



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF PSYCHOLOGY

**PERCEIVED IMPACT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF
HIGH SCHOOL STUDENTS OF DIAMOND ACADEMY SCHOOL IN YEKA SUB-
CITY, ADDIS ABABA**

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JULY, 2024

ADDIS ABABA ETHIOPIA

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SCHOOL OF PSYCHOLOGY**

**A THESIS SUBMITTED TO THE SCHOOL OF PSYCHOLOGY FOR
PARTIAL FULFILLMENT THE MASTER OF ARTS DEGREE IN
COUNSELING PSYCHOLOGY**

BY: TEFAYE ASSEFA

JULY, 2024

ADIS ABABA ETHIOPIA

DECLARATION

I, **Tesfaye Assefa** hereby declare that thesis entitled **“Perceived Impact of Social Media on Academic Performance of High School Students of Diamond Academy School in Yeka Sub-City, Addis Ababa”** had completely accepted by me. I accomplished this study with the supervision **Daniel Tefera (PhD)** School of Psychology at Addis Ababa University. I also announce that the thesis has not been submitted aimed to the award Degree, Diploma, or for any other use in any Universities or colleges.

Tesfaye Assefa

Signature



Date

March 16 - 2025

Addis Ababa University

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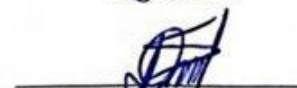
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Table of Contents

DECLARATION	Error! Bookmark not defined.
ACKNOWLEDGEMENTS	v
LIST OF THE TABLES	ix
LIST OF THE FIGURES.....	x
ACRONYMS AND ABBREVIATION	xi
ABSTRACT.....	xii
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1. Background of study	1
1.2. Statement of problem	3
1.3. Research Objectives	4
1.3.1. General Objective	4
1.3.2. Specific objective.....	4
1.4. Research Questions	5
1.5. Significance of the study	5
1.6. Delimitation of the study.....	5
CHAPTER TWO	6
2. LITERATURE REVIEW	6
2.1. Social Media Usage for Educational Purposes	6
2.2. Social Media Website Effect in Education	6
2.3. Social media and Academic Performance.....	7
2.4. Positive influence of Social Media and Academic Performance	8
2.5. Negative influence Social Media and Academic Achievement	8

2.5.1.	The Appointment time of Social Media platform.....	9
2.5.2.	Age.....	9
2.5.3.	Gender.....	10
2.6.	Empirical review	10
CHAPTER THREE		12
3.	RESEARCH METHODOLOGY	12
3.1.	Research Design.....	12
3.2.	Study Population	12
3.3.	Sampling Technique.....	12
3.4.	Sample Size Determination.....	12
3.5.	Source of Data.....	13
3.6.	Research Instrument.....	13
3.6.1.	Reliability and Validity.....	13
3.7.	Data Collection Procedures.....	14
3.8.	Study Variables	14
3.9.	Methods of Data Analysis.....	14
3.10.	Ethical considerations.....	15
CHAPTER FOUR.....		16
4.	RESULTS AND DISCUSSION.....	16
4.1.	Respondents' demographic characteristics	16
4.2.	Descriptive results of social media related variables	17
4.2.1.	Prevalence of social media.....	17
4.2.2.	Motivation and tools for utilizing social media	18
4.2.3.	Students' use of and opinions about social media.....	19
4.2.4.	Social media's impact on pupils' academic achievement.....	21

4.2.5.	Students' AcademicPerformance.....	22
4.2.6.	Age Usage of Social Media	23
4.2.7.	Gender Usage of Social Media	24
4.3.	Inferential Result	24
4.3.1.	T- Test for average score of students who use social media.....	24
4.3.2.	Correlation analysis	25
4.3.3.	Differences in gender in terms of social media usage	26
4.3.4.	Average discrepancy between academic achievement and the amount of time they spend on social media.....	26
4.3.5.	The impact of various social media platforms on academic achievement.....	27
CHAPTER FIVE		29
5.	DISCUSSION.....	29
CHAPTER SIX.....		32
6.	SUMMARY, CONCLUSION AND RECOMMENDATIONS	32
5.1.	Summary	32
5.2.	Conclusions	33
5.3.	Recommendation.....	34
Reference		36
Appendix A: Questionnaires.....		44

LIST OF THE TABLES

Table 4.1: Demographic information of respondents	16
Table 4.2: The respondent's frequency on usage social media related Variables	17
Table 4.3: The average amount of time Diamond Academy students spend on social media	18
Table 4.4: Reasons of using social media in high school students.	19
Table 4.5: Students opinion on social media usage	20
Table 4.6: The use of social media network and their improvements on academic performance of students in high school schools	21
Table 4.7: Academic Performance of Students in Relation to Social Media.....	22
Table 4.8: The impact of age on social media usage in high school	23
Table 4.9: The effect of gender difference on use of social media in high school schools	24
Table 4.10: One- sample t-test for mean average score of high school students who use social media	24
Table 4.11: Person correlation between variables	25
Table 4.12: Independent Samples Test of academic performance of students using social media	26
Table 4.13: Analysis of the relationship between students' average social media usage and their academic achievement as a result of using social media	26
Table 4.14: The average difference in students' academic achievement resulting from their average usage of social media, as determined via analysis of variance.....	27
Table 4.15: Analysis of variance between current average mark of student and type of social media students who use	27

LIST OF THE FIGURES

Figure 4.1: How much time students spend on social media.....	17
Figure 4.2: Device to use social media by students	18
Figure 4.3: The most frequently use of social media by students.....	19

ACRONYMS AND ABBREVIATION

GPA's Grade Point Averages

ICT Information Communication Technology

SD Standard deviation

SNS Social Networking Sites

SPSS statistical package for social science

USA United States of America

ABSTRACT

The main objective of the study was investigated perceived impact of social media networking on the academic performance of high school students at Diamond Academy School in Yeka sub-city. This study used quantitative research design, 185 students selected by simple random sampling techniques. Instruments used to gather information from respondents were questionnaires. Descriptive statistics (frequency and percentage), t-test, ANOVAs, and correlations analysis employed to analysis the collected data. The results of study illustrated that, 46.5% students consumed greater than 2 hours per day on internet networking. About 39.5% students used social media for social chatting rather than educational purposes. The correlation result presented negative and statistically significant ($r = -0.431$, $P < 0.0001$) relationship between academic achievement and use of social media by students. The ANOVA yielded a statistically significant difference ($P = 0.0267$) on academic performance among students who spend different time on using social media platforms. However, academic performance of students who use different internet networks had no statistically significance difference ($P = 0.075$). Students who use social media must conscious of both positive and negative effects of social media on academic achievement, according to this study. Parents and teachers should be crucial in raising awareness and guiding children methods of using social media platform without compromising their academic. Students shall to consume little time as much as possible on social media in order to focus their education. Ultimately, the study demonstrated the critical requirement of giving importance to the work of raising parents and educators' knowledge of effective ways to support students in engaging in positive media interactions and communications.

Key words: Academic performance, Social media use, Students

CHAPTER ONE

INTRODUCTION

1.1. Background of study

Social media applications offer a real-time interactive platform that revolutionizes communication and interaction between humans in a readily available and easy manner (Eijnden et al., 2018). Social media used as a category of online dialogue, which permits people to create contents, share them, bookmark them and network at an impressive rate (Geta Walelign, 2021). The term social media refers to the collection of technologies to capture communication, content, across individuals, their friends, and their social networks (Bayisa and Karthikeyan, 2020). The most commonly used social media web site in recent years is Instagram, Snapchat, TikTok, WhatsApp, Imo, Tumblr, Pinterest, Facebook, YouTube, and Twitter (Bayisa and Karthikeyan, 2020). Social networking websites were mainly used for gathering evidence and inquiries early years of internet access (Salas and Alexander, 2008). In current years, internet website developed into a mind for personal communication in addition to a crucial source of entertainment (Salas and Alexander, 2008). Social media is fast changing the public discourse in our societies and setting trends and agendas in topics that range from the environment, education and politics to technology and the entertainment industries (Nami, 2020).

Social media have spread commonly all over the world and used by many users for various reasons and purposes (Vural, 2015). The study believe using internet networking provides a lot of disadvantages for students to be effective and productive (Kivunja, 2015). Consistent with the study (Sood et al., 2012), social media does not teach children to have good behaviors. As a result, using social media will be distracted or worried in their educational life (Raut and Patil, 2016). Adolescents become the most accustomed to social media users at this time than preceding generations of the world (Lewis, 2010). Recently adolescents use social networking to daily activities and gathering evidences, compared with previous age group depend on newspapers and television (Lewis, 2010).

About 95% of adolescences in US had Internet access. Of this 75% teens used social media over once every day (Kist, 2008). Which conclude that nearly half of adolescences had internet access to use social media and utilize it to make strategies and join with their friends (Kim and Khang,

2014). The study showed that “Teens use social media as an extension of their personality, to show their friends and the world who they are, what they care about, and to make connections with other like-minded people.”(Kim and Khang, 2014). The majority of youths official visit as a minimum of one social media website many times a day in Nigeria (Peter, 2015). The study conducted by Undiyaundeye (2014) almost 80% of persons pass substantial period online. Meanwhile they have access from an early age, exposed to spending a lot of time. This suggests that, owing to their parents, today's children have access to the internet from the time they are very young. As a result, youngsters grow up with technology and the internet at their fingertips. Even more than their parents or other elders, these children are able to use the internet with ease throughout their later childhood.

Many studies on influence of internet networking (social media) on educational performance have been undertaken in various times and in multiple countries like Ghana, Nigeria, Jordan, U.S.A However, the conclusions they reached were quite different. If teenagers are not supervised or managed, they was exposed to undesirable effects, especially if they are not mature enough (Owusu & Larson, 2015). The studies accompanied by Raut and Patil (2016) noted the negative influence of social media on academic performance of students in different nations. Some discovers shows that social media or social networking is used to refer information for academic purposes and contribute to improve students' educational achievement (Azmir and Aziz, 2018). Similarly, the other research shows using social media affect students' academic performance negatively since they spend so much time on it rather studying their educational (Kim and Khang, 2014).

Addiction and continuous checking of Facebook and other websites are the most serious negative effects of social media (Sood et al., 2012). The negative impact of addicting social media includes less academic achievement, less participating in sports activity, disagreement in real-life communication, and ignoring world's reality (Raut and Patil, 2016). Students spend more time on social media than actually communicating in real life. In this regard, Jibat (2012) disclosed that educational institutions of Ethiopia have great fear that students' academic performance might affect adversely because students are paying more attention to social networking website (Asmamaw, 2021). Therefore, this study investigated the influence of social media networking usage on students' academic performance at Diamond Academy School, Yeka sub-city.

1.2. Statement of problem

In recent years, students' experience to social media, frequency of using social media, influence of social media on student interaction, and implications social media on academic performance been topics of discussion for individuals. Which means instead of reading books, teenagers waste their time on social media which may have an impact on their academic performance (Gedion, 2011). It has been renowned that students expend more time on social chatting than their education work (Asemah et al., 2013). The main causes of individuals communicate on social media were production of mobile phones and advancement of media technology on a daily basis. The use of the social networking by adolescences is increasing exponentially and in advance more and more acceptance by students (Darko Adjei, 2019). Emotionally, the extensive use of social media can reduce peer interactions and may lead users to feel loneliness overtime and lead teenagers develop distorted image of self (Błachnio et al. 2016).

The personal risks that frequently happen to students on social media involve uploading unintended information in certain contexts; uploading negative information about oneself and the others; hacking others' accounts and being hacked; and using information for retaliation purposes, privacy problem, safety, and psychological well-being of teenagers (Błachnio et al. 2016; Lev-on 2017; Smith et al. 2017). A lot of students had wasted to the use social media website rather than carry on take part in one activity (Andreassen et al., 2017). Worldwide, scientific evidences show that social media primarily used for recreational and relational purposes (Manasijevic et al. 2016, Kokkinos and Saripanidis 2017). Usage of social media has also been allied with physical and mental health as well as can harm students' life (Jose et al., 2021).

The impact of social media on learning and teaching increasingly considered and debated among higher education scholars, administrators, and stakeholders. Lynn, Healy, Kilroy, Hunt, Werff, Venkatagiri and Morrison (2015) considered social media as one of the game-changers in the realm of learning and instruction. The social media craze has also hit university and post-secondary institutions, which not remain impartial to these rapidly changing technologies (Dumpit & Fernandez, 2017). Academically, the excessive use of social media has counter effect on the students' academic pursuits by diverting their attention from education-oriented activities to recreational oriented activities (Tsitsika et al. 2014). Many students waste their time on the use

of social media website especially in developing countries as they continue to engage in one activity or another on social media sites. The negative practices make them materialistic and addicted to bad things (Jose et al., 2021). The study done in Ethiopia universities showed that use social media mainly for just a time spent, meet with friends, and entertainment (Kumlachew, 2014). Additionally, students use social media in library and with their parents. Most students use social media for non-educational purposes and spend their time by searching or sharing information (Siraj, 2017).

There is several studies on academic achievement of students focused on factors like socio-economic background, class environment, gender differences, family`s educational background, teaching and learning style among students (Basil et al., 2020). Similarly, factors of social media on academic performances of students among students in universities (Akessa and Abdissa, 2015; Akakandelwa and Walubita, 2018; Darko, 2019; Siraj, 2017), and colleges (Raut and Patil, (2016; Talaue, 2018) on factors of using social media websites. However, there is some researches done in high school students in Ethiopia (Asmamaw et al., 2021, Weldegiorgis et al., 2017) showed the influence of social media usage on students` academic achievement. Therefore, the study aimed to inspect the influence of social media usage on academic performance students` at Diamond Academy School, Yeka sub-city, Addis Ababa.

1.3. Research Objectives

1.3.1. General Objective

The general objective of this study was investigated perceived influence of social media networking on students` academic performance at Diamond Academy School, Yeka sub-city, Ethiopia.

1.3.2. Specific objective

1. To estimate average amount of time spent on social media per day in Diamond Academy.
2. To identify the most exposed social media website that influence students` academic achievement.
3. To test the association between average amounts of time spent on social media with academic performance of students.

1.4. Research Questions

1. How much average amount of time spent on social media per day in Diamond Academy?
2. Which social media network more exposed by students to influence their academic performance?
3. What is association between average amounts of time spent on social media with academic performance of students?

1.5. Significance of the study

The purpose of the study investigated perceived influence of social media networking on students' academic performance through their reported perceptions and reflections. It also seeks to examine factors that might affect the nature of this relationship, and its tentative impact on the academic performance of Diamond Academy students. The results of this study will be expected benefit to stakeholders at Diamond Academy. It expected that the results would provide a deeper understanding of the phenomenon at hand, especially within the Ethiopian local context. It will also help the high school administrators, school members recognize the extent to which high school students' use social media, and in what ways it might influence their academic achievement and performance, and accordingly make more informed decisions with regard to the usage of social media for academic purposes. This will advantage for teachers to considerate influence of social media on children, tolerating, teach, and increase consciousness on students. It also important for parents to advise the possible causes and influences of social media usage.

1.6. Delimitation of the study

This was delimited to examine perceived effect of social media website on academic performance of students' at Diamond Academy high School, which is a private high school in Yeka sub-city, Addis Ababa, Ethiopia.

CHAPTER TWO

LITERATURE REVIEW

2.1. Social Media Usage for Educational Purposes

Social media helps to intended educational improvements become a market for many researchers in educational activities. Less educational achievement is greatest vital penalties of internet networking website over use of students (SIRAJ, 2017). Diverse researchers revealed that students who used social media website were low educational achiever and poor levels of attention. Social media websites probably use for educational purposes if the users use them efficiently. There is a severe escalation of social media usage by students or the educational society (Raut & Patil, 2016).

Social media permits persons create a public profile within a restricted method, articulate a list of other user's profile, and view the list of friends and those made by others within the system. Different studies established that students who spend more time on social media were less likely to demonstrate good academic performance. This is because they spend more time on online chatting instead of reading books. Social media website has been engaged for an array of activities, including increasing the general university knowledge, counseling students, educational promises, performing courses, making admission for library facilities, and recruitment (Othman, 2017).

2.2. Social Media Website Effect in Education

Internet suits the most essential basis of information interchange. Social media were used in high schools, colleges and universities. Which may be easy availability of smartphones, computers and availability internet access. The finding prepared by Owusu Acheaw (2015) shown that students used their smartphone for doing the research and other educational purposes using different websites. It also established that most students spent 30 minutes to 3 hours per day in mobile phones. Lastly, it stated, social media website negatively influence educational achievement of students.

On average students spent their time by using social media at least one hour per day (Talaue, 2018). Which also noted social media had positive and negative impacts on academic

performance of students. Primary, social media were used for chat with friends; spend leisure time, and relaxation. It also exposed that using social media had many benefits, but it have negative influence when one does not use logically (Amin et al., 2016).

Social media also used for academicians and researchers, because education is reflected as the initial phase of each human events (Akessa, 2015). According to the studies done by Buhari (2014) and Ejoh (2016) showed that, the best frequently used internet networking were Facebook, Whatsapp, Instagram, and Snapchat. Additionally, the studies revealed that students who permit them to build educational activities were least likely to use social media platforms.

2.3. Social media and Academic Performance

Social media had slightly useful to students' educational activity (academic achievement), but the difficulties look like to be greater than the advantages. This is because the difference time spent on internet networking and average grade points that students had gotten. Since students spent more time in social media had low academic achievements (Asmamaw et al., 2021).

Based on the study done by Tess (2013) on the effects of face book website on educational performance showed significant correlations between face book and educational performance. Other studies showed negative association between grade point achievement and face book use. Interestingly, negative associations between face book and poor academic performance causes by personal characters, other behavior, or psychological characteristics rather than use of face book.

A study done by Gafni and Deri (2012) recently showed that face book negatively related with educational achievements of the students. Since time spent on face book and visiting Facebook frequency had inversely associated with academic achievement in terms of average grade point.

Based on the study conducted by Ansari and Khan (2020), social media users commonly had low academic performances. Likewise, Terregrossa et al. (2010) claims social media usage had inversely related with student academic achievement and the difficulties be greater than the advantages. Because online internet usage has improved radically in current years. Addicts prefer to utilize the internet, putting individual and proficient obligations on hold, which leads to poor academic achievement. Similarly, the study done by Karpinski and Duberstein (2009) established in social media users consumed less time on their academic purpose than refreshing themselves and, consequently, students had poorer average grade points.

2.4. Positive influence of Social Media and Academic Performance

Social media website helps to know an innovative method for an accustomed application. It delivers straight intermediate, which visibly estimate, remark college backgrounds, classes, professors, organizational rules, administrations, and evaluate students at actual-time. It punches overall university or collage grounds approximately hidden, tedious, and complex Jurisprudence accrued from years of student dialogue (Boateng, 2016). Currently, students use at least one of the following social media like Facebook, email, Skype, and twitter for texting and important relationship with students. Social media expose new partnership and dialogue in sense that, offering comfortable posting, sharing, coping, and searching online materials easily. Students also use everywhere and any time where internet connection is available worldwide for educational requirements. They used communicating with their teachers and plan school events; it also permitted to get help from teachers during the evenings, holidays, and weekends. Cell phone calls and Chat were used communicate with teachers rapidly through school day when student late or absent from school during an emergency (Dewing, 2010).

Actually, internet website improves educational activities by permitting students and teachers subordinate innovative and exciting technologies thus boosting malleable approach learning. Since flexible wisdom enlarges superior of what, when, and how learn from websites. It provisions diverse methods of learning as well as E-learning. Other researchers also discovered that social media benefits students for assignments and class activities (Kolan, 2018).

2.5. Negative influence Social Media and Academic Achievement

Internet accessing is important tool for academicians; many studies conclude social media websites had a destructive impact on educational performance of students. However, social media did not affect their marks directly, while it lasting a disturbance, time overriding, which leads to academic procrastination of students. Consequently, time consumed on social networking increases, decrease educational achievements of students through time. However, study done by Junco (2015) showed that social media had negatively related with freshmen, sophomores, and juniors students' academic level or Grade Point Averages (GPAs) who use Facebook social media platform (Maqableh et al., 2015).

The study done by Karpinski and Duberstein (2009) quantified social media had negative correlation with students' educational performance which implies that advantage of website were lower than the disadvantages. Adolescents all over the world have been abusing to website networking, which results raised number of students used social media. The study recommended that, dependent users decrease to use the website to fix back their individual and proficient accountabilities in which the result becomes low educational performance. It also stated websites (WhatsApp, Facebook, YouTube, Instagram, etc.) users frequently dedicate lesser time to studies compared non-users and consequently low achievement average grade point. It also revealed that, main interruption of current generation of social media website (Facebook, WhatsApp, YouTube, Instagram, etc.) remains a major distraction of academic activities (Karpinski and Duberstein, 2009). The other study also declared online pestering, cyberbullying, face book depression, sexting, and confidentiality concerns were some challenges of social media networking (Okereke and Oghenetega, 2014). However, Boateng (2016) suggested that there is always identified things wrong or not before using the technology platform. Therefore, reviewers must end disturbing round what is wrong and understand there is enormous chance linked with social media platform widen the learning involvement activities students.

2.5.1. The Appointment time of Social Media platform

Study done by (Aghaunor and Ekuobase, 2015) showed that academic success of students had several factors. Additionally, advancement technology had dark side effect on actual standards of life on students who constitute with social media platforms. The platform mainly emphasis on constructing and preserving social relationships among people who share interests on open websites. Students also used a lot of social networking for abandon their homework, reading reference, watching YouTube clips, playing virtual gaming, photo sharing via Instagram and blogging with families.

2.5.2. Age

The study identified various factors that regulate educational achievement of students; than age is main bring up factors of social media networking that reduce educational achievements. Social media platform helps to share and create new ideas and improve social life enlargement of individuals. The finding conducted done by (Kivunja, 2015; SIRAJ, 2017) examine impression

of social networking on students' educational achievement in Malaysia" found positive and significant association between social networking and educational achievement.

2.5.3. Gender

Of different social media websites, Facebook were most popular websites used by students and young adults by male and female similarly (Misra, 2015). Gender had significance difference in Utilization of social media networking over time. Study conducted since 2007 showed, girls were active bloggers than boys in USA (Misra, 2015), however boys were more likely to use social media than girls which upload and sharing video applications. Girls also make and share more videos. This is also true for Ejoh and Lawan (2015) recommended that, it will be need conducted additional finding on social media usage may have significant difference based on gender.

2.6. Empirical review

The finding conducted by Weldegiorgis et al. (2017) established students who frequently retrieved social media websites for entertainment purpose had lower educational achievement compared students who sometimes and rarely used social media websites on female students at Jimma University, Ethiopia. The study carried out by Junco (2015) showed that Grade Point Averages (GPAs) of students had negatively linked with social media usage on freshmen, sophomores, and juniors students but not seniors students. Seniors students spend less time on internet website, which lead to e less likely to post status updates, comments, posts, chats, and photos compare others students (Maqableh et al., 2015). Also, the study of Karpinski and Duberstein (2009) noted negative correlation between social media and educational achievement of students. People around the world have been abusing internet website, which increases the number of students who use social media compared before.

The finding of Asemah et al. (2013) revealed that social media platforms (Facebook, WhatsApp, You Tube, Instagram, and etc.) users frequently offer less time to their educational purpose than non-users which resulted lower GPAs. It also declared the most important interruption of current generation on social media website (Facebook, WhatsApp, You Tube, Instagram, etc) remains a major distraction. However, the other study done by Boateng (2016) recommended individuals must identified things whether wrong or not before use technology.

The study conducted in Nigeria showed most students use social media website for entertainments compared academic purposes (Ogaji et al., 2017). It also state the prevalence students who used social media were of 40 (40.81%) Facebook, 20 (20.40%) WhatsApp, and 14 (14.28%) Skype. Finding done in Centro Escolar University-Malolos stated the significance association between social media usage and educational achievement of the students (Tamayo & Cruz, 2014). The study showed that, 61 (44.3%) falls under the occasional user of social media while 77 (55.7%) were used frequently. This characterizes the most frequent user of social media were participated in the study (Othman et al., 2017). About 45% of students used social media greater than 2 hours per day with more than 500 friends.

CHAPTER THREE

RESEARCH METHODOLOGY

1.7. Research Design

The study used descriptive and cross sectional research design with qualitative approaches. Which adopted an analytical approach to investigate the effects of social networks on the high school students' academic performances. Orodho (2017) defines descriptive research as a process of collecting data in order to answer questions concerning the current status of the subjects in the study. Cross sectional is the data collected at a point in time from respondents. In line with quantitative research, the research engaged a consecutive descriptive design to ascertain the prevalence, factor and effects of social media on academic achievements of students among Diamond Academy School, Yeka sub-city, Ethiopia.

1.8. Study Population

This study targeted students who learn Diamond Academy high school. The study includes only grade eleven and twelve students because they are more experienced in ICT-related activities. The total students in grade eleven and twelve were 344 at Diamond Academy high school. Which is the target population of the study.

1.9. Sampling Technique

The researcher uses simple random sampling to select grade eleven and twelve students from Diamond Academy. Samples selected from grade eleven and twelve students by using simple random sampling (SRS) technique. Because students in the school are homogenous in nature about social media usage.

1.10. Sample Size Determination

From the previous study this study use 5% margin of error with 95% confidence interval (Yemane et al., 2010). The total population of the study is 344 in grade eleven and twelve students. Sample size was determined by applying the formula as follows:

$$n = \frac{N}{1 + N * \varepsilon^2}$$

Where, n is the sample size selected; N is the total population and ϵ is the sampling error (0.05). By using this formula, the calculated sample size is

$$n = \frac{344}{1 + 344 \cdot 0.05^2} = 185$$

Therefore, 185 sample of students selected from social science and natural science department in Diamond Academy.

1.11. Source of Data

This study used both primary and secondary sources of data. The primary source of data were first-hand information obtained by using questionnaires from the study area of respondent's. The primary data source were students at Diamond Academy. Additionally, the use of secondary sources of data was imperative to get information's about students from the school about the number of students and other important figures, which was information's obtained from charts, and figures in educational and Diamond Academy office.

1.12. Research Instrument

Field investigators through face-to-face interview completed the surveys with respondents. Field investigators or data collectors trained in the topics of the study and on how to ask questions and fill out the questionnaire. A structured questionnaire also used for collecting data from the respondents. Standardized questionnaires were adapted to collect data concerning the perceived influence of social media networking on students' academic performance. It had two parts, the first consisted information on personal data of respondents while second part consisted questions that elicited Likert skill responses (Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)) on social media usages.

1.12.1. Reliability and Validity

In this study, a measure of reliability called Cronbach's alpha coefficient adopted. Reliability of the study was determined through a pilot survey. A researcher conducted a pilot study on a randomly selected 30 students from target population. Based on the pilot survey of this study the Cronbach's α value of was 0.8632, which shows reliable questions for further study.

1.13. Data Collection Procedures

The data requires careful procedures of data collection and used secondary and primary data collection by using questionnaire and interview. First, self-developed (questionnaire obtained from different literature) questions with closed ended and open-ended type of question was prepared. Since the questionnaire includes socio demography of the individuals and other important variables of the study was included. Then after the data collector will distribute the questionnaire for selected sample students and make interview for farther information about social media for qualitative study.

1.14. Study Variables

The outcome variable of this study was academic performance of students (using Likert skill questions) and average class score of students from 100%.

The other variables, which may affect the outcome variables of the study, which related to socio demographic and social media, related variables. Such as sex, age, academic field, age usage of social media, gender usage of social media.

1.15. Methods of Data Analysis

The study used descriptive statistics using tables (frequency and percentage), and Inferential statistics such as Pearson correlation, T test, and analysis of variance (ANOVA). Descriptive statistics are summarize by frequency and percentage analysis performed to describe demographic status, Prevalence of social media network to estimate average time spent social media usage using tables and graphs.

Correlation analyses used to see the association between independent variable with outcome variable of study. One sample T test used to analysis the mean difference of variables, independent T test also test the mean difference of continuous variable by categorical variable which have only to category. Finally, analysis of variance (ANOVA) employed to predict the difference of educational achievement of students due to time spent on social media.

1.16.Ethical considerations

First, the researcher contacts the target demographic formally after receiving an approval letter from the institution. The respondent's dignity and rights were upheld. After outlining the purpose of the study, the participant's written informed permission is sought to affirm their willingness to participate. The respondents were informed that they could decline or stop participating in the questionnaires at any time. Every respondent's information was kept private and secret during the whole research procedure.

CHAPTER FOUR

RESULTS AND DISCUSSION

1.17.Respondents' demographic characteristics

Table 4.1: Demographic information of respondents

Variables	Category	Frequency	Percent
Sex	Male	91	49.2
	Female	94	50.8
Age	15 -18 years	143	77.3
	Above 18 years	42	22.7
Stream	Social Science	70	37.8
	Natural Science	115	62.2

Based on Table 4.1 below, the descriptive results regarding to demographic profile of respondents showed that from the total 185 sample students 91 (49.2%) and 94 (50.8%) students were males and females, respectively. Of this, the majority of 143 (77.3%) students were between 15 – 18 years age category. The remaining minimum number of students 42 (22.7%) were older than 18 years. Similarly, the maximum number of students' 115 (62.2%) were natural science students and the remaining 70 (37.8%) students were social science students.

1.18.Descriptive results of social media related variables

1.18.1. Prevalence of social media

Table 4.2: The respondent's frequency on usage social media related Variables

Variables	Categories	Frequency	Percent
Do you utilize social media?	Yes	180	97.3
	No	5	2.7
Which social networking platform is most frequently used?	Face Book	30	16.2
	You Tube	76	41.1
	Twitter	2	1.1
	Tik Tok	34	18.4
	Viber	4	2.2
	Whats app	3	1.6
	Telegram	31	16.8

Nearly all (181, or 97.3%) students took part in the study were used social media, according to Table 4.2 below. However, a few numbers 5 (2.7%) of students did not use social media. Similarly, it showed that, 41.1%, 18.4%, 16.8%, 16.2%, 2.2%, 1.6, and 1.1% of students used YouTube, TikTok, Telegram, FaceBook, Viber, WhatsApp, and Twitter, respectively.

1.18.1.1.Average amount of time spent

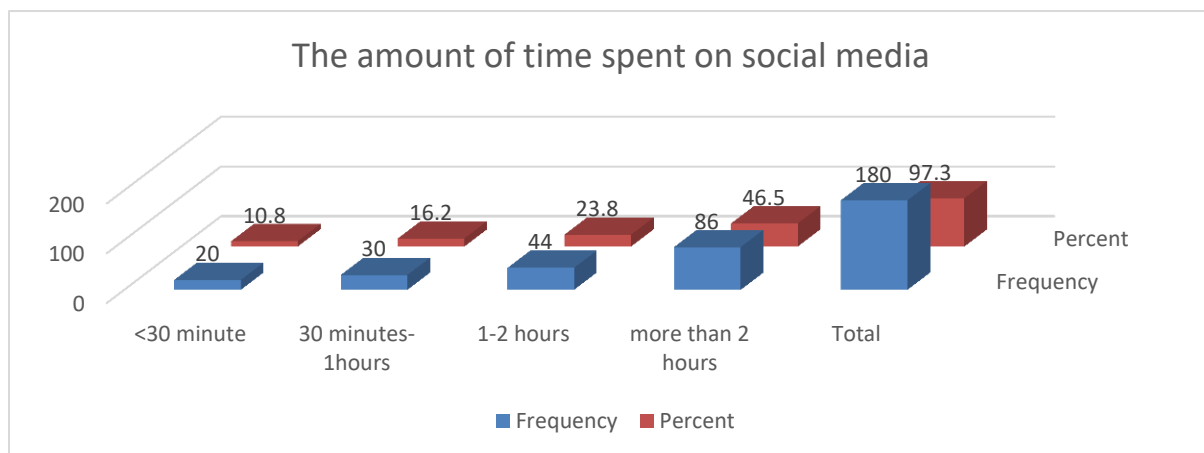


Figure 0.1: How much time students spend on social media

A significant portion of participants 46.5% were spent more than two hours per day on social media, as seen in Table 4.3 and Figure 4.1 below. The other 23.8%, 16.2%, and 10.8% of respondents spent time between one hour to two hours, 30 minutes - 1 hour, and less than 30 minutes per day, respectively on social media.

Table 4.3: The average amount of time Diamond Academy students spend on social media

Variables	Categories	Frequency	Percent
To what extent do you use social media?	<30 minute	20	10.8
	30 minutes- 1hours	30	16.2
	1-2 hours	44	23.8
	more than 2 hours	86	46.5
	Total	180	97.3

1.18.2. Motivation and tools for utilizing social media

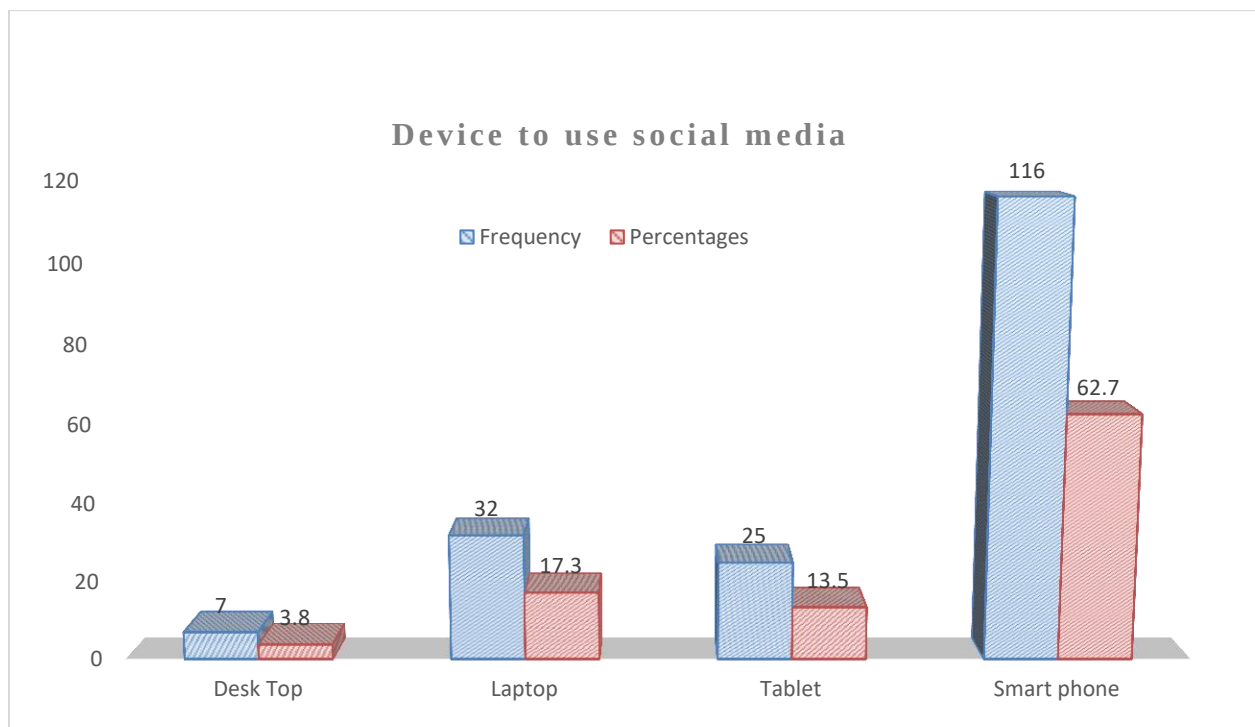


Figure 0.2: Device to use social media by students

Table 4.4: Reasons of using social media in high school students.

Variables	Categories	Frequency	Percent
How do you come to social media users	Friends enforce	53	28.6
	Current social life	78	42.2
	Meet with friends	49	26.5

Diverse explanations were provided by the study regarding why people utilize social media. As seen in Figure 4.2, 42.2% of respondents said that they used social media because they felt that the globe was becoming a smaller place in terms of information sharing and people's social lives. The remaining 28.6% and 26.5% were become social media users due to the influence of friends and the desire to meet with friends respectively. Besides, most of the students (62.7%) use their smartphones to access social media while 17.3% used laptop, 13.5% used tablet, and 3.8% of the respondents used desktop computers.

1.18.3. Students' use of and opinions about social media

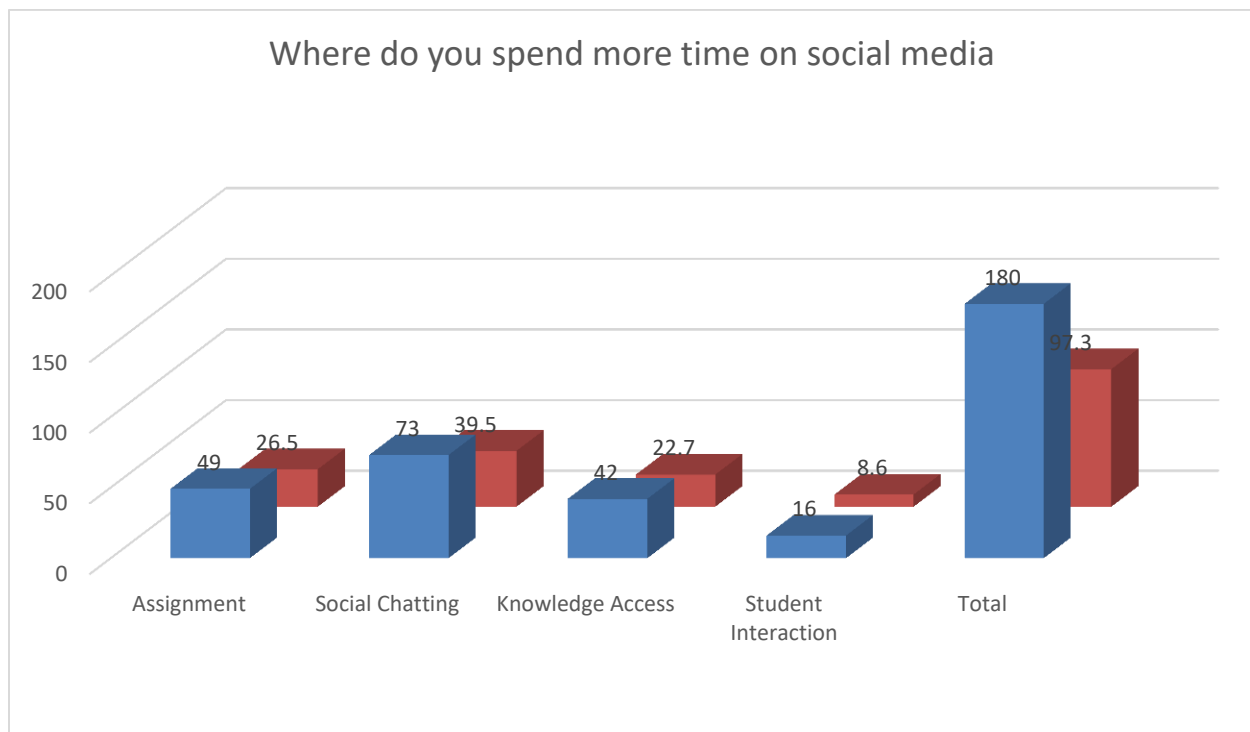


Figure 0.3: The most frequently use of social media by students

Table 4.5: Students opinion on social media usage

Variables	Categories	Frequency	Percent
your opinion on Social media and gratification	Strongly disagree	21	11.4
	Disagree	28	15.1
	Neutral	54	29.2
	Agree	44	23.8
	Strongly agree	38	20.5

Regarding to the application of social media in the daily activities of students, Figure 4.3 uncovered that 39.5% of the respondents used social media for social chatting, 26.5% used it for doing assignments, 22.7% for accessing knowledge, and 8.6% of the students used social media for the purpose of establishing social interaction with others, which means that most students used social media for social chatting followed by doing assignments. Finally, the results of the study on opinion of students on social media and use in education showed that 11.4%, 15.1%, 29.2%, 23.8%, and 20.5% of students argued strongly disagree, disagree, neutral, agree, and strongly agree (Table 4.5). Which showed that most students believe using social media is good for educational activities.

1.18.4. Social media's impact on pupils' academic achievement

Table 4.6: The use of social media network and their improvements on academic performance of students in high school schools

no	effect of social media on academic performance	Mean	Std. Deviation
1	spending more time on using social media than reading	3.11	1.36
2	social media has negative effect on my reading habit	3.49	1.33
3	Spending much time on social media is a serious problem that affects my education	3.15	1.34
4	social media facilitate academic activities through interchanging idea	2.91	1.374
5	I spend time upon social media chatting, calling, sharing, and liking links	3.14	1.36
6	Using social media improves my academic success in general	3.22	1.327
7	My grades decreases because of much time I spend on social media without consulting other sources	3.10	1.430
8	In general, social media's cannot be used for educational purposes	2.85	1.401
	Grand mean (std. deviation)	3.12	0.69

The result noted that a large number of respondents were either neutral or agreed with the following statements: spent more time on social media than on reading (mean = 3.11, standard deviation = 1.36); social media usage has a negative effect on my reading habit to some extent (mean = 3.49, std. deviation = 1.33); spending too much time on social media is a serious issue that affects my education (mean = 3.15, std. deviation = 1.34); use social media to facilitate academic activities by exchanging ideas with friends (mean = 3.14, std. deviation = 1.36); spend time on social media chatting, calling, sharing, and liking links (mean = 3.22, std. deviation = 1.33); and using social media improves my academic success in general (mean = 3.10, std. deviation = 1.43). The other questions, however, were split between disagree and neutral arguments (Table 4.6). They included things like "My grades decrease because of how much time I spend on social media without consulting other sources" (mean = 2.91, standard deviation = 1.37) and "In general, social media's cannot be used for educational purposes" (mean = 2.85, standard deviation = 1.40).

Ultimately, the overall mean and standard deviation of the impact of social media on students' academic performance in high school were 3.12 and 0.69, respectively, indicating that the debate over the effect of social media on students' academic performance in high school was roughly neutral.

1.18.5. Students' Academic Performance

Table 4.7: Academic Performance of Students in Relation to Social Media

no	Items	Mean	Std. Deviation
1	The use of social media by students for assignments improved my academic achievement.	3.41	1.43
2	Student Use of Social Media Lowers My Understanding Rate	3.09	1.49
3	Materials obtained by students using social media to supplement classroom instruction	4.19	1.01
4	Learner Even if I quit using social media, my academic performance will still suffer.	4.21	1.02
Grand mean (std. deviation)		3.73	0.73

The study's findings indicated that a large number of respondents were split between neutral and agreeing that using social media for assignments improved academic performance (mean = 3.41, standard deviation = 1.43) and that using social media decreased understanding rate (mean = 3.09, standard deviation = 1.49).

Nonetheless, there were disagreements and neutral points raised by the other questions, which included student materials obtained from social media to supplement what was taught in class (mean = 4.19, standard deviation = 1.01) and student performance in my academic work even if I stop using social media (mean = 4.21, standard deviation = 1.02) (Table 4.7). Finally, the overall mean and standard deviation of the students' academic performance with respect to social media in high school schools were 3.73 and 0.73 respectively, which showed that there were approximately agree in arguments on the students' academic performance with respect to social media in high school schools.

1.18.6. Age Usage of Social Media

Table 4.8: The impact of age on social media usage in high school

No	Items	Mean	Std. Deviation
1	Age had an impact social media usage	3.04	1.46
2	Age of Social media become boring has grown older	3.04	1.37
3	Age of Social Media not relevant of older generation	2.96	1.38
4	The majority of younger people use social media actively	3.03	1.40
Grand mean (std. deviation)		3.02	0.83

The goal of this section was to ascertain how much a student's age affected their use of social media in high school. The study's findings indicated that a large number of respondents agreed to be neutral regarding the following points: age influences how social media is used (mean = 3.04, standard deviation = 1.46); as people get older, social media becomes boring (mean = 3.04, standard deviation = 1.37); older people's age is irrelevant (mean = 2.96, standard deviation = 1.38); and younger people use social media the most (mean = 3.03, standard deviation = 1.40) were all roughly neutral arguments (Table 4.8). Ultimately, the overall mean and standard deviation of the relationship between students' age and their use of social media in high school were 3.02 and 0.83, respectively. These results indicated that the relationship between students' age and their use of social media in high school was roughly neutral.

1.18.7. Gender Usage of Social Media

Table 4.9: The effect of gender difference on use of social media in high school schools

No	Item	Mean	Std. Deviation
1	The frequency with which men and women utilize social media networks varies	2.28	1.35
2	Use of female students more overtly promotes social interaction	2.29	1.31
3	Gender influences how much a person uses social media.	2.24	1.26
4	Using social media sites for non-academic purposes, men are more adept at it.	2.42	1.40
Grand mean (std. deviation)		2.31	0.96

The goal of this section was to ascertain how much gender differences affect how high school students utilize social media. The result showed a large number of respondents agreed to be neutral regarding the following: gender determines the amount of social media network usage (mean = 2.24, std. deviation = 1.26), males are more adept at using social media sites for non-academic purposes (mean = 2.42, std. deviation = 1.40), and male and female use social media networks at different frequencies (mean = 2.28, std. deviation = 1.35). These findings were roughly in disagreement with the assertions presented in Table 4.9. At last, the effect of gender difference on social media use in high school schools was found to have an overall mean and standard deviation of 2.31 and 0.96, respectively. These findings indicated that opinions on the subject were roughly divided. This led to the conclusion that there is no gender difference in high school social media use.

1.19. Inferential Result

1.19.1. T- Test for average score of students who use social media

Table 4.10: One- sample t-test for mean average score of high school students who use social media.

One-Sample Test						
Current Average of Student	T	Df	Sig. (2- tailed)	Mean Difference	95% CI of the Difference	
					Lower	Upper
	76.03	183	0.000	78.136	76.11	80.16

According to the result shows that the mean average score of students in high school is 76.03, which ranges between 76.11 to 80.16 average mark score. According to the Table 4.10 the high school students were significance differences in mean score of average mark with $P = 0.000$, thus the sample has significantly different from the average mean 76.03 (Table 4.10). Since, students who use social media had different mean average score with students who had not use social media. Therefore, using social media had significantly affect the average score of students.

1.19.2. Correlation analysis

Table 4.11: Person correlation between variables

Correlations				
		Impact of internet networking on educational achievement	Students' Academic Performance	Current average of student
Impact of internet networking on educational achievement	Pearson Correlation	1	0.050	-0.431**
	Sig. (2-tailed)		0.495	0.000
Students' academic performance	Pearson Correlation	0.050	1	-0.040
	Sig. (2-tailed)	0.495		0.589
The current average score of a student	Pearson Correlation	-0.431**	-0.040	1
	Sig. (2-tailed)	0.000	0.589	
**. At the 2-tailed 0.01 significance level, there is a correlation.				

The present average score of high school pupils and the impact of social media on academic performance were examined using bivariate correlation analysis. According to the result, there is currently a substantial negative association ($r = -0.431$, $P < 0.0001$) between the average score of students at Diamond Academy School in Yeka sub-city and social media use. Table 4.11 indicates that there was no significant association ($r = 0.050$, $P < 0.495$) between social media usage and academic achievement among students at Diamond Academy High School in Yeka sub-city.

1.19.3. Differences in gender in terms of social media usage

Table 4.12: Independent Samples Test of academic performance of students using social media

	Independent samples t- test for equality of means						
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI of the Difference	
						Lower	Upper
Academic of performance	1.04	183	0.300	2.34	2.252	-2.101	6.787

The findings of the one-independent samples t-test, as presented in Table 4.12, indicated that, at the 5% level of significance, the student's sex did not significantly affect the academic performance of students who used social media ($T=1.04$, $P=0.300$). As there is no proof that using, social media has an impact on a person's academic achievement, regardless of gender. The amount of time spent on social media each day does not differ between males and females. This showed that the amount of time students spend using social media each day was unaffected by their sex.

1.19.4. Average discrepancy between academic achievement and the amount of time they spend on social media

Table 4.13: Analysis of the relationship between students' average social media usage and their academic achievement as a result of using social media

Analysis of Variance					
Source	SS	Df	MS	F	Prob > F
Between groups	5.857	4	1.46	2.82	0.0267
Within groups	93.605	180	0.520		
Total	99.46	184	0.541		

A one-way ANOVA was used to investigate the effect of students' average social media usage on their academic achievement. The study's findings indicate that, at the 5% level of significance, there was a statistically significant mean difference in students' academic performance as a result of their varied average social media usage ($P=0.0267$) (Table 4.13). Considering that students'

use of social media has an impact on their academic achievement based on their average amount of time spent on it.

Table 4.14: The average difference in students' academic achievement resulting from their average usage of social media, as determined via analysis of variance

	Average amount of time students used social media per day			
	Less 30 minutes	30 minutes -1 hour	1 – 2 hours	More than 2 hours
Academic performance of student's	3.987a	3.852a	3.843a	3.21b

The results of Table 4.14 showed that, students to use below two hours per day had statistically the same academic performances or had no mean difference of academic performance of students due to difference amount of time spent in social media. Whereas, students who spend more than two hours in social media had lower academic performance than students spent less than two hours per day (Table 4.14). As a result, students' academic performance on social media decreased as their daily usage increased, negatively affecting education.

1.19.5. The impact of various social media platforms on academic achievement

Table 4.15: Analysis of variance between current average mark of student and type of social media students who use

Analysis of Variance					
Current Average mark of Student * type of social media students who use					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2631.391	6	438.565	1.950	.075
Within Groups	38910.033	173	224.913		
Total	41541.424	179			

A one-way ANOVA was used to look at how different social media platforms affected students' academic achievement. The study's findings indicate that, at the 5% level of significance, there was no statistically significant mean difference on students' academic performance related to the different type of social media they use ($P = 0.075$) (Table 4.15). Since different types of social

media such as Facebook, tiktok, YouTube, Instagram, and the like had no significance difference on students' academic performance.

CHAPTER FIVE

DISCUSSION

The results of this finding indicated that, there were You Tube (41.1%), Tik Tok (18.4%), Telegram (16.8%), Face Book (16.2%), Viber (2.2%), Whatsapp (1.6%), and Twitter (1.1%) users. Which is in line with the study done by (Oguguo et al., 2020) who noted that adolescents, children's, and students use of social media platform (Facebook, YouTube, and Whatsapp) most frequently than the other.

Similarly, this study showed that, the students were used social media for social chatting (39.5%), for doing assignments (26.5%), accessing knowledge (22.7%), and student to student-to-student interaction (8.6%), which means most students used social media for social chatting followed by doing assignments. This is in line with Oguguo et al. (2020) establish that the use of internet networking for social chatting, connect with classmates for online study, interact with friends for different purpose, and in discussing serious national issues were mostly applicable by different group of peoples. Additionally, Boyd & Elision (2007) confirms that social media support students for discussion, social events engagements leadership, sharing information, and public enrolment through virtual platforms. Usman et al. (2014) agree construct online activities and benefits which is common to all individuals or group members. This may be due to social media simplify the life of individuals in different ways. Oguguo et al. (2020) also revealed that, high prevalence of students used social media platforms for chatting with friends, discuss trending topics (Big Brother Naija, and Champions League), marking new friends, research assignments and other educational materials, upload photos and videos, reach out classmates for group assignments, stay up to date with latest trends and news, and research about future academic career. Moreover, different studies done by Alharahsheh & Obeidat (2019), Kolan and Dzandza (2018) and Paruthi et al. (2016) had stated that, high prevalence of students use social media for non-academic purposes than academic purposes. Which means students focus mainly for entertainment that could harm their academic achievements. However, the study disagreement with the study carried out in Malaysia (Rithika & Selvaraj, 2013) showed about 26% of students used social media platform for educational purposes than refreshment. This is

due to the increasing interest of students using social media for entertainment and easy access of internet networking in the current world than the previous.

This study showed that, a high percentage of participants (46.5%) were spend more than 2 hours per day on social media websites. The other 23.8%, 16.2%, and 10.8% of respondents were their spent time between 1- 2 hours, 30 minutes - 1 hour, and less than 30 minutes per day respectively in decreasing order. This is consistent with the study done in Ghana (Owusu-Acheaw and Larson, 2015) noted students spend between 2 have to 3 hours per day on social media. A similar study done in the university of Zambzi (Akakandelwa and Walubita, 2018) showed a number of students spend more than 2 hours per day on social media platforms. Additionally, the other findings done in Nigeria and Kenya (Nafisat et al., 2016; Tantarangsee et al., 2017) showed that, students spent between 6 have to 8 hours per day on social media platforms. This is may be the current world invites students spend more time on social media rather than studying their educational related activities.

This result showed that, the use of social media platform had negative and significantly associated with the current average score of students to use social media in Diamond Academy School in the Yeka sub-city. This study is consistent with the study done by Mishra et al. (2014) stated that there is negatively associated with current cumulative score of students and time spent on social media platform. The average score of students who spent more time on social media was a lower achiever in their education. However, the study done by Al-Rahmi et al. (2014) showed that, there is no uncertainty about social media has realized widespread recognition, usage, and one of the most necessary communication tools among students, mainly higher levels of educational organizations.

This result showed that the average amount of time spent on social media had significant mean difference on academic performance of students. Which is consistent with the previous study done by Oguguo et al. (2020) revealed that, the frequency of social media usage has an influence on academic achievement of students. Similarly, The study conducted by Ezeji & Ezeji (2018) showed the frequency of using internet networking had a negative and significant effect on the students' academic achievement.

Finally, this result showed gender of students (males and female) had no significant difference ($T=1.04$, $p=0.300$) on the level of social media usage at the 5% level of significance. This study contradicted with the previous study done by Baldwin et al. (1997) discovered that female achieved better academic performance than males and the other study done by Brown (2010) also noted that, there is statistically significant difference between female and male students' educational achievement.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was investigated the influence of social media on students' academic performance at Diamond Academy School, Yeka sub-city, Ethiopia. To meet the objectives of the study quantitative research designed were used. A sample of 185 students at Diamond Academy high School in Yeka sub-city, Addis Ababa, Ethiopian were taken. The data also collected using simple random sampling techniques. A standardized questionnaire were adapted to collect data concerning the perceived influence of social media networking on students' academic performance. The descriptive statistics (frequency and percentage), and Inferential statistics (Pearson correlation, T test, and analysis of variance (ANOVA)) were used to analysis the data.

The descriptive results of the study used frequency and percentage to show the demographic, extant, level, time spent social media, and level of academic performances. The inferential statistics also applied to test the statistical significance of the independent variables with academic achievement students. Based on the result of the study, the following major summary was raised:

Descriptive results regarding to demographic profile of respondents showed that from the total 185 sample students the majority of students were age category between (77.3%), natural science (62.2%) and female students (50.8%).

The results of the study showed that almost 180(97.3%) of students in the school were used social media and 41.1%, 18.4%, 16.8%, 16.2%, 2.2%, 1.6, 1.1% of students were used You Tube, Tik Tok, Telegram, Face Book, Viber, Whats app, and Twitter respectively.

The results summarized that about 46.5 % of students spent their time more than 2 hours per day on social media platforms.

Regarding to the reason come to social media users showed that the majority of respondents (42.2%) were due to the current social life of the world's activities. Additionally, the device do

you use to access social media were smart phone (62.7%), laptop (17.3%), tablet (13.5%), and desktop (3.8%). Finally, the application of social media on their daily activities were social chatting (39.5%), for doing assignment (26.5%), accessing knowledge (22.7%), and student-to-student interaction (8.6%).

One sample T-test shows that, the mean average score of students were 76.03, which ranges between 76.11 have to 80.16 in high school.at Diamond Academy. Similarly, gender difference had not statistically significant mean difference on academic achievement of students using internet networking ($T=1.04$, $P=0.300$) at the 5% level of significance.

The correlation analysis indicated that that the use of social media for academic performance had a negative and significant associated ($r=-0.431$, $P < 0.0001$) with current average score of student to use social media in Diamond Academy School in Yeka sub-city.

According to the results ANOVA of this study, there was statistically significance mean difference of students' academic performance due to different average amount of time spent on social media ($P=0.0267$) at 5% level of significance in Diamond Academy School in Yeka sub-city. Students who spent more than 2 hours per day had low academic performance than that of students who spent less than 2 hours per day on social media has significance difference in Diamond Academy School in Yeka sub-city.

5.2. Conclusions

The study concluded high school students used social media for several times per day. High school students spent their time using social media platforms of YouTube, Tik Tok, Telegram, FaceBook, Viber, Whats app, and Twitte than studied their subject areas. Most students use social media due to current social life of the world's activities, friends enforcing, to meet with friends using different devices of smart phone, laptop, tablet, and desktop.

A large number of students used internet networking or social media for social chatting more than accessing knowledge, doing assignments, and student-to-student interaction. The results indicated averagely students spend their time on social networking more than 2 hours per day.

It concluded that, social media on academic achievement had a negative and significant association with the current average score of students. However, there is no significant

association between gender difference and academic performance of student's who use social media platform in Diamond Academy Yeka sub-city. Therefore, social media may affect the study habits and study timetable that results lowering students' educational achievement. Similarly, the study noted that a statistically significant difference between the average amounts of time spent on social media platform with academic achievement of students in Diamond Academy Yeka sub-city.

This concludes students who spent more than 2 hours per day on social media had a lower academic achievement than students who spent less than 2 hours per day.

5.3. Recommendation

The study try to give different recommendation for concerned bodies such as governments, schools parents, counselor, health experts and students based on the result.

Recommendations given to Government

- Government ought to accountable for building consciousness program for community concerning to destruction minimization, safe social media usage, and associated supporting services to minimize the harmful impacts of social media particularly youthful students.
- Government must support suitable substitutions like recreation, sport, and education facilities that will inspire educational, social and physical activities in the community. This may reduce the students 'spend their study time on different social media platforms.

Recommendations for schools

- Students who spend longer time on social media should advised to minimize their online time and maximize offline relationship.
- Teachers should keep on their shoulder the responsibility to aware and orient the students on how to use social media moderately without affecting their education by monitoring and encouraging students to get success on their academic life.
- Teachers should guide students how to use social media for academic activities as well as another technology inputs for the productive education.

- Diamond academy should develop and activate student awareness programs concerning safe social networking usage to minimize the harmful effects of social media usage.

Recommendations for parents

- The parents in general should play a great role in aware of their children to spend appropriate time on social media.
- Parents should follow-up the experience of their child's social media usage and academic performance in order to help their children's should not be influenced by the excessive use of social media which would affect the child's academic performance.

Recommendations for students and further researchers

- The student should have good self-regulation to limit the time spent on social media, and to use it in non-problematic internet behaviors such as study, to do assignments or - related work.
- The results will be very instrumental in future research on high school schools, colleges and higher institutions of learning so that they can keep pace with the new technology pedagogy

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Appendix A: Questionnaires

ADDIS ABABA UNIVERSITY

FACULTY OF EDUCATION AND BEHAVIORAL STUDIES

SOCIAL MEDIA AND ACADEMIC PERFORMANCE OF STUDENTS

Dear respondents,

This questionnaire has designed to ask information for purely academic purposes. This is to enable the researcher Tesfaye Assefa a final year student of Addis Ababa University in faculty of Faculty of Education and Behavioral Studies to complete his thesis on the topic; **“perceived impact of social media on academic performance of high school students of Diamond Academy School in Yeka sub-city”** in Partial Fulfillment of Master of Arts in Psychology. I would like to thank you in advance for your cooperation and for scarifying your valuable time. All information given would be treated with utmost confidentiality.

Part one: demographic data (please put “√” in blank space)

1. Sex: Male [☐] Female [☐]
2. Age: _____
3. Academic Field: Social Science (☐) Natural Science (☐)
4. What is your current average (average class score from 100%)? _____

Part two: Basic questions

1, Social Media Usage related question

1. Are you social media user? Yes () No ()
- 2, Which SM do you most often use? Facebook () you tube () Twitter () TikTok () Viber () WhatsApp () Telegram ()

3. How do you come to use social media? Friends enforced () Current social life () Meet with friends ()

4. What is your average amount of time do you spend on social media per day?

< 30 minute () 30 minute – 1 hours () 1- 2 hours () > 2hours () Never use ()

5. Which device do you use to get access to social media? Desktop () laptop ()

Tablet () smart phone ()

6. Where do you spend more time as a student on the categories provided below?

Assignment () social chatting () knowledge access () students interaction ()

7. In general what is your opinion on the use and gratification of social media as a student?

Strongly disagree () disagree () neutral () Agree () strongly agree ()

2. Please indicate your degree of agreement/disagreement with the following statements by circling the appropriate number. (Where, 1=SDA=-Strongly disagree; 2=DA=Disagree; 3=N=Neutral; 4=A=Agree; and 5=SA=strongly agree)

No	Statement	5	4	3	2	1
	effect of engaging in social media on academic performance					
1	I spent more time on using social media rather than on reading					
2	Because of social media usage, has negative effect on my reading habit in some extent					

3	Spending much time on social media is a serious problem that affects my education					
4	My grades or schoolwork degrade/decreases because of much time I spend on social media without consulting other sources					
5	I spend time upon social media chatting, calling, sharing, and liking links					
6	Using social media improves my academic success in general					
7	I use social media to facilitate academic activities through interchanging idea with my friends					
8	In general, social media's cannot be used for educational purposes					
	Students' Academic Performance					
1	The usage of social media for assignment has helped improve my academic performance.					
2	Engaging in social media reduces my rate of understanding.					
3	I use materials gotten from social media to complement what I have been taught in class.					
4	I will not perform well in my academics even if I stop using social media.					
	Age Usage Of Social Media					

1	Age has impact on the use of social media.					
2	Social media become boring has I grow older.					
3	Social media is not relevant to people of older generation.					
4	The younger generation are the most active users of social media.					
	Gender Usage Of Social Media					
1	Male and female students use social media networks differently indifferent frequencies.					
2	Female students use social networking sites more to explicitly fostersocial connections.					
3	Gender determines the level of social media network usage.					
4	Males are more effective at using social networking sites for nonacademic purposes.					