ሌላ ካለዎ ይጻፉ

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FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

ክፍል ሦስት፡ ፌስቡክ አጠቃቀም

የመሰናዶ ተማሪዎች ፌስቡክ ለመጠቀም የሚያውሉትን የጊዜ መጠን ለመለካት የተዘጋጁ ጥያቄዎች ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገልፀኛል ከምትሉት ቦታ ላይ ምልክት (✓) አድርጉ።

ተ.ቁ.	ጥያቄ	በጭራሽ	አልፎ አልፎ	ብዙ ጊዜ	ሁልጊዜ
1	ካሰብከው/ሽወ ሰዓት በላይ ፌስቡክ በመጠቀም ትቆያለህ/ሽ				
2	ምን ያህል ፌስቡክን ከጓደኞችሽ/ህ ጋር ለመቀራረብ ተመራጭ ታደርጊዋለሽ/ህ				
3	ምን ያህል ጊዜ ሌሎች ሰዎች በፌስቡክ በመጠቀም የምታጠፈው/ፋው ጊዜ ላይ ትችት ያደርሱብሻል/ሀል				
4	ጊዜህን/ሽን ለፌስቡክ በማዋልህ/ሽ ትምህርት ውጤትህ/ሽ ላይ ተጽዕኖ ፈጥሯል?				
5	ቅድሚያ መስጠት ከሚገባህ/ሽ ሃላፊነት ይልቅ ፌስቡክን ታስቀድማለህ/ሽ?				
6	ፌስቡክ አጠቃቀምህን/ሽን በተመለከተ ለሚቀርብልህ/ሽ ጥያቄ ተከራክረህ/ሽ ወይም ድብቅ ሆነህ/ሽ ታውቃለህ/ሽ?				
7	የፌስቡክ አሉታዊ ተፅዕኖዎችን በተመለከተ የሚነሱ ሃሳቦችን ትቃወማለህ/ሽ				
8	ከፌስቡክ ከወጣሽ/ህ በኋላ እንደገና ለመግባት ምን ያህል ጉጉት ያደርብሻል/ሀል?				
9	ህይወት ያለፌስቡክ አሰልጣኝ፣ ባዶ እና ደስታ የማይሰጥ ይሆናል ብለሽ/ህ ምን ያህል ታስቢያለሽ/ህ				
10	ፌስቡክ በምትጠቀምበት ወቅት ሰዎች ሲረብሹህ/ሽ ምን ያህል ትብሳጫለህ/ችያለሽ?				
11	እስከ እኩለ ሌሊት ፌስቡክ በመጠቀም ምን ያህል እንቅልፍሽን/ህን ታጫለሽ/ህ				
12	ከፌስቡክ ውጭ ስትሆን/ኝ ምን ያህል ስለ ፌስቡክ በማሰብ ትጠመዳለህ/ጅያለሽ;				
13	ምን ያህል ጊዜ ፌስቡክ ስትጠቀም/ሚ “ተጨማሪ ትንሽ ደቂቃ ልቆይ” ብለህ/ሽ ታውቃለህ/ሽ?				
14	ለፌስቡክ የምታውለውን/ዩውን ግዜ ለመቀነስ ሞክረህ/ሽ ሳይሳካልህ/ሽ ቀርቶ ያውቃል?				
15	ፌስቡክ ካልተጠቀምሽ/ህ የሚሰማሽ/ህ ስትጠቀም/ም ግን የሚጠፉ ስሜቶች እንደ ድባቴ እና ስሜታዊነት ይሰማሻል/ሀል				

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ክፍል አራት፡ ስነ-ልቦናዊና ማህበራዊ ደህንነት (በራስ መተማመን)

መመሪያ 1

የሚከተሉትን 10 ጥያቄዎች የመሰናዶ ተማሪዎችን በራስ የመተማመን ደረጃቸውን ለመለካት የተዘጋጁ ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገልፀኛል ከምትሉት ቦታ ላይ ምልክት (✓) አድርጉ።

ተ.ቁ	ጥያቄ	በእጅግ እስማማለሁ	እስማማለሁ	አልስማማም	በእጅግ አልስማማም
1	በራሴ ሙሉ በሙሉ ደስተኛ ነኝ።				
2	ብዙ ጊዜ ምንም ነገር ላይ ጎበዝ አይደለሁም ብዬ አስባለሁ።				
3	ብዙ በጎ ጎኖች እንዳሉኝ ይሰማኛል				
4	ልክ ብዙ ሰዎች እንደሚያደርጉት ሁሉ ማንኛውንም ነገር ማድረግ እችላለሁ።				
5	ይህ ነው ብዬ የምኮራበት ብዙ ነገር እንደሌለኝ ይሰማኛል።				
6	ብዙ ጊዜ ዋጋ-ቢስ እንደሆንኩ ይሰማኛል።				
7	ቢያንስ ከሌሎች እኩል ጠቃሚ እንደሆንኩ ይሰማኛል።				
8	ለራሴ የተሻለ ከበሬታ ቢኖረኝ ብዬ እመኛለሁ				
9	በአጠቃላይ እራሴን ያልተሳካልኝ ሰው ነኝ ብዬ ወደማሰቡ ቀርቤያለሁ።				
10	ስለ ራሴ በጎ የሆነ አመለካከት አለኝ።				

ክፍል 5፡ የማህበራዊ ህይወት

መመሪያ፡ የሚከተሉት 12 የጥያቄ ዝርዝሮች የመሰናዶ ተማሪዎችን ማህበራዊ ህይወት በተመለከተ ያሉባቸውን ችግሮች መጠን ለመለካት የተዘጋጁ ጥያቄዎች ሲሆኑ በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች በጣም ይገልፀኛል ከምትሉት ቦታ ላይ ምልክት (✓) አድርጉ።

ተ.ቁ	ጥያቄ/	በእጅግ እስማማለሁ	እስማማለሁ	አልስማማም	በእጅግ አልስማማም
1	ሰዎች ስለሚሉኝ ነገር እጨነቃለሁ።				
2	ሌሎች ሰዎች አይወዱኝም ብዬ እፈራለሁ።				

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3	ሰዎች ስለ እኔ ምን ያስቡ ይሆን ብዬ እጨነቃለሁ።				
4	የሰዎች መሳሰቂያ የሆንኩ መስሎ ይሰማኛል።				
5	ጓደኞቼ እኔ በሌለሁበት የሚያሙኝ ይመስለኛል።				
6	አዲስ ሰው ስተዋወቅ እረበሻለሁ።				
7	በደንብ ከማላውቃቸው ሰዎች ጋር ሳወራ እረበሻለሁ።				
8	ሰዎች ባሉበት ቦታ ስሆን እጨነቃለሁ።				
9	በሰዎች ፊት አዲስ ነገር ማድረግ እጨነቃለሁ።				
10	ሰዎች አብረውኝ እንዲሰሩ መጠየቅ እፈራለሁ።				
11	ከሰዎች ጋር ስሆን ዝምታ አበዛለሁ።				
12	በደንብ ከማላውቃቸው ጓደኞቼ ጋር ሆኜ እንኳን አፍራለሁ።				

ክፍል 6: የህይወት እርካታ

መመሪያ፣ የሚከተሉት አምስት የጥያቄ ዝርዝሮች የመሰናዶ ተማሪዎችን የህይወት እርካታ መጠን ለመለካት የተዘጋጁ ጥያቄዎች ሲሆኑ ከተዘረዘሩት 1-7 አማራጮች በጣም ይገልፀኛል የምትሉትን በመምረጥ ባዶ ቦታ ላይ ይጻፉ።

7- በእጅግ እስማማለሁ፣ 6- እስማማለሁ፣ 5- በትንሹ እስማማለሁ፣ 4- ለመወሰን እቸገራለሁ፣ 3- በትንሹ አልስማማም፣ 2- አልስማማም፣ 1- በእጅግ አልስማማም

1. \_\_\_\_\_ በአብዛኛው እየኖርኩኝ ያለሁት ህይወት ሳስበዉ ከነበረው ህይወት ጋር ተቀራራቢ ነው።
2. \_\_\_\_\_ በህይወቴ ውስጥ ያሉት ሁኔታዎች እጅግ በጣም ጥሩ ናቸው።
3. \_\_\_\_\_ በህይወቴ እረክቻለሁ።
4. \_\_\_\_\_ እስከ አሁን በህይወቴ የፈለግኳቸውን መልካም ነገሮችን አግኝቻቸዋለው።
5. \_\_\_\_\_ በህይወት ብኖርም ምንም የማመጣዉ ለውጥ የለም።

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ክፍል 7 : ድባቱ

መመሪያ፣ የሚከተሉት 21 የጥያቄ ዝርዝሮች የድባቱ መጠንን ለመለካት የተዘጋጁ መጠይቆች ናቸው። በእያንዳንዱ ተራ-ቁጥር ውስጥ ለተዘረዘሩት ጥያቄዎች በሳጥኑ ውስጥ ከተዘረዘሩት አማራጮች አንዱን በማክበብ ምልክት አድርጉ።

1	ሀዘን	2	መጥፎ ነገር ይመጣል ብሎ ማስብ
	0 የሀዘን ስሜት አይሰማኝም		0 በዎደፊት ህይወቴ ተስፋ የመቁረጥ ስሜት አይሰማኝም
	1 የሀዘን ስሜት ይሰማኛል		1 ስለ ወደፊት ሳስብ ተስፋ የመቁረጥ ስሜት ይሰማኛል
	2 ሁሌም የሀዘን ስሜት ይሰማኛል		2 ስለ ወደፊት የማስበው ምንም ነገር እንደሌለኝ ይሰማኛል
	3 መቋቋም እስከሚያቅተኝ በጣም ሀዘን ይሰማኛል		3 የወደፊት ህይወቴ ተስፋ ቢስ የሆነና ምንም የማይሻሻል እንደሚሆን ይሰማኛል
3	የነገሮች አለመሳካት	4	የደስታ እጦት
	0 ምንም አይነት የውድቀት ስሜት አይሰማኝም		0 ከዚህ በፊት እንደምደሰተው አሁንም ደስተኛ ነኝ
	1 ከአብዛኛው ሰው በተለየ ብዙ ጊዜ ውድቀት አጋጥሞኛል ብዬ አስባለሁ		1 በነገሮች ከዚህ በፊት እንደምደሰተው አሁን ላይ ደስተኛ አይደለሁም
	2 ያለፈውን ጊዜ ሳስብ አብዛኛው ነገር አልተሳካልኝም		2 በማደርጋቸው ማንኛውም ነገሮች እውነተኛ እርካታን እያገኘሁ አይደለም
	3 እንደግለሰብ ነገሮች ሙሉ በሙሉ እንዳልተሳካልኝ ይሰማኛል		3 በሁሉም ነገር እርካታ እያጣሁ እና እየተሰላቸሁ ነው
5	የጥፋተኝነት ስሜት	6	የመቀጣት ስሜት
	0 በግሌ የጥፋተኝነት ስሜት አይሰማኝም		0 እየተቀጣሁ ነው የሚል ስሜት አይሰማኝም
	1 አንዳንዴ የጥፋተኝነት ስሜት ይሰማኛል		1 ምን አልባት ተቀጥቻለሁ ብዬ አስባለሁ
	2 አብዛኛውን ጊዜ የጥፋተኝነት ስሜት ይሰማኛል		2 ወደፊት እቀጣለሁ ብዬ አስባለሁ
	3 ሁል ጊዜ የጥፋተኝነት ስሜት ይሰማኛል		3 እየተቀጣሁ ነው የሚል ስሜት ይሰማኛል
7	የራስ ጥላቻ	8	ራስን መውቀስ
	0 በራሴ ቅሬታ ተሰምቶኝ አያውቅም		0 ከየትኛውም ሰው በላይ መጥፎ ነኝ ብዬ አላስብም
	1 በራሴ ቅር ተሰኝቻለሁ		1 ድክመቴና ጥፋቴ ያሳስበኛል
	2 እራሴን እፀየላለሁ		2 ሁል ጊዜ በጥፋቴ ራሴን እወቅሳለሁ
	3 ራሴን እጠላለሁ		3 ማንኛውም መጥፎ ነገር ሲከሰት እራሴን እወቅሳለሁ
9	ራስን የማጥፋት ሀሳብ/ስሜት	10	ማልቀስ
	0 ራሴን የማጥፋት ምንም ሀሳብ የለኝም		0 ከዚህ በፊት ከማለቅሰው በላይ አሁን ላይ አላለቅስም
	1 ራሴን የማጥፋት ሀሳብ አለኝ ነገር ግን ላደርገው አልቻልኩም		1 ከዚህ በፊት ከማለቅሰው በላይ አለቅሳለሁ
	2 ራሴን ለማጥፋት እፈልጋለሁ		2 ትንሽም ነገር ያስለቅሳኛል
	3 እድል ቢያጋጥመኝ ኖሮ ራሴን አጠፋ ነበር		3 አልቅስ አልቅስ ይለኛል ግን አላለቅስም
11	እረፍት ማጣት/የውስጥ መረበሽ	12	የፍላጎት ማጣት
	0 እንደ ከዚህ በፊቱ እረፍት የማጣት ስሜት		0 በሌሎች ሰዎች ላይ ፍላጎት ማጣት አይሰማኝም

FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

		አይሰማኝም			
	1	ከዚህ በፊት ከነበረው በላይ ውስጤ የመረበሽ ስሜት ይሰማኛል		1	ከዚህ በፊት በሌሎች ሰዎች ከነበረኝ ፍላጎት አሁን ላይ የተወሰነ ፍላጎት አጥቻለሁ
	2	መረጋጋት እስኪያቅተኝ የመረበሽ ስሜት ይሰማኛል		2	በአብዛኛው በሌሎች ሰዎች ላይ የነበረኝን ፍላጎት አጥቻለሁ
	3	በጣም ከመረበሽ የተነሳ ነገሮችን በተረጋጋ መንገድ ማስኬድ ይከብደኛል		3	በአጠቃላይ በሌሎች ሰዎች ላይ የነበረኝን ፍላጎት አጥቻለሁ
13	ውሳኔ መስጠት		14	የተፈላጊነት እጦት	
	0	ከዚህ በፊት ከነበረው በተመሳሳይ ሁኔታ ውሳኔ እስጣለሁ		0	ጠቀሜታ የሌለኝ መስሎ አይሰማኝም
	1	ከዚህ በፊት ከነበረው በበለጠ ውሳኔ ለመስጠት እቸገራለሁ		1	እንደ ከዚህ በፊት ጠቃሚና አስፈላጊ እንደሆንኩ አይሰማኝም
	2	ከዚህ በፊት ከነበረው በተለየ መልኩ ውሳኔ ለመስጠት እቸገራለሁ		2	ከሌሎች ሰዎች ጋር እራሴን ሳነጻጽር የማልጠቅም መስሎ ይሰማኛል
	3	በማንኛውም ነገር ላይ ውሳኔ ለመስጠት እቸገራለሁ		3	በጭራሽ አስፈላጊ እንዳልሆንኩ ይሰማኛል
15	ጉልበት ማጣት		16	የእንቅልፍ መዛባት ችግር	
	0	ከመቸውም ጊዜ በላይ ጉልበት አለኝ		0	እንደ ሁልጊዜው እተኛለሁ
	1	ከበፊቱ ያነሰ ጉልበት አለኝ		1	ከዚህ በፊት እንደምተኛው መተኛት አልቻልኩም
	2	ብዙ ለመስራት በቂ ጉልበት የለኝም		2	ከዚህ በፊት እነሳበት ከነበረው ቀድሜ 1-2 ሰዓት እነሳና መልሶ ለመተኛት እቸገራለሁ
	3	የትኛውንም ስራ ለመስራት በቂ ጉልበት የለኝም		3	ከዚህ በፊት ከነበረው ብዙ ሰዓት ቀድሜ ከእንቅልፌ እነሳና መልሶ ለመተኛት እቸገራለሁ
17	ብስጭት		18	የምግብ ፍላጎት ለውጥ	
	0	ከተለመደው በላይ ብስጩ አይደለሁም		0	በምግብ ፍላጎቴ ምንም አይነት ለውጥ አላጋጠመኝም
	1	ከተለመደው በላይ ብስጩ ሆኛለሁ		1	የምግብ ፍላጎቴ እንደበፊቱ ጥሩ አይደለም
	2	ከተለመደው በላይ በጣም ብስጩ ሆኛለሁ		2	የምግብ ፍላጎቴ ከበፊቱ በጣም ቀንሷል
	3	ሁልጊዜ እበሳጫለሁ		3	ምንም አይነት የምግብ ፍላጎት የለኝም
19	ትኩረት ማጣት		20	ድካም	
	0	ከመቸውም ጊዜ በላይ ለነገሮች ትኩረት እስጣለሁ		0	ከበፊቱ በተለየ መልኩ የድካም ስሜት አይሰማኝም
	1	ከዚህ በፊት እንደነበረው ለነገሮች ትኩረት መስጠት አልቻልኩም		1	በፊት ከነበረኝ ይልቅ አሁን ላይ በቀላሉ የድካም ስሜት ይሰማኛል
	2	ሀሳቤን በምንም ነገር ላይ ለረዥም ጊዜ ማተኮር ይቸግረኛል		2	አብዛኛውን ስራ መስራት እስኪያቅተኝ ድረስ ድካም ይሰማኛል
	3	በየትኛውም ነገር ላይ ትኩረት ማድረግ አልቻልኩም		3	ምንም ስራ እንዳልሰራ ከፍተኛ የድካም ስሜት ይሰማኛል
21	የወሲብ ፍላጎት ማጣት				
	0	በቅርቡ የወሲብ ፍላጎቴ ላይ ምንም አይነት ለውጥ አላየሁም			
	1	ከዚህ በፊት ከነበረው በመጠኑ የወሲብ ፍላጎቴ ቀንሷል			
	2	የወሲብ ፍላጎቴ በጣም ቀንሷል			
	3	ምንም የወሲብ ፍላጎት የለኝም			

# FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

## Appendix B Pilot study result

### Appendix B1

*Cronbach's Alpha and item total statistics for Facebook usage level.*

#### **Reliability Statistics**

<i>Cronbach's Alpha</i>	<i>N of Items</i>
<i>.745</i>	<i>15</i>

#### **Item-Total Statistics**

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	26.55	36.546	.235	.742
Item 2	26.17	36.093	.307	.736
Item 3	26.57	36.105	.176	.752
Item 4	26.79	36.270	.230	.743
Item 5	27.29	37.185	.267	.739
Item 6	26.88	33.620	.483	.718
Item 7	26.29	36.551	.141	.755
Item 8	26.40	31.710	.408	.727
Item 9	27.31	36.121	.366	.732
Item 10	26.88	34.693	.477	.722
Item 11	26.71	32.258	.611	.704
Item 12	27.02	34.804	.416	.726
Item 13	26.36	33.455	.522	.715
Item 14	26.55	34.937	.234	.747
Item 15	26.90	33.357	.527	.714

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### Appendix B2

#### *Cronbach's Alpha and item-total statistics for self-esteem*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.734	10

##### *Item-Total Statistics*

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	19.00	14.927	.347	.720
Item 2	19.17	15.508	.376	.719
Item 3	19.12	12.985	.676	.667
Item 4	19.12	13.815	.454	.703
Item 5	19.36	13.943	.332	.727
Item 6	19.05	14.339	.445	.705
Item 7	18.95	14.290	.543	.695
Item 8	20.43	16.251	-.004	.792
Item 9	19.17	13.606	.536	.690
Item 10	18.86	14.272	.539	.695

### Appendix B3

#### *Cronbach's Alpha and item total statistics for social anxiety*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.883	12

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### *Item-Total Statistics*

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation if Item Deleted</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	10.50	52.402	.509	.878
Item 2	11.02	49.634	.700	.867
Item 3	10.81	51.475	.546	.876
Item 4	11.36	51.503	.651	.870
Item 5	11.36	55.113	.426	.882
Item 6	11.14	50.467	.615	.872
Item 7	10.76	49.796	.611	.872
Item 8	11.26	50.393	.691	.868
Item 9	10.67	51.057	.587	.873
Item 10	11.07	52.361	.510	.878
Item 11	10.62	50.290	.574	.875
Item 12	11.43	51.909	.568	.875

### **Appendix B4**

#### *Cronbach's Alpha and item total statistics for satisfaction with life*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.538	5

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### *Item-Total Statistics*

	<i>Scale Mean if Scale Item Deleted</i>	<i>Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
In most ways my life is close to my ideal	16.45	20.839	.276	.501
The conditions of my life are excellent	15.52	18.109	.482	.356
I am satisfied with my life	16.02	17.536	.621	.271
So far I have gotten the important things I want in life	15.81	20.890	.428	.411
If I could live my life over, I would change almost nothing	18.19	30.987	-.184	.710

### **Appendix B5**

#### *Cronbach's Alpha and item total statistics for depression*

#### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.873	21

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

<i>Item-Total Statistics</i>				
	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Sadness	13.10	89.308	.496	.867
Pessimism	13.31	89.634	.455	.868
past failures	12.95	86.437	.421	.869
Loss of pleasure	12.98	85.341	.562	.864
Guilty feeling	12.67	88.033	.538	.866
punishment feeling	12.81	85.670	.434	.868
self-dislike	13.02	89.829	.372	.870
self-criticalness	12.55	82.303	.638	.860
Suicidal thoughts or wishes	13.24	91.259	.206	.874
Crying	12.45	80.156	.630	.860
Agitation	12.93	86.166	.508	.866
Loss of interest	12.86	87.735	.409	.869
Indecisiveness	12.81	80.060	.704	.857
Worthlessness	13.21	90.611	.396	.870
Loss of energy	13.00	84.683	.563	.864
Changes in sleep patterns	12.88	83.864	.581	.863
Irritability	13.00	88.049	.417	.868
Change in appetite	13.02	86.804	.445	.868
Concentration difficulty	12.83	84.191	.586	.863
Tiredness or fatigued	12.83	86.484	.497	.866
Loss of interest on sex	11.55	88.595	.162	.885

**FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING**

**Appendix C**

**Written and oral informed consent from school principals and the study participants**

**Appendix C1**

**Assurance of the school's consent message**

The undersigned agreed to conduct an ethical and scientific study in our school entitled as Facebook usage and psychosocial well-being among adolescent private preparatory school students.

Name of the researcher: **Endirias Gina**

Date ..... Signature .....

Approval of school principal

Director .....Signature .....Date

# **FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING**

## **Appendix C2**

### **Oral consent message of the participants**

**Good morning/ good afternoon students!!**

This is Endirias Gina. I am a second-year postgraduate student at Addis Ababa University, College of education and behavioral studies, school of psychology. I am conducting a behavioral survey in your school and would like to appreciate your participation in the study. The main objective of this study is to identify whether there is a relationship between Facebook usage and psychosocial wellbeing of adolescents among private preparatory school in Addis Ababa. The questionnaires touches various personal issues of you, nonetheless, it is very essential for the accomplishment of this study. Hence, I request you kindly to fill questionnaires as accurately and carefully as possible.

Concerning the confidentiality, this data will be used to examine the relationship between variables, since no individual data will be analyzed. To assure this, you are not requested to write your name in any parts of the questionnaire.

**Thank you for your voluntariness to participate in the study!!!**

# FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

## Appendix D

Reliability of instrument in the main data (re-established reliability)

### Appendix D1

*Cronbach's Alpha and item-total statistics for Facebook usage.*

#### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.960	15

#### *Item-Total Statistics*

	<i>Scale Mean if Scale Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	30.88	146.293	.687	.958
Item 2	30.70	146.453	.653	.959
Item 3	30.96	141.804	.747	.957
Item 4	31.15	141.718	.773	.957
Item 5	31.19	140.041	.810	.956
Item 6	31.00	140.953	.778	.957
Item 7	30.94	144.705	.667	.959
Item 8	30.96	141.888	.771	.957
Item 9	31.12	139.638	.804	.956
Item 10	31.03	141.012	.775	.957
Item 11	31.02	141.635	.807	.956
Item 12	31.16	139.693	.858	.955
Item 13	30.82	143.588	.743	.957
Item 14	30.98	140.531	.788	.956
Item 15	31.04	139.945	.828	.956

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### Appendix D2

#### *Cronbach's Alpha and item total statistics for self-esteem*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
<b>.900</b>	<b>10</b>

##### *Item-Total Statistics*

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	19.48	25.781	.637	.891
Item 2	19.67	26.107	.617	.892
Item 3	19.56	25.711	.676	.888
Item 4	19.59	26.102	.600	.893
Item 5	19.67	25.398	.668	.889
Item 6	19.57	25.628	.706	.886
Item 7	19.57	26.079	.662	.889
Item 8	19.80	25.750	.542	.899
Item 9	19.53	25.626	.712	.886
Item 10	19.43	25.676	.709	.886

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### Appendix D3

#### *Cronbach's Alpha and item total statistics for social anxiety*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.946	12

##### *Item-Total Statistics*

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	13.18	78.956	.684	.944
Item 2	13.47	78.237	.775	.941
Item 3	13.31	77.959	.754	.942
Item 4	13.55	77.738	.755	.941
Item 5	13.40	78.524	.721	.943
Item 6	13.44	77.100	.809	.940
Item 7	13.38	77.961	.758	.941
Item 8	13.41	77.485	.781	.941
Item 9	13.34	77.835	.675	.945
Item 10	13.43	77.602	.813	.940
Item 11	13.39	78.011	.716	.943
Item 12	13.64	77.426	.760	.941

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

### Appendix D4

#### *Cronbach's Alpha and item total statistics for satisfaction with life*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.919	4

##### *Item-Total Statistics*

	<i>Scale Mean if Scale Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Item 1	13.60	24.615	.735	.922
Item 2	13.40	23.465	.866	.878
Item 3	13.62	22.893	.870	.876
Item 4	13.61	23.730	.790	.904

### Appendix D5

#### *Cronbach's Alpha and item total statistics for depression*

##### *Reliability Statistics*

<i>Cronbach's Alpha</i>	<i>N of Items</i>
.941	21

##### *Item-Total Statistics*

	<i>Scale Mean if Item Deleted</i>	<i>Scale Variance if Item Deleted</i>	<i>Corrected Item-Total Correlation</i>	<i>Cronbach's Alpha if Item Deleted</i>
Sadness	20.13	204.120	.633	.939
Pessimism	20.23	199.520	.677	.938
past failures	19.99	200.716	.608	.939
Loss of pleasure	19.89	198.423	.665	.938
Guilty feeling	19.82	205.220	.527	.940

## FACEBOOK USAGE AND PSYCHOSOCIAL WELL-BEING

punishment feeling	19.78	201.990	.552	.940
self-dislike	19.98	200.401	.646	.939
self-criticalness	19.80	201.801	.614	.939
Suicidal thoughts or wishes	20.55	213.760	.234	.944
Crying	19.76	201.869	.546	.940
Agitation	19.79	198.059	.672	.938
Loss of interest	19.85	196.315	.714	.937
Indecisiveness	19.91	197.571	.701	.938
Worthlessness	20.06	196.522	.773	.937
Loss of energy	20.04	197.112	.750	.937
Changes in sleep patterns	19.93	198.444	.670	.938
Irritability	19.95	196.419	.718	.937
Change in appetite	19.99	199.197	.653	.938
Concentration difficulty	19.92	196.763	.734	.937
Tiredness or fatigued	19.92	194.759	.777	.936
Loss of interest on sex	19.45	195.058	.558	.941

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**For further information;**

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