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**ADDIS ABABA UNIVERSITY SCHOOL OF INFORMATION SCIENCE
DEPARTMENT OF INFORMATION SCIENCE**

**The Impact of Social Network Sites Use on
College Student's Academic Performance:
The case of Haramaya University**

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DEDICATION

This Thesis Is Dedicated To My Beloved Family

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ABSTRACT

Social Network Sites(SNSs) have become a prominent communications and entertainment tools, particularly to students; however, little is known about their impact. This study aimed to investigate the impact of SNSs use on students' academic performance. Focusing on gender differences the study assessed the role of self-regulation and trust. It was done at Haramaya University College of Health and Medical Science. through a self-administered Survey questionnaire, data were collected from 336 students selected, via a stratified random sampling technique from the departments of Medicine, Public Health, Pharmacy, Medical Laboratory Science, Nursing and Environmental Health Science. The study showed a statistically significant negative association between the students' self-regulation and SNSs use; a statistically significant positive relation between students trust and SNSs use; a statistically insignificant relationship between gender of students and SNSs use. But there is no significant relation between SNSs use and academic performance.

Keywords: SNSs, Self-Regulation, Trust, Academic Performance

ACRONYMS

AC – Academic Performance

GPA – Grade Point Average

HU – Haramaya University

SCT – Social Cognitive Theory

SNS – Social Network Sites

SR – Self-Regulation

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

According to Miles Walker (2011), Social networking site is said to have begun in 1978 with Bulletin Board System or BBS. BBS was required to connect in a modem of computer and can exchange information through telephone pole and was the very first system that allows user to sign in and interact with other people but it is slow since only one user can log at a time. The SNS system started very slow, long time ago with the usage of telephone pole to connect to others. When they use the telephone for calling, the internet dies out. They can't use both at the same time so it's quite troublesome in the late years.

The very first version of instant messaging came about 1988 with Inter Relay Chat or IRC, a Unix-based limiting access to most people that was used for link and file sharing and generally keeping in touch with one another (Walker, 2011). When using an instant messaging it helps to conserve time since in the late years most people use letters to send their feelings to their loved ones in a faraway place. Keeping in touch with others gave them the information if something is good for a celebration to happen.

The new SNSs foundation of Web 2.0 which allow people to create, share, exchange information and ideas in virtual communities and networks. The interactive aura of the new media confers an unprecedented popularity on them. Also the ubiquity of the social networking sites within their short period of arrival is unparalleled in the annals of media industry. As (Eke et al., 2014, p3) explained, it took 38 years for radio to reach 50 million users, 13 years for television to attract the same number and 4 years for the Internet to do so, but it took Facebook 12-month only to gain 200 million users.

Social networking sites provide various interactive platforms based on the intentions of their founders. For instance, social, political, academic, businesses, sports, romantic and religious platform. In other words, the social networking site by their nature has the capabilities of educating, informing, entertaining and inflaming the audience. Also Onomo (2012) acknowledged this ability of the media by remarking that social networking sites has become a widespread tool for

communication and exchange of ideas, helping individuals and organizations with just causes to reach a phenomenally vast audience that could hitherto not be reached by traditional media.

The evolution of SNSs has cut across all facets of society with its positive and negative impacts. It has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites have become the most modern and attractive tools for connecting people throughout the world Aghazamani (2010). Davis et al., 2012 refer to SNSs technology as web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication.

Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of SNSs is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. Examples of these SNSs platforms both on the web and mobile application include Facebook, Twitter, YouTube, WhatsApp, Instagram, blogs etc.

According to Internet usage statistics for the world, there were 3,035,749,340 estimated Internet users with a penetration rate of 42.3% as at June, 2014. Also, the estimated population of Africa in 2014 was 1,125,721,038 of which 297,885,898 were Internet users. The penetration of Internet on the continent was 26.5%. By December 2012, the number of Facebook users in Africa was 51,612,460 (Internet World Statistics, 2015). A number of studies have been conducted to find out the impact of social network sites on academic performance of students.

According to Ito et al. (2009), teens use these technologies for a number of positive activities, which include delving deeper into interest-driven communities and participating in various activities. Ahn (2011) adds that Social Network Sites provide a platform for the youth to participate in communities that help them to learn, and practice skills within a particular knowledge area. Similarly, a study by Fishman et al (2005), also indicated that college students produce tremendous volume of writing through various social network tools such as blogs, emails.

SNSs have become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from

all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). (Boyd and Ellison, 2007, p.78) define social networking sites as: Web based services that allow individuals to construct a Public or semi-public profile within a bounded system (2) articulate a list of other users with whom they share a connection and (3) view and traverse their list of connections and those made by others within the system. They are interactive networks which information and communication technology (ICTs) bequeath to the modern society through the instrumentality of the Internet and the telecommunication gadgets.

Also Ryan Dube (2006) said an SNS consists of these characteristics- first is User-based, meaning the information are built and created by users and not by any webmaster; second, it must be Interactive, meaning it must not only be a collection of chat rooms and forums but there is also network-based gaming application where you could play with others; third is community driven, meaning just like communities and social groups around the world with the fact that the members hold common beliefs; fourth, relationship, the more relationships that you have within the network, the more established you are toward the center of that network, and lastly is emotion over content, meaning that the social network actually provides users with emotional security and a sense that no matter what happens even if it is divorce, break-up or any family crisis, are able to jump online and communicate directly within the circle of friends.

1.2 STATEMENT OF THE PROBLEM

Social network use has increased among college students, impacting them both positively and negatively Powless (2011). While a handful of studies have made in identifying and documenting the impact, some of these studies found a drop in students' grades and academic performance, and lack of time for studies as consequences of social network site participation (Banquil et al, 2009; Kirschner and Karpinski, 2010; Ndaku, 2013). Preliminary investigation and interviews with teachers and students by Ndaku revealed a number of challenges in relation to student's participation on social network sites. These included a high addiction rate among students SNSs use which affects their time of study, the wrong usage of grammar and spelling in social network discourse as well as distracting students from their studies, students spend a lot of time on social networking sites than in their academic activities and this affects their academic performance (Ndaku, 2013). Also the study of Kirschner and Karpinski (2010), explained a significant negative

relationship between Facebook use and academic performance. Facebook users reported lower GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers.

On the other hand, many researchers also found a positive association between use of SNS and academic performance of the students. Students, using SNSs frequently, scored higher on reading skills test and had higher grades as well (Linda et al., 2006). Pasek et al. (2006) stated that a site-specific culture can both positively and negatively affect the building of social capital and found that Facebook usage is not positively associated with lower grades of students and rather Facebook users scored higher grades.

Kolek and Saunders (2008) did not find any correlation between GPAs of student users and social network participation such as Facebook. Rather social network sites (SNS) promote interactions among students and teachers. Negussie and Ketema (2014), study in Ethiopia indicated that there is no significant relationship between times spent on social networks such as Facebook with students' grade point average (GPA). This was also consistent with a study by Ahmed and Qazi (2011) who conducted a study in Pakistan among six universities. They discovered that there no relation between times spent on social networks sites and students' academic performance.

Student's use of social networking continues to create challenges and issues for higher education professionals and keeping abreast of these challenges has proved difficult because of the speed at which new technologies are being introduced (Bugeja, 2006; Cariccioso, 2006; Finder, 2006; Quindlen, 2006; Shier, 2005) as in Saba Mehmood and Tarang Taswir (2013) cited .There is evidence that higher education institutions have taken initiatives in disclosing information about online social networking involvement to their students(Read et al., 2006). An example is Cornell University's "Thoughts on Facebook", which creates student's awareness about the responsible use of online social networking (Mitrano, 2006). Following Cornell University, many institutions have adopted this approach to informing students by using anecdotal literature to guide their actions (Kord, 2008).

In addition, self-regulation as it relates to SNSs use is a potentially important new variable which explain habitual SNSs exposure (Robert LaRose et al., 2003). Also trust is predictor of sharing information and developing new relationships for important successful SNSs interactions

(Coppola et al., 2004; Piccoli and Ives, 2003) as in cited by (C. Dwyer et al., 2007). Moreover, literatures revealed gender differences are significant indicators of social network sites use (Hargittai, 2008). It is this background that this research is being conducted to ascertain the impact of students' use of social network sites on their academic performance.

1.3 RESEARCH QUESTIONS

1. Does SNSs use affect students' academic performance?
2. Is there a relationship between student's self-regulation and SNSs use?
3. Is there a relationship between students trust and SNSs use?
4. Does SNSs use related with gender?

1.4 OBJECTIVES

1.4.1 General objectives

- To investigate the impacts of SNSs use on the academic performance of college students through an assessment of the role of self-regulation and trust on the Gender context.

1.4.2 Specific objectives

- To identify if Social Networking Sites affect the academic performance of the students
- To identify the relationship between student's self-regulation and SNSs use
- To assess the relationship between student's trust and SNSs use
- To identify whether SNSs use is related with gender

1.5 SCOPE OF THE RESEARCH

The study focused only on the impacts of social network sites among regular students of Haramaya University Harar Campus students' academic performance and answered the research questions. However, the study did not cover their financial status like if they use money for social network service and not considered the device used for SNSs access (i.e. Smart phone, laptop. Etc.). Also did not include the effects of social network sites to the emotional aspect of the students.

1.6 IMPORTANCE OF THE STUDY

The findings of this study would benefit students and the administration of the university as would show the level of the students' use of social networking sites. This should help them to understand the student's attention on the use of social network sites. Also the findings could be used by academic advisers on how to regulate the social network use among students in the university. Again, the findings of this study would provide facts that will enable the ministry of education to know what arises from students' use of the social networking sites and to take relevant measures to improve the use of social network sites.

1.7 OPERATIONAL DEFINITIONS OF TERMS AND PHRASES

TERM/ PHRASE	OPERATIONAL DEFINITION
Academic performance	Contains explicit references to academically-related activities, roles, responsibilities, expectations, and events (e.g., terms such as studying, exam, term paper, etc.) and its goal is having good GPA.
Academic performance positive(APP).	amount of student SNSs use that is primarily academic-related. amount of student SNSs use that is primarily for non-academic activities.
Academic performance Negative (APN)	
Grade point average (GPA)	A tool used to measure a student's academic achievements, which is based on a 4.0 scale that ranges from 0 to 4.0 (Junco et al., 2011).

Impact	the force of impression of one thing on another a significant or major effect. (Merriam-Webster's Dictionary)
Self-regulation	Students' ability to monitor or keep track of their own behaviors and outcomes of SNSs use,
Social Network Sites(SNS)	A website that enables users to communicate in a virtual community that lets them to present themselves and exchange interests, and to publish many topics and images, videos, and other activities that allow them to receive comments from other users of these sites that offers a lot of services (Nomar, 2012).
SNS Time	The amount of time, measured in minutes, that students reported spending time using social network sites (Pempek et al., 2009).
SNSs Use	Activities of using social network sites for academic and non-academic purposes.
Social Capital	The resources an individual gain from the relationships that he or she creates through a network of interrelated individuals (Ellison, Stein ford, & Lampe, 2007).
Social Cognitive Theory(SCT)	Classical learning theory to account for complex human cognitions. It suggests "reciprocal causation" among individuals, their behavior, and their environment (Bandura, 1989).
Trust	A structurally embedded asset or a property of relationships and networks that helps to shape interaction patterns within SNSs (Grabner-Krauter and Sofie Bitter, 2015).

1.8 ORGANIZATION OF THE DOCUMENT

This document has been organized in five chapters. This introductory chapter is followed by the second chapter (i.e. literature review), which presents an overview of the theoretical background of the study. Furthermore, discussed the study concept of each variable explained. Chapter 3 (i.e., Methodology of Study) previewed an in-depth description of the methods used to address the study's main objectives. This section provides an extensive descriptions of the variables, measures, and analyses. In the results section (i.e., Chapter 4), the statistical analysis output will be fully explained and discussed. Finally, the fifth chapter of the thesis is all about conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Along with The theoretical background there were five closely related areas pertaining to the study topic that merit specific attention in the reviewed literature. The theoretical background discussed on the Social Cognitive and Social Capital Theory which was the base of the foundation of the study determinant. while the other five issues that the study considered was, the first area of focus which have a rich base of literature was SNSs use both among general public and specifically in the case of college students. The second subject of this chapter discussed demographic characteristics of SNSs users specially from the gender perspective. The third area was one that discussed the Impact – both positive and negative impacts of SNS use on Academic performance of college students. while, the forth and the fifth discussed the effect of individual characteristics, i.e. self-regulation and trust, on students' use of SNSs.

2.2 THEORETICAL BACKGROUND

Theory: It is defined as “a set of interrelated constructs or concepts, definitions, and propositions that present a systematic view of phenomena by specifying relationships among variables, with the purpose of explaining and predicting the phenomena” (Kerlinger and Lee, 2000, p.11). And its main essence is to provide “an explanation of observed phenomena” (Kerlinger & Lee, 2000, p.11).

This study considered the Social Cognitive Theory and the Social Capital Theory to develop a theoretical model for analyzing the impact of SNSs use on college student’s academic performance. Social cognitive theory, provides a framework for understanding, predicting, and changing human behavior (Bandura, 1977, 1986), identifies human functioning as an interaction of personal, behavioral, and environmental influences. Self-regulation is being an important determinant of behavior according to social cognitive theory (Bandura, 1989). The research model developed in this study draws 'self-regulation' as a determinant variable to describes how individuals monitor their own behavior, compare it to personal and social standards, and then apply self-reactive incentives to moderate their behavior. a comprehensive model of human behavior that extends classical learning theory to account for complex human cognitions. The self-

regulatory mechanism (Bandura, 1991) is of special interest here. It describes the process of self-control through the sub functions of self-monitoring, judgmental process, and self-reaction. Self-monitoring is the observation of one's own actions to provide diagnostic information about the impact of behavior on the self, others, and the environment.

Social Capital Theory (Coleman, 1988; Paxton, 1999) explains total sum of resources in social relations based on trust or profits earned by obeying social norms. a number of studies have corroborated the importance of trust as a determinant variable in the Social Capital Theory. Coleman (1988) contends that a system of mutual trust is an important form of social capital on which future obligations and expectations may be based. Putnam (1993) regards trust as a source of Social Capital that sustains economic dynamism and governmental performance. Both (Coleman,1988) and (Putnam,1993) considered trust as one key component of Social Capital.

Nahapiet and Ghoshal (1998) treat trust as a key facet in the relational dimension of Social Capital. Also Fukuyama's defined trust as a basic feature of Social Capital, it is a capability that arises from the prevalence of trust in a society or in certain parts of it, (Fukuyama 1995). Gender is also considered as personal factor or biological characteristics in Social Cognitive Theory (Bandura, 1986). Human experience is affected by gender differentiation, the processes of sex typing have been the subject of much developmental theorizing and research. The kinds of attributes and social roles that are culturally linked to masculine and feminine gender should be distinguished from biological sex differences (Bandura, 1989). These relationships between the determinant and the theories made the study to focus the Social Cognitive and Social Capital Theory.

The following two sub-sections discussed these prominent theories in detail:

2.2.1 SOCIAL COGNITIVE THEORY

Social Cognitive Theory, which provides a framework for understanding, predicting, and changing human behavior (Bandura, 1977, 1986), identifies human functioning as an interaction of personal, behavioral, and environmental influences. The theory posits that both personal factors (in the form of cognitive, affective, and biological events) and environmental factors (such as peer support and stressful environment) can affect the development of an individual's behavior Bandura (1978). Social cognitive theory has been widely applied to research in health (e.g., Resnicow, et al., 1997). and communication (e.g., LaRose and Eastin, 2004). It has also been adopted to explain and

predict traditional bullying behavior [e.g., Hymel, Rocke-Henderson, and Bonanno, 2005; Mouttapa, Valente, Gallaher, Rohrbach, and Unger, 2004; Toblin, Schwartz, Hopmeyer Gorman, and Abou-ezzeddine, 2005] and aggression [e.g., Anderson and Huesmann, 2003; Schwartz, et al., 1998].

Social Cognitive Theory views a self-regulatory capability that provides the basis for purposive action through the sub functions of self-monitoring, judgmental process, and self-reaction (Bandura, 1986, 1991). Self-monitoring is the observation of one's own actions to provide diagnostic information about the impact of behavior on the self, others, and the environment (Bandura, 1991). The judgmental process compares self-observations of behavior to personal standards, personal or social norms, and the valuation of the activity, particularly when the locus of control for the behavior resides in the individual. The self-reactive function supplies the behavioral incentive through the satisfaction derived from accomplishing an activity that meets desired standards. Dysfunctional forms of self-regulation may also affect behavior. Addictions mark the failure of self-regulatory functions (Bandura, 1999), and lack of self-regulation has been caused the so-called Internet addictions (LaRose, 2001).

Self-slighting of one's accomplishments is another form of dysfunctional self-monitoring that reduces the self-reactive incentive to persist, and self-disparagement of one's capabilities can also inhibit performance (Bandura, 1986). the Social Cognitive Theory also has a construct of self-regulation (Bandura 1991) that describes how individuals monitor their own behavior, compare it to personal and social standards, and then apply self-reactive incentives to moderate their behavior. When self-regulation fails, increased SNSs consumption may occur (LaRose and Eastin 2004), an issue that has been conceptualized in terms of habit and deficient self-regulation (LaRose et al, 2003). Deficient self-regulation is defined as a state in which conscious self-control is diminished (La Rose et al., 2003), and proposed it as an explanatory mechanism for problematic internet use.

2.2.2 SOCIAL CAPITAL THEORY

Social Capital Theory (Coleman 1988; Paxton 1999) explains total sum of resources in social relations based on trust or profits earned by obeying social norms. (Coleman, 1988, p.94) defines the social capital as:

“Social Capital is explained by its function. It is not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors-whether persons or corporate actors-within the structure”.

Many previous researches using social capital theory have examined three dimensions: structural dimension, cognitive dimension, and relational dimension (Cicourel 1973; Putnam 1995; Nahapiet & Ghoshal 1998). Structural dimension of Social Capital is the overall pattern of connections between actors - that is who you reach and how you reach them (Nahapiet & Ghoshal 1998). This refers to the network of interpersonal configuration of linkages between people or units within network. (Nahapiet and Ghoshal, 1998) have proposed three sub-constructs of structural dimension: network ties, network configuration, and appropriate organization.

The Cognitive dimension of Social Capital is the resources that enable share representations and interpretations among parties (Cicourel 1973; Nahapiet & Ghoshal 1998). This is common understanding that facilitates interactions among actors within social network. Nahapiet and Ghoshal (1998) have suggested two sub-constructs of cognitive dimension: shared codes and languages, and shared narratives. The relational dimension of social capital is assets that are created and leveraged through social relationships, including trust and trustworthiness, norms, obligations, and identifications (Nahapiet & Ghoshal 1998). This refers to resources rooted in the interpersonal relationships that are created through a history of interaction among actors. Nahapiet and Ghoshal (1998) has proposed four sub-constructs of relational dimension: trust, norm of reciprocity, obligation, and identification.

Naphaiet and Ghoshal (1998) has examined the effect of Social Capital in online communities. Wilman et al. (2001) and Hampton et al. (2003) and Resnick (2001) examined the effect of Social Capital which promotes social interaction on the Internet. They also confirmed that online Social Capital can promote Social Capital in a community. Shah et al. (2001) explored positive effect of Social Capital on the Internet which can encourage trust and participation among members. Donath and Boyd (2004) and Ellison and Lampe (2007) investigated an online community's premise connecting members and accumulate Social Capital among them, which can enhance bonding and bridging relationship between members. Also Lin (2008) points out that trust is needed among community members for better interaction because an online community is not a place where people meet and communicate face to face.

In other words, trust is a prerequisite factor for successful operation in online communities. If trust among people in believing and replying on each other is lack in online communities, there is a limit to activate sharing information in quality or in quantity, and this acts as a negative factor in long-term operation (Lin 2008). Under circumstances of trusting each other, it is much more likely for people to help others or ask others for help. This shows that community members share information and knowledge they have and try to participate actively in an online community activity when there is trust between individuals (Chiu et al. 2006). This is also applied to SNS, a massive online community. When trusting relationship is developed among community members, SNS members will behave with their responsibilities in their personal activities and exhibit SNS citizenship behavior to participate and help each other in positive interaction.

2.3 SNSs USE AMONG COLLEGE STUDENTS

SNSs is defined as a set of actors and the set of ties representing some relationship—or lack of relationship—among the actors (Brass et al. 1998). Actors in a social network (people, organizations or other social entities) are connected by a set of relationships, such as friendship, affiliations, financial exchanges, trading relations or information exchange. Also Porter defined social networks as a collectivity of individuals among whom exchanges take place that are supported only by shared norms of trustworthy behavior (Porter Liebeskind et al. 1995). SNS have become increasingly popular among younger generations (Duggan & Brenner, 2013; Lenhart et al., 2010). As social network has become more popular, a number of studies have been conducted to examine college students' social network sites use.

Megan and Gitimu (2013), Studied on SNSs use among college students. Participants consisted of 96 undergraduate college students attending a mid-western university in the USA. A stratified method was used to acquire the sample. And a questionnaire' was used to collect data. Participants in this study indicated that the websites they mostly use was Facebook and Twitter. And majority of them visited social networking sites several times a day, the most important reason given was to communicate with family and friends. Entertainment and boredom were also prominent reasons for use social networking sites. These findings were supported by Sheldon (2008) who found that students use Facebook and other websites to pass time, be entertained, and maintain existing relationships with others. However, West et al. (2009) and Quan-Haase and Young (2010) found that making new friends over SNSs was not that important to college students. It appears that

maintaining existing relationships with friends and family was a more important result of SNSs. “Lurking,” or spending time looking at other users’ profiles without having communication with them, was a significant reason for students to be on social networking sites. although The demographic characteristics was biased towards females consisting 70% while that of males was 30%.

Also Liu (2010) investigated students’ use of different SNSs tools and their attitudes and perceptions towards these tools. The author sought to identify the knowledge and trends of using 16 SNSs tools that included Facebook, Wiki, YouTube, Bulletin Board, LinkedIn, Blogs, Twitter, Podcasts, Virtual Worlds, RSS, Stumble Upon, Net log, Delicious, Digg, Plurk, and Jaiku. Through an online survey, 221 students were asked to rate their knowledge level of each SNSs tool using a Likert scale.

The results revealed the following: (a) 82%, 77%, and 70% were either “very knowledgeable” or “knowledgeable” about YouTube, Wiki, and Facebook, respectively; (b) 42%, 41%, and 39% were “somewhat knowledgeable” about podcasts, blogs, and forums, respectively; and (c) 42%, 40% and 25% were “not at all knowledgeable” about virtual worlds, RSS, and Twitter, respectively. In addition, the study showed the top four reasons why students use SNSs tools, 85% use such tools for social engagement, 56% use them for direct communications, 48% use them for speed of feedback/results (i.e. product feedback), and 47% use them for relationship building; however, fewer than 10% of the students mentioned using SNSs tools for academic practice.

The exploratory study done by Sanghee and Kim (2014) aimed to understand college students' use of and perceptions of SNSs for health information sharing. A survey involved 575 college students from two state-level universities in the USA and Korea, one from each country using a convenience sample and employed questionnaire for online data collection. Result showed that A total of 575 college students participated in the study: 50.6% (291) were American students and 49.4% (284) were Korean students. Among them, 59.5% (342) of respondents reported that they used SNSs for seeking and sharing health information.

This included 48.45% (141) of the American respondents and 70.77% (201) of the Korean respondents. In addition, Findings indicated that a higher percentage of Korean students than American students use SNSs for health information. the American students not only more intensively use social media, but they engage in more social interaction in the process of seeking

and sharing health information. This finding is consistent with that of Yang et al. (2011) showing that Asian users have a higher readiness for social search mechanisms than Western users. Despite The study was exploratory in nature, the findings were descriptive and had limitations. First, the study involved a limited number of college students through a convenience sampling method in the two countries. Second, there was a difference in the degree of interpretation regarding the concepts of variables tested in the study e.g., usefulness of SNSs, trustworthiness and privacy concerns.

As it explained in different literature college students use desktop computers, laptops, e-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more, Cassidy et al (2011). And without its existence the students feel their social and academic lives are truncated and unfeasible (Debatin et al. 2009). Compared to the past years, today students are networked with each other for sharing their everyday experiences, making plans, passing their times, falling in love, and expressing their opinion on different issues with each other comparatively to the face to face communication. The students have become more addicted to the internet and have networked their life to a large scale of the digital communication technology, SNSs particularly Facebook and Twitter are making college students' lives more interesting and convoluted (Martin, 2008).

2.4 DEMOGRAPHIC CHARACTERISTICS OF SNSs USERS

When reviewing the literature related to gender and SNS use, the fact that results are mixed as to which group spends more time on the Internet, is indicative of the potential relationship between the two variables.

In a survey of 272 undergraduate and graduate students, Budden et al. (2007) found females spent more time on social networking sites on Facebook and Myspace than males; however, these differences were not found to be statistically significant. Though this finding appeared to be inconsistent with those reported by Eldon (2011). Differences in findings may be due to the sample or the dates on which the data were collected. Also in 2008, Foregger used a mixed methods approach to apply the uses and gratification theory to Facebook. For this study, Foregger sought to understand how undergraduate college students used the social networking site, as well as the gratifications they received from using it. Prior to the main study, Foregger conducted a

preliminary study by making thirteen Facebook uses and asking 185 students to rate how often they use Facebook for each of these purposes. Foregger then developed a survey instrument and distributed it to 340 undergraduate college students. Based on student responses, Foregger determined students use Facebook for nine reasons some are: pass time, communications, sexual attraction, establish old ties, social comparison, channel use, and networking. In addition, the researcher found females spend more time on the site than males.

Study by Manjunatha S. (2013), on The Usage of Social Networking Sites Among College Students involved 500 college students of Indian Universities from whom data was. The study findings showed 80 percent of the students spent significant amount of time on using SNS regularly and 20 percent of the students did not spend any time using SNS. Hours spent on SNS was less than 1 hour for 4% of the respondents and the majority of the Indian students (62.6 %) spent 1-10 hours per week on using SNS and reportedly 17.5 % spent more than 10 hours per week. In addition, on gender differentiation, male students used SNS more than female students. Among the total users of SNS 71% of the users were male and 29%were female.

Shen and Khalifa (2010) examined the usage of SNS, particularly the importance of Facebook by the Arabic college students with a focus on gender differences. And employed a survey in a private university in the UAE (United Arab Emirates) during the 2008 spring semester. The participants gender ratio was equal and users considered for this study had more than five years' experience with the Internet and Facebook use. despite the sample size was small The results revealed that female students are more active in information seeking and contributing to social networking than their male counterparts. This finding was consistent with findings from other countries (Benson et al., 2010; Kiser & Porter, 2011; Mansumittrchai, Park, & Chiu, 2012).

Jason and Ahmed (2011) studied on The usage and implications of social networking Sites among college students. A survey was administered to a non-random sample of 445 college students on SNS use, perceptions of SNS communications, and awareness of the impacts of SNS in academic performance and personal development. Data were collected from a non-random sample of students at St. Cloud State University in Minnesota during the spring semester of 2011. Results revealed that female college students spent more time on SNSs than male students. also for both males and females, the time spent on SNS decreased as the age of the respondent increased. As for respondents' perception of the influence of SNS usage on their academic performance, significant

differences were found in terms of age. A greater number of younger students reported negative perception of the effect of SNSs on their academic performance.

Because of this the study hypothesize and test the following hypotheses:

H1: There is a relation between student's gender and SNSs use

2.5 THE IMPACT OF SNS ON ACADEMIC PERFORMANCE

The increasing use of Social Networking Websites has become an international phenomenon. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). This growth rate of use of SNS not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon. Student's use of social networking continues to create challenges and issues for educators and higher education professionals. Because Social networking technologies are monumental in scope. The numbers, while growing exponentially, are unquestionably impressive.

YouTube is the second largest search engine on the Web, 3.5 billion pieces of content are shared each week on Facebook, Twitter supports over 65 million users per day (Experian Hitwise, 2012), in the U.S 96% of peoples whose age, 18-35 yrs. Olds uses SNSs. Further, more than 67% of the global online population regularly visits a social network site, and SNSs now collectively account for one in every eleven minutes' people spend online (Kazeni,2010). In addition, keeping abreast of these challenges has proved difficult because of the speed at which new technologies are being introduced (Bugeja, 2006; Cariccioso, 2006; Finder, 2006; Quindlen, 2006; Shier, 2005) as cited by Saba Mehmood et al (2013).

Several studies have been done regarding social networking and academic performance. Two competing perspectives offer explanations on how SNSs affects student's academic performance. While on the one hand, studies portray the role of SNSs play to enhance academic performance from a positive perspective studies showed that students found it quite appropriate for a teacher to use SNSs, and for teachers and students to socialize by this means (Baran, 2010). Students also believed that such tools could allow them to share knowledge in formal education contexts. Churchill's study (2009) showed that the use of weblogs or "blogs" (social publishing) in education facilitated a useful learning atmosphere. Such studies appeal to the impact SNSs create

on academic performance by enabling students formulate group discussions to exchange ideas and communicate with their peers as well as teachers. Teachers are also believed to benefit from these facilities by sharing course related materials with their students, creating student groups to collaborate on projects and communicating with their fellow lecturers from other universities; thus facilitating the teaching and learning process and enhancing academic performance. Griffith and Liyanage, (2008) found that support from instant messaging, wikis, blogs, discussion boards, and other Web 2.0 facilities can complement what is taught in a traditional classroom setting.

However, an alternative view casts reservation on the positive outcome of the interaction between SNSs and academic performance in a more negative impact. According to this viewpoint, SNSs use has an academic relevance since most of the users use it for socializing purposes. Study conducted by Akyildiz and Argan, (2012); Hamat, *et al.* (2012) who concluded that SNS users spend more time for socializing rather than learning. This indicates that excessive use of SNSs reduces student's academic performance since time meant for studies is used on non-academic issues like chatting and making friends.

Some of the arguments discussed for and against the use of SNSs are discussed in detail as follows:

2.5.1 POSITIVE IMPACT OF SNSs ON ACADEMIC PERFORMANCE

SNS has been implemented in academic settings to motivate students to participate, share, and learn with other collaborators (Kabilan et al, 2010).

2.5.1.1 SNSs FOR COLLABORATIVE LEARNING

Kabilan et al. (2010) found that students build learning communities by working collaboratively to construct knowledge. Collaborative learning is characterized by student interactions and connections with course content. SNSs provides an opportunity for students to expand their learning environment since only a portion of student learning occurs within the confines of a classroom (Chen & Bryer, 2012; Friesen & Lowe, 2012; Wodzicki, Schwämmlein, & Moskaliuk, 2012). Fewkes and McCabe (2012) further argued that it is the responsibility of educators to find ways to incorporate current SNSs into their classrooms. Educators can use SNSs to develop creativity in their students by encouraging them to explore the content material in new ways (Frye, Trathen, & Koppenhaver, 2010; Lamb & Johnson, 2010). For example, SNSs provides students

with options for creating authentic, creative products through tools such as blogs, YouTube, and podcasts (Frye et al., 2010; Lamb & Johnson, 2010). Students can also use SNSs to research content material in order to develop new knowledge (Frye et al., 2010; Lamb & Johnson, 2010). By allowing the needs of creative learners to be met through a cooperative learning environment, students are better able to balance their individualism with the need for contact with others, allowing new ideas to flourish (Garrett, 2011; Shoshani & Rose Braun, 2007).

The Internet can provide a rich environment for hosting the educational and learning activities for students. Chen et al. (2010) found that students who primarily take online courses also spend more time using online tools and SNSs as supplementary learning tools when compared to students who primarily take face-to-face courses. By supplementing student course work with outside materials as well as creating and sharing knowledge among peers, SNSs creates an environment where increased critical thinking and collaboration are possible (Carini et al., 2006; Kuh, 1993; Mazman & Usluel, 2010; Shoshani & Rose Braun, 2007). Thus, the active engagement and establishment of virtual relationships through SNSs offers opportunities for increased learning by encouraging students to build on established connections with other sources beyond the classroom (Fewkes & McCabe, 2012; Yu et al., 2010).

2.5.1.2 USING SNSs TO CONNECT TO A VIRTUAL COMMUNITY OF LEARNERS

Students who participate in SNSs as part of a class feel more connected to their peers than those students who do not participate in SNSs (Annetta et al., 2009; Jackson, 2011; Tomai, Rosa, Mebane, D'Acunti, Benedetti, & Francescato, 2010). SNSs allows students to not only group themselves with peers who are similar, but also to enhance and link existing peer groups (Jackson, 2011; Mazman & Usluel, 2010; Wodzicki et al., 2012). In addition to enhancing established peer groups, SNSs can bridge the diversity that exists in classrooms by establishing a neutral zone in which students can interact with one another (Junco et al., 2011; Krause & Coates, 2008; Kuh, 1993, 2009; Mehdinezhad, 2011; Pike et al., 2011).

Tomai et al. (2010) found that students who used SNSs felt more emotionally connected to their peers because they felt as though they had people to talk to if they had a problem or if they needed help. Further, these peer connections encouraged participation by students who initially felt intimidated by in-class discussions (Arnold & Paulus, 2010; Junco et al., 2011; Rambe, 2008). The

connections that students make with classmates through SNSs can impact the learning environment that is created.

Participation in SNSs creates a more collaborative and communicative learning environment for students by providing opportunities for discussions and interactions with their peers (Heafner & Friedman, 2008; Jackson, 2011; Liu et al., 2011). By collaborating with peers on a given topic, SNSs offers opportunities to develop a stronger sense of community among students (Arnold & Paulus, 2010; Dawson, 2008; Heiberger & Harper, 2008; Hurt et al., 2012; Jones et al., 2009; Top, 2012). Although Dawson (2008) found that the degree to which a student feels a sense of community might be influenced by the presence and experiences of pre-existing social networks, students who interact with higher numbers of learners also exhibit a higher sense of community.

The use of SNSs also contributes to a sense of community among students by allowing personalization of profiles, including the addition of pictures and other identifying information (Arnold & Paulus, 2010; Stevens, 2009). This personalization, coupled with the critical examination of course topics, supports an authentic relationship between students by encouraging openness and sharing of information, which also increases students' perceived learning (Hurt et al., 2012; Top, 2012).

2.5.1.3 SNSs FOR INTEGRATING COURSE CONTENT

Although collaborating with classmates through SNSs builds a system of relationships between students, it also provides instant pathways for disseminating and enhancing course-related knowledge outside the confines of the traditional classroom (Fewkes & McCabe, 2012; Hurt et al., 2012; Junco et al., 2011; Top, 2012). In using SNSs for academic purposes, namely group discussions, multiple students can discuss a class in general and interact with the same content at the same time (Patera et al., 2008; Rambe, 2008).

The ability to communicate with each other in one location allows students to build on conversations, whether related to course content or not. This increases the likelihood of having greater learning because students are adding to the dialogue beyond that of the prescribed topic, including discussions that were originally posted by a moderator or professor (Hurt et al., 2012). Furthermore, sharing and co-creating information through SNSs merely requires a student to understand its appropriateness for a given topic (Lin, Hou, Wang, & Chang, 2013). By providing

students with a common experience within a virtual community, they are able to dig deeper for content and make connections across multiple sources (Annetta et al., 2009; Frye et al., 2010). This ability produces a network of opportunities to increase student learning beyond the traditional classroom setting.

2.5.1.4 SNSs AND STUDENT LEARNING ACHIEVEMENTS

The use of SNSs in academic coursework can increase the learning achieved by an individual student. Students who participate in coursework that utilize SNSs demonstrate an increase in overall GPA when compared with students who do not participate in SNSs (Junco, 2012; Junco et al., 2011). SNSs usage within the academic setting not only increases students' GPA, but also facilitates peer feedback on assignments and thoughtful student reflections on course content because of the ability for students to openly communicate with each other and develop strong relationships among peers (Arnold & Paulus, 2010; Ebner, Leinhardt, Rohs, & Meyer, 2010; Kuh, 1993). Furthermore, using SNSs fosters long-term retention of information and develops a deeper understanding of content that is discussed in a class (Chen & Bryer, 2012; Heafner & Friedman, 2008). Also other researchers work revealed the positive impact of SNSs.

Shahzad (2014) studied on the impact of social networking websites on college students. both primary and secondary data were collected through a questionnaire from SNS users and from published research articles, respectively. 168 respondents were randomly selected from Pakistan college. Analysis of the descriptive data showed that Though Students having 3.0 to 3.5 GPA (Grade Point Average) mostly used social networking websites for entertainment, 60% of the students commonly used social networking websites for academic purpose.

In a study which assessed the use of SNSs use and academic performance among college students of Nigeria (Sr. Asogwa et al, 2015), The study employed survey research method and relied on questionnaires as instrument for the collection of primary data. A sample of 384 college students was selected from the students' total population of 23,474 using fitcher formula. Through multi-stage sampling technique, the questionnaire was proportionately administered on randomly selected students from each of the schools. Results revealed a little number of the students' (26.9%) used Facebook primarily for academic purposes; (46%) of the respondents said they only sometimes used Facebook.

Though, entertainment and information seeking dominated the students quest for joining groups/communities on Facebook, the author claimed that SNS usage did not have negative effect on the students' academic performance as seen in their last good result performance; class attendance, concentration during lecture time; and study timing. This result showed that Facebook users were still committed to their studies. while at the same time using SNS. Accordingly, it was believed that Facebook has a significant positive influence on, and limited danger to, the academic performance of students and the students should be encouraged to adequately utilize the potentials of Facebook for academic excellence.

2.5.2 NEGATIVE IMPACTS OF SNS ON ACADEMIC PERFORMANCE

Researchers such as Choney (2010), San Miguel (2010) and Enriquez (2010) studied on students 'use of the SNSs sites revealed a negative effect of the use of social network sites on students' academic performance. San Miguel (2009), focused on the relationship between time spent on Facebook and the academic performance of students. The overall findings indicated "more time on Facebook equals slightly lower grades". In his study, the average Facebook user had a GPA of 3.0 to 3.5, while the non-Facebook user had a GPA of 3.5 - 4.0. Also, the average Facebook user study for 1 – 5 hours per week, while the non-Facebook user would study 11 – 15 hours per week.

Enriquez (2010), revealed that students who multi-task between social networking sites and homework were likely to have 20% lower grades than a student who did not have a social networking site. The author believed that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. The problem is that most people have Facebook or other social networking sites, their e-mails and may be instant messaging constantly running in the background while they are carrying out their tasks. Choney (2010), in looking at the time spend on Facebook and its effect on academic performance said a user of Facebook has an average, GPA of 3.06, while non users have an average GPA of 3.82

Also Kirschner and Karpinski (2010), assessed the relationships between Facebook usage and academic performance in a sample of 219 university students, Facebook users had lower Grade Point Averages and spent less time studying than students who did not use the SNS. Of the 26% of students reporting an impact of their usage on their lives, three-quarters (74%) claimed that it had a negative impact, namely procrastination, distraction, and poor time-management. A potential explanation for this may be that students who used the Internet to study may have been distracted

by simultaneous engagement in SNSs, implying that this form of multitasking is detrimental to academic achievement as the author explained.

Daria J. Kuss et al (2011), in their review of the Psychological Literature, on Online Social Networking and Addiction. They were conducted an extensive literature search using the academic database Web of Knowledge as well as Google Scholar. provided empirical and conceptual insight into the emerging phenomenon of addiction to SNSs by outlining SNS usage patterns, examining motivations for SNS usage, examining personalities of SNS users, examining negative consequences of SNS usage, exploring potential SNS addiction, and exploring SNS addiction specificity.

The findings indicated that SNSs are predominantly used for social purposes, mostly related to the maintenance of established offline networks. Moreover, this research claimed that extraverts appear to use social networking sites for social enhancement, whereas introverts use it for social compensation, each of which appears to be related to greater usage, as does low conscientiousness and high narcissism. Negative correlates of SNS usage include the decrease in real life social community participation and academic achievement, as well as relationship problems, each of which may be indicative of potential addiction.

Michikyan et al (2015) in their study of Facebook use and academic performance among college students. The study involved a multi-ethnic sample of 261 college students from a large urban university in Southern California. and employed an open-ended question about their Facebook use. Specifically, participants with lower GPAs tended to engage in greater levels of activities on Facebook. This result was consistent with other research findings that youths' offline concerns drive their online behavior (Valkenburg & Peter, 2011). Furthermore, the results demonstrated an inverse relationship between academic performance and Facebook activity level and there was no significant relationship founded between academic performance and Facebook time.

This suggests that types/variety of online activities (e.g. chatting, downloading music/video, playing games, etc...) may be a better predictor of academic performance than the amount of time spent since activities reflect more behavioral involvement and may require more active engagement of cognitive resources. Therefore, how college students use their time on SNSs to engage in different types of activities may be more revealing than the amount of time that they

spent on the sites like Facebook. One reason for this may be that time spent on Facebook is not an adequate metric of use, especially for those students who may report being “on-line” most of the time. Such student’s may not be actively using the site all of the time. Instead, the number of posts they make or online activities may be more reflective of the amount of actual identity and academic explorations they are doing on SNSs (Junco et al., 2010).

By considering the literature regarding impacts of SNSs use, the study hypothesize

H1: There is a relation between students’ SNSs use and academic performance

2.6 SELF-REGULATION AND SNS USE

Self-regulation, is the ability to develop, implement, and flexibility maintain planned behavior in order to achieve one’s goals, Frederick Kanfer (1970). it refers to the ability to override or change one’s inner responses, as well as to interrupt behavioral tendencies (e.g., urge) and refrain from acting on them (Tangney et al. 2004). Urge is a sudden and irresistible impulse to perform a behavior (West & Hardy 2006). Researchers have indicated that self-regulation plays an influential role in urge management (Baumeister et al. 1994) because one’s capability to alter and override its internal affective state and responses is limited.

Individuals who have higher self-regulation are less likely to be swayed by their urges; whereas individuals who have lower in self-regulation are more likely to be led by their urge. Particularly, addiction has been well-regarded as failure in self-regulation over urges (West & Hardy 2006). In a similar vein, users who have lower self-regulation are less capable in regulating or managing their urge to use SNSs, and hence hasten the transition from urge to excessive use of SNSs.

Based on self-regulation theories, the development of excessive use has long been regarded as a failure of self-regulation over urges (West & Hardy 2006). self-regulation is thus an important internal factor that intervene the relationship between urge and excessive use of SNSs.

2.6.1 ANTICIPATED EMOTIONS AND URGE TO USE SNS

Urge to use SNSs refers to the feeling of being impelled to use SNSs (West & Hardy 2006). As noted in the previous section, the urge to perform certain behavior is associated with expectation of two affective emotions, namely the expectation of attaining positive emotions and the expectation of avoiding negative emotions (West & Hardy 2006). Anticipated positive emotions

refer to the expected positive affective states resulted from performing a behavior (e.g., using SNSs); whereas anticipated negative emotions refer to the expected negative affective states resulted from not able to perform that behavior (e.g., not able to use SNSs) (Tsai & Bagozzi 2014). In this technological era, the stimulation of emotions from technology use often gives rise to urge (Greenfield 2010). Since online services and digital devices have become more consummate and sophisticated nowadays, it is easy for individuals to use technologies to fulfil their instrumental needs (e.g., informational seeking or arousal-seeking) or ritualistic needs (e.g., passing time or companionship).

In the context of SNSs, it can use to seek for information, develop and maintain relationships, and have fun with the social games. As a consequence, they would expect a return of positive emotions if they are able to use SNSs, which in turn gives rise to a strong urge to use SNSs. The relationship between positive emotions and urge has been substantiated in prior literature (Liu et al. 2013). On the other hand, users would generally expect a return of negative emotions if they not able to use SNSs, which would still give rise to urge to use SNS as ways to avoid negative emotions. Recent study also showed that psychological distresses arise when users are forced to unplug from their SNSs (Salzburg Academy on Media & Global Mussenden 2011). Similarly, SNS users would feel ill if they are unable to use SNSs and become obsessive toward using SNSs (Denti et al. 2012).

2.6.2 URGE TO USE SNSs AND EXCESSIVE USE OF SNSs

Excessive use of SNSs refers to the use of SNSs that involves spending considerable amounts of time, and during which users generally lose track and control of time (Griffiths 2012). Realizing an urge of certain behaviors reward user with pleasurable experience (West & Hardy 2006) which makes resisting incessant urges difficult and set the stage to excessive use. Empirical studies also recognized urge as an imitable component to the occurrence of a wide range of addictive behaviors (American Psychiatric Association 2000), including problematic mobile phone use (Billieux et al. 2007), craving for cigarette (Billieux et al. 2007). In the same vein, users who experience strong urges to use SNSs are more prone to the development excessive use.

Thus the study hypothesize that self-regulation slows the frequency of usage and reduces the number of hours spent on social networking sites.

H1: there is a relation between student's self-regulation and SNSs use

2.7 TRUST AND SNS USE

Trust is widely known as a major component of human social relationships and has different definitions in different disciplines. In psychology, trust is defined as a psychological state of the individual and has three aspects: cognitive, emotive, and behavioral (P. Beatty et al. 2011; Dick, et al. 2011). In sociology, trust is defined as a bet about the future contingent actions of the trustee (Dumouchel & Eur, 2005). Also Mayer et al. (1995) defined trust as the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trusted individual, irrespective of the ability to monitor or confront that other party. Grabner Krauter (2002) identified trust as essential for online trading effectiveness because it reduces suspicions related to interactions and relationships. McKnight & Chervony (2002) proposed a model that identified three types of trust: dispositional, interpersonal, and institutional trust. Dispositional trust involves trust in people. Institutional trust consists of structural security of online Websites. Interpersonal trust includes perceptions of adequacy, benevolence, integrity and predictability. According to Lai & Turban (2008), social network tool users are willing to trust others whom they share expertise, identify with, share personal information and even lend money to.

Yanbo et al (2015), made meta-analysis on the effects of trust and risk on individual behavior toward social network platforms. The Authors employed 109 journals provided by MIS journal rankings and a rigorous quantitative meta-analysis was conducted to investigate the empirical evidence of 43 studies in information systems research between 2006 and 2014. in their meta-analysis the authors considered three issues. First, the relationships between trust and individual behavior, or the relationship between risk and individual behavior, Second, the type of effect size, as measured by Pearson correlations. The third type refers to individual behavior in the context of interaction with social network platform. Though trust has multidisciplinary concept and the sample of the study was restricted within the domain of IS research. the findings showed that trust had on average a stronger correlation with individuals' behaviors on social network platforms.

Generally, though much research has been done concerning impacts of SNSs on academic achievement of college students, most such studies were not based on robust theoretical background; in addition, the volume of quantitative investigations, which enable to examine the relationship among the determinants of the topic was also deficient. hence this study was based on

the Social Cognitive and Social Capital Theory and intended to apply quantitative approach to the study to investigate the phenomenon.

The study hypothesize that trust matters with increasing participation, activity, and engagement on social networking sites, because it reflects a self-conviction about the need to share content. Thus, the study tests the following hypotheses:

H1: there is a relationship between students trust and SNSs use.

The following paragraphs explains why this study was considered important:

Self-regulation as an important predictor of SNSs use, self-regulation is a potentially important new variable which explain habitual SNSs exposure, (Robert LaRose et al., 2003). Earlier literature described Un regulated SNSs use, as SNSs dependence or SNSs addiction (Greenfield, 1999; Hall & Parsons, 2001; Young, 1998). but lately, it is rather understood as deficient self-regulation, (Robert LaRose et al., 2003). unregulated SNSs use that analyzes the symptoms of the so-called SNSs addictions as indications of a deficiency in self-regulation that leads to habit formation and, perhaps in extreme cases to pathology (Bandura, 1991).

Also explained in different studies, Reports of problematic Internet consumption behavior, variously termed Internet addiction (e.g., Brenner, 1997; Fearing, 1997; Greenberg, Lewis, & Dodd, 1999; Griffiths, 2000; Hall & Parsons, 2001; Young, 1996, 1998), pathological Internet use (Davis, 2001), Internet dependence (Scherer, 1997), or problematic Internet use (Shapira, Goldsmith, Keck, Khosla, & McElroy, 2000), bring currency to the question of media addiction that has long been the subject of both popular (e.g., Kubey & Csikszentmihalyi, 2002; Pawlowski, 2000; Winn, 1977) and scholarly (Finn, 1992; Kubey, 1996; McIlwraith, 1998; McIlwraith et al., 1991; Smith, 1986). As cited by (Robert Larose et al., 2003). Hence self-regulatory mechanisms are important in a medium that invites intense self-reflection (Turkle, 1995).

Trust as an important predictor of SNSs use, trust is a critical predictor of sharing information and developing new relationships (Fukuyama, 1995, Lewis and Weigert, 1985). Trust is also important for successful online interactions (Coppola et al., 2004, Jarvenpaa and Leidner, 1998, Meyerson, 1996, Piccoli and Ives, 2003) cited by (C. Dwyer et al., 2007). Also trust is viewed as a structurally property of relationships and networks, which helps to shape interaction patterns within SNSs (Murphy, 2006). When there is trust at the depersonalized group level, individuals

may feel little need to verify trust before engaging in exchange with other group members (van der Zee et al, 2009).

Granovetter, (1992) suggests that being embedded in cohesive networks accelerates the creation of trust. The cohesiveness of the network structure, where a specific relationship is embedded, facilitates the circulation of information about parties' reputation and the socialization of common behavior. Where there are high levels of trust, people are more willing to provide support and take risk in information exchanges (Krasnova et al. 2010; Lin and Liu 2012; Nahapiet and Ghoshal 1998). In interactions on social network sites, trust relates more to trust in people than in the applications, People engaged on different social networking activities give the impression that they trust almost every message, video, or picture posted (Sana Rouis et al., 2011). Information has many sources, and if people trust information provided, it implies that they also trust the source (Sana Rouis et al., 2011).

Gender as an important predictor of SNSs use, because many aspects of human functioning, such as the interests and competencies people cultivate, the occupational paths they pursue, and the conceptions they hold of themselves and others are prescribed by cultural sex typing, the stereotypic gender conceptions that people adopt have lasting effects on how they perceive and process experiences and how they use their capabilities (Bem, 1981; Betz & Hackett, 1986; Spence & Helmreich, 1978). Research has suggested that gender differences are significant indicators of social network use (Hargittai, 2008).

To conclude, a review of the literature on social network sites use revealed that it has attracted millions of users due to affordance and reach. Also it shows that SNSs used for different purposes. While some is to pass time, be entertained, and maintain existing relationships with others as well as to occupy free time when they are bored Sheldon (2008). And others use it for academic purposes to complement classroom teaching and learning activities. What is more, addiction to social networking sites can establish feelings of loneliness and increase feelings of insensitivity to disconnection, according to John J. Cacioppo, a neuroscientist at the University of Chicago (Cacioppo, 2009). Despite SNS gaining acceptance in universities around the world, the study on students' adoption of SNS is still unexplored fully in Ethiopia. Thus, this study is designed to address this gap so as to provide useful insights for future researchers.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

It is known that research is based on certain underlying philosophical assumptions about what constitutes 'valid' research and which research method(s) is/are appropriate for the development of knowledge in a given study. In order to conduct and evaluate any research, it is therefore important to know what these assumptions are. This chapter discussed the philosophical assumptions and the design approaches underpinning the study. Common philosophical assumptions reviewed and presented and the selection of the research paradigm identified for the study explained. Also the chapter discussed the study population, which comprised of students of Haramaya University, sample selection procedures as well as sample size. In addition, data collection methods employed for the study and the development of the research instrument were also discussed. Finally, the last sections discussed the details of data collection procedure as well as data analysis methods.

3.2 RESEARCH PARADIGM

Research paradigm refers to “a system of ideas, or world view, used by a community of researchers to generate knowledge. It is a set of assumptions, research strategies and criteria for rigor that are shared, even taken for granted by that community” (Fossey et al., 2002, p. 718). Guba (1990) expresses that these paradigms, which may also be mentioned as ‘scientific research paradigms’, can be qualified according to the answers to the ontological, epistemological and methodological questions their followers provide. In conducting a research, it is crucial that the researchers are knowledgeable about the ontological and epistemological assumptions concerning their chosen area of research (Bettis & Gregson, 2001).

Ontology and epistemology can be described as belief systems or paradigms (Guba and Lincoln, 1994). Every paradigm has its own ontological and epistemological assumptions, and it is traditionally associated with a certain research methodology. The term ‘ontology’ is concerned with the nature of reality (Holden & Lynch, 2004), It is the theory of what exists (Kalof et al. 2008); they are the basic opinions about the nature of what is known or reality (Guba, 1990); it is the presentation of worldview or reality peculiar to a certain theory or paradigm (Jennings, 2005).

While ‘epistemology’ is concerned with the knowledge itself in terms of its origin (Hofer, 2002). It examines the relationship between the one who knows and what is known, and what can be considered as knowledge (Guba, 1990); this relationship assumes an objective or subjective posture (Billings and Jennings, 2000). ‘Methodology’: is about how researcher carries out study on revealing information (Guba, 1990); it draws a comprehensive frame in order to determine the method to know reality and to achieve the knowledge on reality, research question, process steps to be applied and the methods to be used. So, the researcher views the world in an ontological framework which postulates specified epistemological questions, and these questions need to be examined in a methodological way (Denzin & Lincoln, 2005).

There basic paradigms are positivism, interpretivism and critical theory the next sub-section discussed the positivism paradigms

3.2.1 POSITIVISM

The term positivism created by Auguste Comte in 19th century (Grant & Giddings, 2002). Positivism is based on the notion that research can be objective, that the researcher is independent and that the results are valid, reliable and replicable (Shaun Pather and Remenyi, 2004). The ontology of positivism assumes there is an existing, real and independent reality, based on a scientific law. However, the epistemology of this paradigm requires from the researcher to be objectivist, because any bias has a negative impact on the validity of the truth. In this vein, the methodology is primarily quantitative and experimental to test the proposed hypotheses (Guba & Lincoln, 1994). According to (Babbie and Mouton, 2001) which was cited by (Shaun Pather and Remenyi, 2004, p.3):

“Positivism have the following characteristics: an emphasis on quantification of constructs; assigning numbers to the perceived quality of things; the use of variables has a central role; and lastly, there are either experimental or statistical control for sources of error”.

Also Roode’s (2003) explained that the positivist regards the objects of the study as exactly is, and applies the methods and practices of the scientific method in investigating these objects with the aim of reaching valid and truthful conclusions about them, Therefore, the positivist paradigm mainly focuses on measuring phenomena as it occurs in reality.

Positivism is aligned with the quantitative approaches. The assumption behind the positivist paradigm is that there is an objective truth existing in the world that can be measured and explained scientifically (Shaun Pather and Dan Remenyi, 2004). In the quantitative approach, measurement is reliable, valid, and generalizable in its clear prediction of cause and effect (Cassell & Symon, 1994). Also Creswell acclaimed that if one employs the quantitative method of research the philosophical assumption of positivism will be in use (Creswell, 2008). Hence this study, in trying to identify the variables that predict SNS use by university students adopts the assumption of establishing numerical and logical relationships between variables that describe the behavior under study thereby employing the positivist paradigm of research.

3.3 RESEARCH APPROACH

Research approach can be divided into two categories, inductive and deductive Saunders et al (2007). The study chooses deductive approach to achieve its objectives by formulating a set of hypotheses that need to be tested. Then, through implementation of relevant methodology the study is going to test formulated hypotheses. “A deductive approach is concerned with developing a hypothesis (or hypotheses) based on existing theory, and then designing a research strategy to test the hypothesis” (Wilson, 2010, p.7). Beiske (2007) claims that deductive research approach explores a known theory or phenomenon and tests if that theory is valid in a given circumstance. Also deductive approach can be explained by the means of hypotheses, which can be derived from the propositions of the theory. In other words, deductive approach is concerned with deducting conclusions from premises or propositions (Babbie, 2010, p.52).

3.4 STUDY DESIGN

As Ellis & Levy (2009) explained one of the major challenges facing the novice researcher is matching the research he/she proposes with a research design that is appropriate and will be accepted by the scholarly community.

Taking this into consideration, the selection of study design is based on the following issues (Ellis & Levy, 2009, p13):

- Developing the research-worthy problem, the body of knowledge documented in peer-reviewed literature, and the data available to the researcher;

- Identifying, in brief, several of the research approaches commonly used in information systems studies;
- Exploring several of the important terms and constructs that apply to scholarly research, regardless of the specific approach selected.

The study will utilize a quantitative survey method to reveal model explanation and relationships of the independent and dependent variable. In addition, Creswell explained a quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2008). Creswell acclaimed that if the problem calls for (a) the identification of factors that influence an outcome, (b) the utility of an intervention, or (c) understanding the best predictors of outcomes, then a quantitative approach is the best option to consider. It is also the best approach to use to test a theory or explanation. Similarly, this study is a user study in the field of Information Science to assess the impacts of SNSs use on academic performance of college students by considering the role of predictors (self-regulation, trust) based on theory.

Moreover, the study considers the following benefits in employing quantitative method

- Stating the research problem in very specific and set terms (Frankfort-Nachmias & Nachmias, 1992);
- Clearly and precisely specifying both the independent and the dependent variables under investigation;
- Following firmly the original set of research goals, arriving at more objective conclusions, testing hypothesis, determining the issues of causality;
- Achieving high levels of reliability of gathered data due to controlled observations, laboratory experiments, mass surveys, or other form of research manipulations (Balsley, 1970);
- Eliminating or minimizing subjectivity of judgment (Kealey & Protheroe, 1996);
- Allowing for longitudinal measures of subsequent performance of research subjects.

RESEARCH MODEL

On the basis of the preceding theoretical background and a comprehensive review of prior research, the proposed research model posited that as a predictor, student's self-regulation, trust and the demographic factor (i.e. gender) to determine the impact of SNSs use on academic performance.

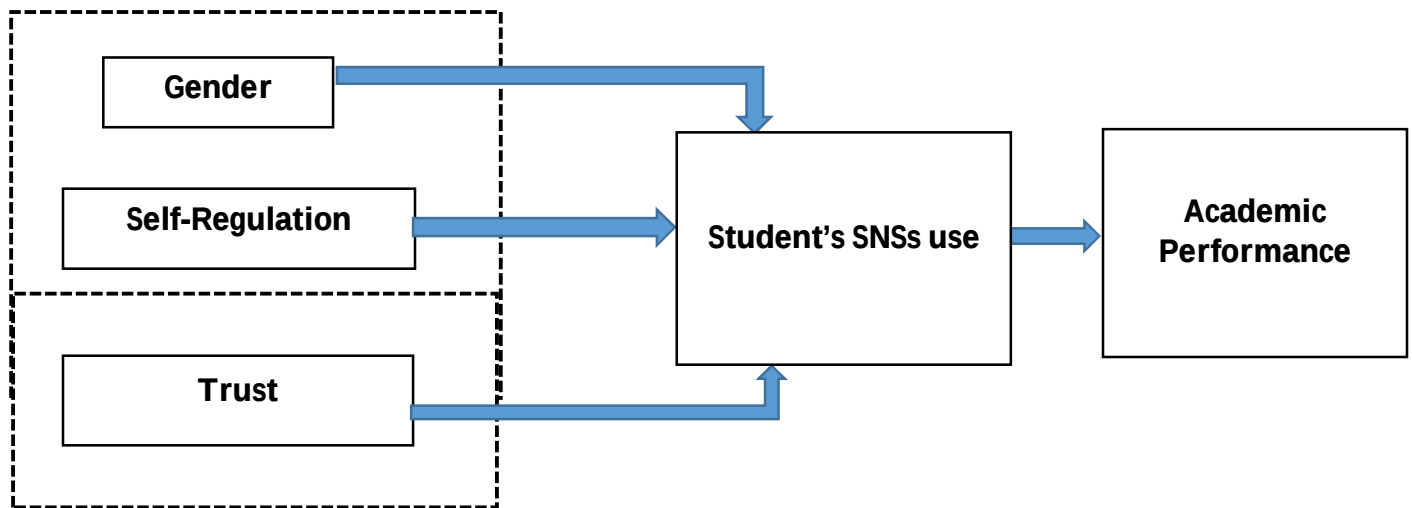


Fig1. Research Model (source: Shahzad Khan, 2012) modified by the researcher

3.5 TARGET POPULATION

The target population of this study comprises of Haramaya University Harar Campus students. The choice of students as the main respondents of the survey is entirely based on the site is the researcher's work place. The Faculty of Health Sciences (FOH) located at Harar campus of Haramaya University was founded in 1996 at the main campus of the Haramaya university. However, since October 2003, the FoH has based its campus in Harar town (which is about 23 Km from the main campus) to use the nearby hospitals for the effective training of students. The faculty had only four departments including public health, environmental health, nursing, and medical laboratory in its foundation. Later on, together with the expansion of academic disciplines, the faculty was renamed as "College of Health and Medical Sciences." Currently, the college has three

departments and three schools; namely: Department of Public Health, Department of Environmental Health Sciences, and Department of Medical Laboratory Sciences; School of Nursing and Midwifery (comprises five programs: Nursing, Midwifery, Psychiatry nursing, Neonatal Nursing, Emergency and Critical care nursing); School of Medicine and School of Pharmacy. The faculty houses 2654 under graduate students.

3.5.1 SAMPLING TECHNIQUE

According to (Leedy & Ormrod, 2005), sampling is done to create a small group from a population that is as similar to the population as possible. It should be a small group that is similar to the big group because the degree of resemblance and representativeness is very important (Teddlie & Yu, 2007). Ngulube (2005) explains that by studying the sample, it is possible to draw valid conclusions about the larger group. It is not practical or possible to study an entire population if it is too large and therefore it is necessary to make general findings based on a study of a subset of the population.

Using Wangechi's explanation:

There are probability sampling and non-probability sampling. Probability sampling occurs when the people who constitute a sample are chosen as a representative of the whole population being studied. Whereas the Non-probability sampling is conducted without such knowledge about the sample being representative of the overall population. The most commonly used probability sampling techniques include simple random sampling, stratified random sampling, systematic sampling and cluster sampling. (Wangechi, 2013, p83).

Also Teddlie and Yu (2007) suggested that probability sampling techniques are primarily used in quantitative studies while non-probability techniques are used in qualitative studies. to achieve the objectives of this study, sample is chosen using Stratified Random Sampling Technique, from samples stratified into gender groups. (Powel and Connaway, 2004, p100) suggest that in selecting a stratified random sample, one must first divide the entire population into groups or categories and then draw independent samples. Stratified random sampling is a technique whereby a population is divided into mutually exclusive groups called strata and then a simple random or systematic sample is selected from each group or stratum (Johnson & Christensen, 2004).

3.5.2 SAMPLE SIZE DETERMINATION

According to (Kumar, 2005, p113), the sample size is determined by three factors:

(1) the level of confidence with which the researcher wants to test the results, (2) the degree of accuracy the researcher requires to estimate the population parameters and (3) the estimated level of variation with respect to the main variable being studied. Creswell and Plano-Clark (2007) suggest that, if the quantitative research design is an experiment, investigators turn to power analysis formulas; if the study is a survey, sampling error formulas can help identify the appropriate size for the sample. In this study, the use of a questionnaire required survey-type sample-size calculations, which meant that a sample error formula will be used rather than power analysis formulae.

To determine the sample size a single population proportion/sample error formula will be used:

$$n = \frac{z \left(\frac{\alpha}{2} \right)^2 * P(1 - p)}{d^2} \quad (\text{Kothari, 2004})$$

Where

- + **n**= the desirable calculated sample size
- + **Z** ($\alpha/2$)=1.96 (95% confidence level for two side)
- + **p**= proportion of population and barriers (50%)
- + **d**= degree of accuracy desired setting at (5%)

therefore, the value of n is calculated as follows

$$n_o = \frac{(1.96)^2 * 0.5(1-0.5)}{(0.05)^2} = 384$$

$$nf = \frac{n_o}{1 + n_o/N},$$

Where,

nf = the desired sample size when population is less than 10,000.

n = the desired sample size when population is more than 10,000.

N = the number of population in the university

Use this formula when

$$n = \frac{nf * N_{sub}}{N_{total}} \quad \text{For } N_{sub} \text{ greater than 10,000}$$

$$n = \frac{no * N_{sub}}{N_{total}}, \quad \text{For } N_{sub} \text{ less than 10,000}$$

3.6 INSTRUMENT DEVELOPMENT

In order to acquire the required data a self-administered survey questionnaire is selected as the primary instrument to collect data in this study. The questionnaire is considered appropriate because it enables the respondents (the university students) to complete it at a given time. The major attraction of using the questionnaire is the ability to collect large amounts of data in a relatively short time (Kothari, 2004). The questionnaire method, however, has limitations when it comes to the response rate. Furthermore, when the content of the questions is considered to be threatening, the truthfulness of the self-report is compromised. In this case, there is concern that the respondents would not report accurately for fear of exposing themselves to criticism on the use of SNSs. To minimize the effect of these limitations, the researcher adopted a questionnaire that is free from personal identifier questions. The researcher would also try to obtain reliable data by informing respondents that the information obtained by the study could be used as a basis for involving SNSs for academic services at the university.

3.6.1 QUESTIONNAIRE

In total, the survey questionnaire contained 30 questions. And it had two sections which was measured by a combination of nominal and ordinal scales. There were 5 questions in the first section While the first question was on respondents' gender, the second one was a measure of participants' social network site use Intensity, The SNSs use Intensity Scale developed by Ellison, Steinfield, and Lampe (2007). According to the designers of this instrument, "the SNSs use

intensity scale...was created in order to obtain a better measure of SNSs usage than frequency or duration indices” (p. 1150).

The SNSs use scale consisted of seven questions. The first question pertains to the amount of time per day the user spends on SNSs. The remaining six questions focused on the level of agreement with several statements gauging users’ emotional attachment to the site and used a 5-point Likert scale, asking respondents questions such as “SNSs is part of my everyday activity” and “I feel I am part of the SNSs community.” Items were all standardized and averaged to create SNSs use Intensity figure, which can be used as a determinant of the integration an individual has with a social networking site, Michael Ruud (2013). The study employed these items to measure SNSs use.

In the second part, there were 19 questions and all of them were measured by a five-point Likert scale. This scale was used in this study because of its simplicity and versatility in measuring people’s attitudes and opinions (McCall, 2001). The questions in the second part measured ‘self-regulation’, ‘trust’, and ‘academic performance’ of students. Respondents would be asked to rate their agreement or disagreement towards the given measures (**See appendix**).

The construct ‘trust’ is a critical determinant of sharing information and developing new relationships (Fukuyama, 1995, Lewis and Weigert, 1985). Trust is also important for successful online interactions (Coppola, Hiltz, and Rotter, 2004, Jarvenpaa and Leidner, 1998, Meyerson, 1996, Piccoli and Ives, 2003). Although SNSs trust could be measured in different ways, a Likert scale has been previously adopted and used in other research to measure trust (Kanawattanachai & Yoo, 2002; Banning & Sweetser, 2007; Kiousis, 2001; Lee & Turban, 2001; Rouis, S. et al, 2011). The trust scale consisted of 4 questions.

Respondents would also be asked questions that determine the perceived impacts of SNSs use on students’ academic performance. Most of these items were adapted and taken from the research report of Adam Helou and Ab. Rahim (2014); Y.-R. Juang (2010); M.D. Roblyer et al. (2010); Raizada et al (2009) and Banquil et al. (2009). This construct consisted of 12 questions including the GPA.

Finally, the self-regulation and SNSs use questions are adapted from (Robert LaRose et al.,2003). Though the scale had 7 questions, because of lack of clarity the study considered 4 questions with

minor modification. The researcher validated the instrument before using it. The questionnaires would be used to evaluate the impact of SNSs use on academic performance of college students. During questionnaire development the researcher considered, the two important and fundamental characteristics of a measurement tool i.e. the validity and reliability of the instrument need to be proven before its use (DeVaus, 2002; Schneider, et al., 2003).

How the researcher addressed the issues of validity and reliability during the questionnaire development explored below:

3.6.1.1 VALIDITY

Validity is the most fundamental consideration in instrument development and refers to the degree to which the instrument measures what it claims to measure (DeVaus, 2002). The researcher used a questionnaire in this study. There are three basic ways in which to assess the validity of an instrument; criterion, content and construct validity (Christine, 2008). The criterion validity approach refers an existing well-accepted instrument that measures the concept (DeVaus; Schneider, et al., 2003) considering this issue the researcher used well-accepted measure that was employed in related literature. As well as content validity refers to the ability of the instrument's items to represent the content (DeVaus, 2002; Schneider, et al., 2003).

When the researcher was developing the instrument, the concern was whether the measurement tool and the items it contained are representative what the researcher intended to measure. To tackle the issues of content validity, the researcher reviewed related articles to examine the questionnaire's content. The last type of validity that required discussions is construct validity construct validity refers to the extent in which the instrument measures a theoretical trait (DeVaus, 2002; Schneider, et al., 2003). the researcher utilized two different theories to deal with the study.

3.6.1.2 RELIABILITY

Reliability addresses the ability of a measuring tool to provide the same result on repeated occasions (DeVaus, 2002; Schneider, et al., 2003). To address the issue of questionnaire reliability in this study, the pre-test method of reliability testing was used. Randomly selected Haramaya University students was asked to complete the questionnaire.

The contents of the questionnaires included demographics of the respondent i.e. gender, tick box response questions as well as Likert scale questions that addresses the various aspects of the research objectives. All of the information was derived from published literature (Brown, Miller & Lawendowski, 1999; Kanawattanachai & Yoo, 2002; Neal and Carey (2005); K. Banquil et al., 2009; M.D. Roblyer, 2010; Y.R. Juang, 2010; Rouis, S. et al, 2011).

The study followed Leedy and Ormrod (2005) guidelines for questionnaire preparation which highlights typical features of the questionnaire that add value to its form as well as content, like making it simple, unambiguous in meaning, not giving clue to desired responses, consistency in style, as well as other technical details that the researcher has to consider while designing the instrument.

3.7 DATA COLLECTION PROCEDURES

A self-administered questionnaire doesn't need any special knowledge, experience, certification, or training required for data collections. Hence

The researcher provided the following information to the respondents so that they spent their time in filling it appropriately and gave the correct information:

- Purposes of the data collection activities and how data will be used.
- Importance of respondents' participation.
- Schedule of events, e.g., due dates, processing.
- Confidentiality of response, if appropriate.
- Methodology used for data collection.

To ensure confidentiality, data were protected by avoiding to discuss confidential aspects of the data collection activity with unauthorized persons. Also during data collection, there was no attempt of keeping notes or documentation that contain identifying information.

To collect data from the respondents the researcher got permission from the university official. After that the researcher went to the registrar to find out list of departments, and number of students respectively. In addition, class schedule was also taken from the departments to know schedules of classes and to contact students while they were in class. Following, sample proportion for academic year of students was calculated and the questionnaire was distributed to the students. Students who took the questionnaires during lectures and would be asked to return them to the

same lecture during the next session of the same class. Thus the students had an interval, ranging from three days to one week, to return the questionnaire. Participation was voluntary for all students.

3.7.1 PRE-TESTING AND PILOTING OF DATA COLLECTION INSTRUMENT

The study pretested the instrument by giving to the information science and psychology lecturers to get content validity. And also conducted a pilot-test for 31 under graduate students of the main campus to solicit feedback on the format of the questionnaire its Cronbach alpha was 0.73. And Following Fowler (2009), verified: (1) clarity of the instructions, (2) clarity of the wording, (3) relevance of the items, (4) absence of biased words and phrases, (5) use of standard English, and (6) questionnaire and scenario formats. Other than minor formatting error, no major problem was surfaced.

3.8 ETHICAL CONSIDERATIONS

The necessary orientation about the purpose of the study was given to participants and consent obtained from each respondent. Those who were unwilling to participate in the study were omitted.

3.9 DATA ANALYSIS

Data collection is followed by data analysis. Data analysis refers to the process of generating value from the raw data (Johnson & Christensen 2004). The technique of data analysis used in this study was the SPSS version 20 software.

CHAPTER FOUR

RESULT AND DISSCUSION

4.1 INTRODUCTION

In this section, the responses to the questionnaires were organized, compiled, analyzed and interpreted. Description of participants (i.e. 2nd and 3rd year Haramaya University Harar Campus under graduate regular students), measurement and analysis and findings from the regression models are discussed. statistics were computed for the independent variables, and correlation coefficients were determined for all variables examined.

4.2 PARTICIPANTS INFORMATION

Table 1. Demographic information of respondents

Gender	Frequency	Percentage
Female	167	49.7
Male	169	50.3
Total	336	100.0

A total number of 360 (including the non-response rate) questionnaires were distributed to respondents, 336 questionnaires were returned. The response rate of the questionnaire was 93%. All students were SNSs users.

Table 2. Respondents' SNSs Membership Frequency and Purpose of SNSs Use

Purpose of SNSs Use	Frequency	Percentage
Facebook	151	44.9
Twitter	1	.3
LinkedIn	1	.3
YouTube	6	1.8
Facebook and YouTube	142	42.3
Facebook, twitter and YouTube	33	9.8

Facebook, LinkedIn and YouTube	2	.6
Total	336	100.0

Purpose of SNSs Use	Frequency	Percentage
Communication	87	26
Entertainment	8	2.4
Knowledge	32	9.5
Communication and Entertainment	205	60.9
Others	3	1.2

Table 2 shows that 151 (44.9%) of the students used Facebook account, 142(42.3%) used both Facebook and YouTube. And 33(9.8%) used Facebook, Twitter and YouTube. Only 32 (9.5%) respondents used SNSs for educational purposes. Whereas 205(60.9%) said that they had used SNSs for communication and entertainment.

Table 3 Respondents' Grade Point Average (GPA) & time spent per day on SNSs

GPA Range	Frequency	Percentage
< 2.0	4	1.2
2.0 - 2.5	22	6.5
2.5 – 3.0	71	21.1
3.0 - 3.5	156	46.4
3.5 - 4.0	83	24.8
Total	336	100.0

Time in Minutes	Frequency	Percentage
<=10	29	8.7
11-30	106	31.3
31 - 60	66	19.7
61 - 120	84	25.1
121 - 180	28	8.3
> 180	23	6.9
Total	336	100.0

Table 3 shows students' GPA and the time they spent on SNSs, 156 or (46.4%) reported that their GPAs ranged from the significant grade score of 3.0 to 3.5, and for (24.8%) of the user's GPAs ranged from 3.5 – 4.0. These figures showed that many of the SNSs users were in a very good GPAs score range. And therefore it is possible to say that the respondent's use of SNSs did not have a negative effect on student academic performance. This finding is in contrast to the finding of Karpinski (2009) that showed the more time university students spends on browsing such sites, the lower grades they score in exams.

One hundred five (31.3%) of the students indicated that they spent ten to thirty minutes on SNSs use a day, 84(25%) of them one to two hours, 67(19.9%) of them thirty to sixty minutes and 28(8.3%) of them two to three hours a day on these sites. In general, 179 (53.2 %) of the respondents spent between thirty minutes to three hours on SNSs a day.

This study confirms Choney's (2010), assertion that due to the popularity of SNSs, whether grades of students would not be affected by how much time they spent on these sites. Also MehMood & Taswir, (2013), further verified this and state that the use of technology such as the internet is one of the most important factors that can influence educational performance of students positively or adversely.

Table4. Means and standard deviations of participants’ responses to the SNSs use intensity scale

No	Items	Mean	STD
1.	SNSs is part of My every day activity	3.76	1.095
2.	I neglect everyday responsibilities to spend more time on SNSs.	2.62	1.237
3.	I am proud to tell people I’m on SNSs.	3.12	1.206
4.	I feel I am part of the SNSs community.	3.77	1.029
5.	I would be sorry if SNSs shut down.	3.70	1.201
6.	I think life without SNSs would be boring.	3.59	1.237
	Average	3.43	

Table 4 shows the means and standard deviations of the participants’ responses to the SNSs use scale. Their use was slightly positive and between agree and neutral, with general mean of 3.43. The mean scores range from 2.62 to 3.77. the students responded the most positively (M = 3.77) to the idea that “I feel I am part of the SNSs community”, and the least positively (M = 2.62) to “I neglect everyday responsibilities to spend more time on SNSs”.

Table5. Self-Regulation on SNSs use

No	Items	Mean	STD
1.	I use the SNSs so much it interferes with other (academic, social life, etc.) activities.	2.98	1.304
2.	I have attempted to spend less time on SNSs but have not been able to.	3.09	1.225
3.	I often spend longer on the SNSs than I intend to.	3.04	1.243
4.	I have to keep using the SNSs more and more to get pleasure.	3.51	1.169
	Average	3.15	

Table5 shows the respondents self-regulation with regard to SNSs use. among the four items given the one which read as “I have attempted to spend less time on SNSs but have not been able to” had a mean of (3.09) which was high value of mean and “I use SNSs so much that it interferes with other (academic, social life, etc.) activities” had minimum mean (2.98).

Table6. Trust on SNSs use

No	Items	Mean	STD
1.	I am willing to share personal information on SNSs.	3.72	1.184
2.	I feel that the privacy of my personal information is protected by SNSs.	3.14	1.297
3.	Most people are honest in describing their experiences and abilities on SNSs.	6.26	1.248
4.	I trust that SNSs will not use my personal information for any other purposes.	3.18	1.239
	Average	4.1	

Table 6. shows the response of trust related questions (items), Participants' Trust on SNSs use was positive between strongly agree and agree, with a general mean of 4.1. The item "Most people are honest in describing their experiences and abilities on SNSs," it had the mean value of 6.26 which was the highest mean. The items that generated the widest gap was "I feel that the privacy of my personal information is protected by SNSs." with a mean value of 3.14, No significant difference was found for the other trust items. However, the direction of the means indicates greater trust on item13.

Tables 7 and 8 show the analysis on the average response to questions on the negative and positive impacts of SNSs to student's academic performance on a 5-point scale.

Table7. Negative impacts of SNSs on students' Academic Performance

No	Items	Mean	STD
1.	My grades are getting lower because of the amount of time I spend on SNSs.	2.21	1.189
2.	I have difficulties in focusing on my academic work due to my SNSs use.	2.48	1,243
3.	I find it hard concentrating on study knowing that I can play online games and visit these sites just by logging into them.	2.70	1.326
4.	After I became engaged in SNSs use, I see a drop in My Grade Point Average (GPA).	2.23	1.167
	Average	2.41	

Table8. Positive impacts of SNSs on students' Academic Performance

No	Items	Mean	STD
1.	The usage of SNSs is useful in higher educational institutions, because they are an effective communication application.	4.04	1.018
2.	Group discussions can be arranged with my classmates using SNSs.	3.42	1.263
3.	An appointment can be fixed with my lecturer through SNSs.	3.20	1.300
4.	SNSs is helpful in my studies because I can receive announcements from lecturers and faculty.	3.49	1.162
5.	SNSs help in my studies because I can discuss my assignments with friends.	3.47	1.224
6.	Using SNSs improves my interaction with classmates and lecturers.	6.59	3.62
7.	I use SNSs to facilitate academic activities and coordinate with friends.	3.4	1.047
	Average	3.94	

In general, responses on the negative impacts of SNSs to student academic performance had lower means, which ranged from 2.21 to 2.70. Many felt there was no significant differences in their grades before and after their involvement with the use of SNSs. Responses on the positive impacts of SNSs to student academic performance had higher means, which ranged from 3.20 to 6.59 for all questions. The majority of the respondents clearly indicated that SNSs improves interaction with classmates and lecturers ($M = 6.59$), is an effective communication application ($M = 4.04$), one can receive announcements from lecturers and faculty ($M = 3.49$), and is good for group discussions ($M = 3.47$).

4.3 CORRELATION

In this part, Pearson Correlation Coefficient is used to test the hypothesis. The hypothesis tested is that a linear relationship exists between two variables, dependent and independent variable, as seen in the correlation coefficient (r). The null hypothesis, however, states that no linear relationship exists between the two variables. As with all hypothesis tests, the objective is to reject the null hypothesis and accept the alternative hypothesis. In other words, it is to decide that an effect, in this case a relationship exists.

Table 9: Shows the Interpretation of Value “R” Proposed by Guilford (1956)

“r” value	Interpretation
Less than .20	Slight, almost negligible relationship
.20 - .40	Low correlation, definite but small relationship
.40 - .70	Moderate correlation, substantial relationship
.70 - .90	High correlation, marked relationship
.90 – 1.00	Very high correlation, very dependable relationship

Source (Aida Abdulahi, et.al 2014)

In correlation methods, it says that the null hypothesis is rejected when the indication of the association is statistically significant at the 0.05 levels. It is clearly stated that: Degree of significant < 0.05 = Null hypothesis (H_0 is rejected).

4.3.1 SNSs Use and Academic Performance

H_0 - There is no relationship between students’ academic performance and SNSs use.

H_1 - There is a relationship between students’ academic performance and SNSs use.

Table 10. Correlation of SNSs use and academic performance

Construct		SNSs Use	APP	APN
SNSs Use	Pearson Correlation	1	.331**	-.206**
	Sig. (2-tailed)		.000	.000
APP	Pearson Correlation	.331**	1	-.053
	Sig. (2-tailed)	.000		.337
APN	Pearson Correlation	-.206**	-.053	1
	Sig. (2-tailed)	.000	.337	

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

Key: Academic Performance Positive(APP), Academic Performance Negative(APN).

The table above shows that there is a positive and negative relationship between SNSs use and academic performance (i.e. by considering the negative and positive item on questionnaire). In addition, the relationship between the two variables is low correlation (i.e. based on the above interpretation table), because the result is 0.331. A positive relationship signifies that when SNSs use increases for academic purpose the academic performance also increased. Whereas -.206 a negative relationship between variables signifies that when the SNSs use increases for non-academic purpose the academic performance decreases. In this case, when students use social network sites it affects their academic performance positively or adversely. However, since the relationship is low, it also shows that SNSs is not the only factor that affects students' academic performance. Therefore, the researcher can conclude by saying that social network sites can have an impact on the performance of students positively or adversely but it depends on the user meaning if the students use SNSs for academic purpose it has a positive impact on his academic performance and vice versa. Furthermore, the researcher rejects hypothesis null, because the significant level is at 0.01 which means it's lower than 0.05. Therefore, there is a statistically low relationship between students' academic performance and social network sites use.

4.3.2 Self-Regulation and SNSs use

HO- There is no relationship between students' self-regulation and SNSs use.

H1- There is a relationship between students' self-regulation and SNSs use.

Table 11. Correlation of Self-regulation and SNSs use

Construct		SNSs Use	SR
SNSs Use	Pearson Correlation	1	-.594**
	Sig. (2-tailed)		.000
SR	Pearson Correlation	-.594**	1
	Sig. (2-tailed)	.000	

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

Key: SR (Self-Regulation)

The table above illustrates that there is a negative relationship between the Self-regulation and SNSs use. The outcome showed that there is significant negative correlation, which means there is relationship of -0.594. The result signifies that self-regulation might minimize SNSs use, specifically the user might get self-regulated using social network sites. However, since the relationship is moderate, self-regulation is not the only factor for SNSs use. In addition, the researcher rejects hypothesis null and accept the hypothesis alternative because the degree of significance is 0.01 which is lower than 0.05.

4.3.3 Trust and SNSs use

HO- There is no relationship between student Trust and SNSs use.

H1- There is a relationship between student Trust and SNSs use.

Table 12. Correlation of Trust and SNSs use

Construct		SNSs Use	TR
SNSs Use	Pearson Correlation	1	.475**
	Sig. (2-tailed)		.000
TR	Pearson Correlation	.475**	1
	Sig. (2-tailed)	.000	

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

Table11. shows us that there is a positive relationship between the Trust and SNSs use. According to Guilford, 1956, the relationship between the two variables is a moderate correlation because the result is .475. A positive relationship between variables signifies that when students trust increases SNSs use also increase. In this case, when students increase social network sites use, they also increase trust. Which means students might face academic and social treats. For instance, students might have problems as false information on the site. Therefore, the researcher can conclude by saying that Trust can affect SNSs use. Moreover, the researcher accepts the alternative hypothesis and reject the null hypothesis, because in this study the result is: $0.0 < 0.05$ so reject H0.

4.3.4 Gender and SNSs Use

HO- There is no relationship between student gender and SNSs use.

H1- There is a relationship between student gender and SNSs use.

Table 13. Correlation of Gender and SNSs use

Constructs		SNSs Use	Gender
SNSs Use	Pearson Correlation	1	.116*
	Sig. (2-tailed)		.034
Gender	Pearson Correlation	.116*	1
	Sig. (2-tailed)	.034	

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

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

Table 12. shows the correlation between gender and SNSs use. It was .116 and less than two (i.e. based on interpretation table9) then it implies there is Slight, almost negligible relationship between gender and SNSs use.

4.4 REGRESSION ANALYSIS

Regression analysis is used when independent variables are correlated with one another with the dependent variable. From the correlation analysis obtained in this study, all hypothesis was accepted. However, to make sure there are actual relationship between two variable, the researcher run a regression analysis and checked whether the hypothesis is supported or not. This would help to further see if the independent variables considered in the study had effects on the dependent variable which is SNSs use of college students. And to see the effects of SNSs use on academic performance, ordinal regression analyses were conducted. According to Maholtra (2006) Regression analysis is a powerful and flexible procedure for analyzing the associative relationship between a dependent variable and one or more independent variables.

Furthermore, an ordered logistic regression analysis with footnotes explained the output. The relationship measured in this analysis is **SNSs Use** (i.e. dependent variable) - low, neutral and high (i.e. low meaning it is the sum of strongly disagree and disagree responses, neutral (neither agree

nor disagree) and high it is the sum of strongly agree and agree responses). From which the study went to see what relationships exist with Self-Regulation (SR), Trust (TR) and gender (male/female) on SNSs Use. The response variable, SNSs Use was treated as ordinal under the assumption that the levels of SNSs Use have a natural ordering (low to high).

Table 14. Ordinal regression for gender, self-regulation, Trust and SNSs Use

Parameter Estimates								
	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Threshold	SNSs Use = 2.00	-2.537	.358	50.238	1	.000	-3.239	-1.836
	SNSs Use = 3.00	-.027	.273	.010	1	.920	-.562	.507
	Gender = 0	.436	.275	2.505	1	.113	-.104	.975
	Gender = 1	0 ^a	.	.	0	.	.	.
	SR = 2.00	2.674	.564	22.468	1	.000	1.568	3.780
	SR = 3.00	1.494	.283	27.934	1	.000	.940	2.048
	SR = 4.00	0 ^a	.	.	0	.	.	.
Location	TR = 2.00	-1.450	.417	12.069	1	.001	-2.268	-.632
	TR = 3.00	-.561	.300	3.509	1	.061	-1.148	.026
	TR = 4.00	0 ^a	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Threshold - This represents the response variable in the ordered logistic regression. The threshold estimate [for SNSs Use = 2.00] is the cutoff value between low and middle (neutral) response and the threshold estimate [for SNSs Use = 3.00] is the cutoff value between middle and high SNSs Use. Underneath Threshold are the predictors in the model.

[SNSs Use = 2.00] - This was the estimated cutoff point on the latent variable used to differentiate low SNSs Use from middle and high SNSs Use when values of the predictor variables are evaluated at zero.

[SNSs Use = 3.00] - This is the estimated cutoff point on the latent variable used to differentiate low SNSs Use from high SNSs Use when values of the predictor variables are evaluated at zero.

To see the explanation for every unit increase in gender (0) (i.e. **female**), there is $\text{Exp} (.436) = 1.55$ (i.e. the odds Ratio) times unit increase in SNSs use. holding all other variables constant. Since **female** was coded as 0, the interpretation can be put more simply. For females SNSs use would be 1.55 times higher than from males. Whereas males SNSs use was decreased by $\text{Exp} (-.436) = 0.65$ times. For students whose response for Self-Regulation item, SR, 2.00 (i.e. strongly disagree and disagree) had $\text{Exp} (2.674) = 14.5$ times unit increase in self-regulation than the 3.00 (i.e. neutral) response of students. While students their response SR, 3.00 was $\text{Exp} (1.494) = 4.45$ -unit increase in SNSs use. This shows that the more the students are self-regulated the less they use the SNSs.

For students whose response for Trust item, TR, 2.00 (i.e. strongly disagree and disagree) had $\text{Exp} (-1.450) = 0.23$ times unit decrease on trust than the 3.00 student's response whereas the students their response TR, 3.00 was $\text{Exp} (-.561) = 0.57$ times unit decrease in SNSs use. This shows that the more the students trust the more they use the SNSs.

Table 15. Ordinal regression for SNSs use and Academic performance

Parameter Estimates							
	Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Threshold GPA = 1.00	-.899	.142	40.210	1	.000	-1.177	-.621
Location	SNSs Use=2.00	.017	.608	1	.977	-1.175	1.210
	SNSs Use=3.00	.009	.285	1	.976	-.550	.567
	SNSs Use=4.00	0 ^a	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Table 14 shows the parameter estimates of SNSs use and academic performance (i.e. GPA). The p-value of the variable SNSs Use (.977 and .976) is greater than the expected ($p < 0.05$), hence there is no significant relationship between SNSs use and academic performance. This means an independent variable does not show a statistically significant relationship with the dependent

variable, hence the independent variables do not reliably predict the dependent variable. This was an overall significance test assessing whether the independent variables (SNSs Use) reliably predicted the dependent variable (Academic performance).

4.5 DISCUSSION

Based on the analyses of the quantitative data the result of the study indicated, the response rate of the questionnaire was 93%; 169 (50.3%) respondents were male, and 167 (49.7%) were female. All of the participants were SNSs users.

The type of SNSs students used: Facebook user: 151 (44.9%); Facebook and YouTube users: 142(42.3%) students; Facebook, twitter and YouTube 33(9.8%).

The purpose of SNSs use: The study allowed multiple responses to the question because respondents could find themselves in one or two of the situations. Out of the total valid responses only 32(9.5%) students used for knowledge source. but the majority of the students used for communication and entertainment 205(60.9%) and 87(26%) used for communication. this finding seem to substantiate other reports on students' use of SNSs. Primarily they are being used to communicate with friends, specifically to maintain existing relationships and solidify offline connections more than for meeting new people (Boyd, 2007).

Students time spent on SNSs use per day: respondents were asked how much time they spent on social network sites daily, where 105(31.3%) of them indicated that they spent ten to thirty minutes, 84(25%) of them spent between one to two hours and 67(19.9%) of them claimed to have spent between thirty to sixty minutes and 28(8.3%) of them said they spent between two to three hours a day on these sites. But it is much lower than reported by Golub and Miloloza (2010), Kischner and Karpinski (2010). Literatures indicated that a person who spends more than 171 minutes per day considered as internet addicted person (Child International, 2006).

Students GPA: 156 or (46.4%) reported that they had GPAs ranged from the significant grade score of 3.0 to 3.5, and for 83(24.8%) their GPAs ranged from 3.5 – 4.0. In addition, the result showed that almost half percent of the students self-reported GPA was between 3.0 – 3.5. this finding is similar with Ahmed and Qazi (2011) that revealed there is no significant relationship between time spent on social networking sites and student's GPA.

Correlation analysis was conducted to see the relationship between the independent and dependent variable. The results demonstrated:

Self-Regulation and SNSs use: SNSs use is significantly and inversely related with self-regulation. That is the more the students are self-regulated the less he/she uses SNSs and vice versa. This finding is in line with Sana Rouis et.al.(2011), that surveyed on Sweden undergraduate students to assess the student's self-regulation and SNSs use; the results showed students who are more self-regulated control their SNSs use more effectively.

Trust and SNSs use: SNSs use and trust was a positive relation. that is the more the students trust SNSs the more they use them. This finding is in contrast with Sana Rouis et.al.(2011), that explained, trust does not influence students SNSs use.

SNSs use and academic performance: on the positive and negative activities (i.e. items that was employed in the questionnaire to measure academic activities, **i.e. positive items ex.** "Group discussions can be arranged with my classmates using", "SNSs is helpful in my studies because I can receive announcements from lecturers and faculty", "SNSs help in my studies because I can discuss my assignments with friends"; and **negative items ex.** "I find it hard concentrating on study knowing that I can play online games and visit these sites just by logging into them", "After I became engaged in SNSs use, I see a drop in My Grade Point Average (GPA)". Considering the above items SNSs use and academic performance were statistically low correlation (i.e. using table 9 interpretation).

Gender and SNSs use: correlation analysis showed that there is statistically Slight relationship between gender and SNSs use. While the regression analysis showed for females SNSs use would be $\text{Exp}(0.436) = 1.55$ times higher than from males. Whereas males SNSs use decreased by $\text{Exp}(-.436) = 0.65$ times. This finding is similar with Shen and Khalifa (2010) that examined the Use of SNSs (Facebook) on the Arabic college students with a focus of gender differences. during the 2008 spring semester. The participants gender ratio was equal and respondents considered for the study had more than five years' experience with SNSs use. despite the sample size was small The results revealed that female students are more active in information seeking and contributing to social networking than their male counterparts. Also his finding was consistent with findings from other countries (Benson et al., 2010; Kiser & Porter, 2011; Mansumittrchai, Park, & Chiu, 2012).

The ordinal regression result also revealed that there is a significant relation between self-regulation and SNSs use. And a significant relationship between trust and SNSs use, while no

significant relation was found between gender and SNSs. In addition, the results revealed that there is no significant relation between SNSs use and student's academic performance. This finding is also in line with the findings of study conducted in Pakistan of 6 universities, on 1000 students. The result indicated that there is no significant relationship between SNSs use and student's GPA (Ahmed and Qazi,2011). Also the finding is similar with the study conducted in Ethiopia, Jimma university (Nebiat and Girum, 2013) where the result showed no relationship between students SNSs use and academic performance.

CHAPTER FIVE

CONCLUSION AND STUDY IMPLICATION

5.1 CONCLUSION

Social network sites have evolved as the center for daily social interaction and communication. While most of the users build intimate relationships with their friends through SNSs, some suffer from failures in regulating their SNSs use and develop excessive use. To explore this emerging yet under-researched phenomenon, the study developed and validated a theoretical model that explained the impact of SNSs use on academic performance of college students through the theoretical lens of self-regulation and trust.

This study derived its model from the social cognitive and social capital theoretical framework. it used the quantitative approach of study and designed its survey instrument to measure self-regulation and SNSs use; trust and SNSs use; SNSs use and academic performance. And conducted on second and third year under graduate regular Haramaya University Harar Campus students.

This study pointed out remarkable theoretical and practical implications. On the theoretical side, it would advance the Information Science (IS) literature by addressing an under-explored research area, Particularly, explored the role of the psychological and social factors (i.e. self-regulation and trust) on SNSs use, and its impacts on academic performance. On the practical side, the study provided users with insight into prevention and coping with excessive use of SNSs, with the intent of increasing self-regulation and encouraging the accessibility of SNSs use for academic activities.

The fact that has come forth in the present study is that self-regulation and trust are predictors of SNSs use. Self-Regulation is inversely related with SNSs use, that is highly regulated students have less SNSs use. But trust is directly related with SNSs use, that is highly trusted students have high SNSs use. The study revealed that there is no relation between SNSs use and academic performance.

Hence findings suggested that despite spending time on SNSs use, they could manage to successfully their college studies without facing many difficulties in meeting their academic requirements measured by their cumulative grade. Also they were assertive about their

competencies to compete with their peers. Similar findings were reported by Sengupta and Chaudhuri (2010) that SNSs membership has not significant impact on the students' academic performance; Kolek and Saunders (2008) also found no association between GPAs of student users and SNSs usage; Pasek et al. (2006) stated that SNSs use is not positively associated with lower grades of the students.

5.2 LIMITATION OF THE STUDY

Although this study provides interesting insights into the impacts of SNSs on academic performance of college students in Ethiopia, the study had some limitations that should be acknowledged. First, the study had given a picture of one university and analyzed their SNSs practice with regard to academic performance. Since, the sample obtained during the study was small and from one university; generalizing the research results to all universities in Ethiopia might not possible. Second, the survey itself also limited the answers that students could give, as it did not include any open-ended questions. Students were forced to answer questions based on the provided answers given in the survey. Self-report bias was also a limitation, as many students had to answer questions about their own personal practices and opinions. Finally, the sample involved 3rd and 4th year students, However, 4th year participants were not available inside the campus because of community based training program. Hence the study considered 2nd and 3rd year students'.

5.3 STUDY IMPLICATION

The study suggests that further research needs to be done on the impact of SNSs on student academic performance, this research should be done with a small amount of students in one university and encompassed health students it is better to involve large samples of students from different universities and from different departments to know whether SNSs use is dependent on student's department. In addition to surveying students about which device they use (i.e. smart phone, laptop....) to access SNSs services.

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APPENDIX

Questionnaire

Dear Respondents,

This questionnaire is designed to collect data for a research project that studies Social Network Sites (SNSs) Use. Therefore, your genuine response to each question is very mandatory for successful accomplishment of the study. I very much appreciate in advance for your time.

The questionnaire has two sections, and it takes around 60 minutes to complete all questions. Please be informed that your responses to the questions will be kept confidential and the information gathered from you will be used only for research purpose and your personal information will in no way be made public.

Please make sure that you follow the instruction for each section to answer all the questions.

A key term used in this survey is **Social Network Sites (SNS).**

It refers Facebook, Twitter, LinkedIn, MySpace, Google+...etc.

Section I: Please select one of the choices given under each question and show your answer by putting a tick (✓) mark in the box.

Gender: ☐ Male ☐ Female Year_____

1. Do you use social networking sites? (Ex. Facebook, Twitter, LinkedIn, etc.)

☐ Yes ☐ No

2. What Social network sites do you use? (Check all that you use)

☐ Facebook ☐ Twitter ☐ LinkedIn ☐ YouTube

Other (Please specify) _____

3. Why do you use social network sites primarily for? (May choose more than one option)

☐ Communication ☐ Entertainment
☐ Knowledge ☐ Communication and Entertainment

Other (please specify) _____

4. On average, approximately how many minutes per day have you spent on social network sites?

☐ 0 = less than 10 minutes ☐ 1 = 10–30 minutes ☐ 2 = 31–60 minutes,
☐ 3 = 1–2 hours ☐ 4 = 2–3 hours ☐ 5 = more than 3 hours

5. What is your current Cumulative Grade Point Average (CGPA)?

☐ Below or equal to 1.99 = 0 ☐ 2.0 – 2.49 = 1 ☐ 2.5 – 2.99 = 2.
☐ 3.0 – 3.49 = 3 ☐ 3.5 – 4.0 = 4

Section II: Please shade the circle based on the scores given, to express your agreement or disagreement to the following statements.

No	Statements	Strongly Agree = 5	Agree = 4	Undecided = 3	Disagree = 2	Strongly Disagree = 1
1.	Social network sites are part of my everyday activity	⑤	④	③	②	①
2.	I neglect everyday responsibilities to spend more time on social network sites.	⑤	④	③	②	①
3.	My grades are getting lower because of the amount of time I spend on social network sites.	⑤	④	③	②	①
4.	I use the social network site so much it interferes with other (academic, social life, etc.) activities.	⑤	④	③	②	①
5.	I have difficulties in focusing on my academic work due to my social network sites use.	⑤	④	③	②	①
6.	I am proud to tell people I'm on social network sites.	⑤	④	③	②	①
7.	I find it hard concentrating on study knowing that I can play online games and visit these sites just by logging into them.	⑤	④	③	②	①
8.	I have attempted to spend less time on social network sites but have not been able to.	⑤	④	③	②	①
9.	After I became engaged in social network use, I see a drop in My Grade Point Average (GPA).	⑤	④	③	②	①
10.	I feel I am part of the social network sites community.	⑤	④	③	②	①
11.	I often spend longer on the social network sites than I intend to.	⑤	④	③	②	①
12.	The usage of social network is useful in higher educational	⑤	④	③	②	①

	institutions, because they are an effective communication application.					
13.	I am willing to share personal information on social Network sites.	⑤	④	③	②	①
14.	I would be sorry if social network sites shut down.	⑤	④	③	②	①
15.	Group discussions can be arranged with my classmates using social network sites.	⑤	④	③	②	①
16.	An appointment can be fixed with my lecturer through social Network sites.	⑤	④	③	②	①
17.	I feel that the privacy of my personal information is protected by social network sites.	⑤	④	③	②	①
18.	Social networking site is helpful in my studies because I can receive announcements from lecturers and faculty.	⑤	④	③	②	①
19.	I think life without social network sites would be boring.	⑤	④	③	②	①
20.	Most people are honest in describing their experiences and abilities on social network sites.	⑤	④	③	②	①
21.	Social network sites help in my studies because I can discuss my assignments with friends (through knowledge sharing and group discussion).	⑤	④	③	②	①
22.	Using social network sites improves my interaction with classmates and lecturers.	⑤	④	③	②	①
23.	I use social network sites to facilitate academic activities and coordinate with friends.	⑤	④	③	②	①
24.	I have to keep using the social network sites more and more to get pleasure.	⑤	④	③	②	①

25.	I trust that social network sites will not use my personal information for any other purpose.	⑤	④	③	②	①
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