



Addis Ababa University

School of Graduate Studies

College of Social Science School of Social Work Program

THE IMPACT OF SOCIAL MEDIA USE IMPACT ON THE MENTAL HEALTH OF
SOS SECONDARY SCHOOL

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Submitted to the School of Graduate Studies of Addis Ababa University

In partial fulfilment of the requirements for the

Degree of Master of Social Work

June, 2025

Addis Ababa, Ethiopia

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APPROVAL

The undersigned certify that he has read and hereby recommend to Addis Ababa University to accept the thesis submitted by Henok Negash, the impact of social media use impact on the mental health of SOS secondary school in Nifas selk lafto Sub-city and submitted in partial fulfilment of the requirements for the Degree of Masters of Social Work complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Approved By the Examining Board

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DECLARATION

I hereby declare that the Dissertation entitled:

“The impact of social media use impact on the mental health of SOS secondary school, Addis Ababa, Ethiopia submitted by me for the Partial Fulfillment of Master of Social Work to Addis Ababa University College of Social Science School of Social Work is my original work and has not been submitted earlier either to Addis Ababa University or any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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Abstract

This study is highlighting the reflect the influence of social media in modern society, particularly among young people. Some kinds of social medias just like TikTok, Facebook, Telegram and other platforms gives opportunities for a kind of creating communication, connection, and to express oneself, their extensive use has raised growing concerns about negative impacts on mental health. This continues exposure to exchange information, social comparisons, and digital interactions can affect individuals' different aspects of psychological issues. The impact of this exposure to increase depression rate, emotional distress and anxiety reported among young people, this study emphasizes the urgent need to understand how social media use relates to mental health outcomes. By exploring this relationship in the context of SOS Secondary School students, the research aims to provide insights that can inform interventions and promote healthier digital engagement. The study, titled "The Impact of Social Media Use on the Mental Health of Young people in SOS Secondary School," investigated how social media usage affects students. The objectives included exploring students' perceptions of social media, assessing the relationship between the platform usage and mental health outcomes, and identifying differences based on platform choice. Using a quantitative design, data were collected from 297 respondents via stratified random sampling. The sample comprised 164 males and 133 females. The correlation analysis shows a negative association between the amount of time spent on social media and psychological issues outcomes. As social media usage increased in day to day activity, there is a corresponding decline in mental health, characterized by heightened anxiety, feelings of loneliness, and diminished self-esteem. This indicates that excessive engagement with social media adversely affects mental health. The ANOVA results indicated significant differences in mental health outcomes related to varying degrees of social media engagement. The analysis showed that mental health outcomes varied significantly based on students' social media involvement. These results highlight the intricate relationship between social media use and mental health, emphasizing the potential risks associated with excessive social media interaction for the mental well-being of young individuals. Exploring protective factors like supportive online communities and digital literacy may help improve well-being. Additionally, examining individual traits or coping mechanisms could provide insights into how personal differences influence the mental health effects of social me.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In contemporary society, social media has emerged as a universal phenomenon, profoundly shaping the modifying of modern society and reshaping the dynamics of human interaction, communication, and self-expression. With many of users worldwide, platforms such as Facebook, Instagram, and other social media platform have become integral components of daily life for individuals across diverse age groups, socio-economic backgrounds, and cultural contexts. The appeal of social media lies in its capacity to connect people, facilitate the exchange of ideas, and provide paths for self-presentation and social engagement, transcending geographical barriers and fostering virtual communities. (Housley et al., 2018)

Though, among the widespread adoption and utilization of social media, concerns have surfaced regarding its potential implications for mental health and well-being. The rapid evolution of digital technologies and the immersive nature of social media experiences have encouraged debates and inquiries into the effects of long-time usage and wide digital engagement on individual's psychological health. This apprehension is further compounded by the escalating rates of mental health issues, including depression, anxiety, and other psychological distress, with this contemporary society, particularly among young children and adolescents (Nesi, 2020)

The relationship of social media and mind health represents Complex area, resonating with psychological, sociocultural, and technological dimensions. The study explores the impact of social media on mental health in young students. The every were of social media of social media engenders a constant influx of information, social feedback, and comparative stimuli, potentially influencing users' self-esteem, mood regulation, and perception of reality. Cheung, Lee, and Chan (2015)

In the counter of the background, need to study how social media use affects mental health, recognizing the authoritative to contextualizing this review within the broader socio-cultural and psychological landscapes. It is very important examining the impact of social media within the realm of mental well-being is accentuated by Changes in digital communication and the pivotal role it plays in shaping human experiences, attitudes, and behaviors.

Therefore, it is important to fully understand how social media affects mental health for devising evidence-based strategies

and interventions that safeguard the psychological well-being of individuals occupied in digital platform. Cheung, Lee, and Chan (2015). According to the current research finding to address this imperative by delving into the intricate interplay between social media and psychological problems, elucidating the potential pathways through which digital engagement may influence psychological well-being, and identifying protective factors that may mitigate any adverse effects on the students in SOS high school. By situating this investigation within context of contemporary social and technological developments, this study goes on to contribute to a more nuanced and informed discourse surrounding social media and mental issues, offering valuable insights that inform the development of interventions, policies, and educational initiatives aimed at fostering a healthier digital environment for individuals.

Rational for Studying the effects of social media on mental health

One of the powerful widespread tools that has influenced today's is a digital world. Every individual, especially those who are learning in secondary school, their connection is through social media. Such kind of platform like TikTok, Facebook, Telegram and other platforms, are integrated into the daily lives of adolescents, offering benefits to connect with others and express themselves, but also raising serious alarms about their potential impact on psychological issues. A powerful form of digital environment that breaks down boundaries between physical and experiential presence, making a person feel truly present and engaged. And also, these digital worlds, related with continuous exposure to idealized images and social comparisons, this linked to mental problems like depression, anxiety, and affecting self-confidence. Just like mental health affection among youth continue to rise, especially in school settings, it becomes critical to examine how prolonged social media engagement affects their well-being. This study focuses on students at SOS high-school in Addis Ababa, aiming to see the relationship between social media use and mental health outcomes within a real-world educational and cultural context.

Another thing to choose to delve into the impact of social media on mental health stems from a deeply personal experience and a true story the loss of a dear friend who uttered haunting words, "ብሔድ ይሻለኛል." As a counsellor (My first degree is in counselling), this profound loss has

sparked a deep-seated worry for the well-being of youths and young people in the digital world. My observations have made it painfully clear just how powerful social media can be in shaping our thoughts and emotions. The realization that it possesses the potential to both support and harm mental health, particularly among vulnerable as fueled my determination to understand this influence more profoundly. It is this blend of personal sorrow and professional insight that propels my research efforts, as I seek to advocate for evidence-based interventions designed to provide a shield for vulnerable individuals navigating the complex landscape of social media, ensuring they can traverse it with resilience and well-being.

Additional rationales from the research literature on why studying the effects of social media on mental health is crucial due to the following:

What is the prevalence of Social Media Use: Research shows and as we know that social media is widely used by many peoples in the world, with a significantly by young people spending a more of time on these platforms. Understanding how this extensive use affects mental health is essential due to the known nature of social media in modern society. Ulvi et al. (2022)

What is the potential for Positive and Negative Impacts: Social media has a two impact on mental health, offering potential benefits like social support and connection, but also carrying risks like isolation, comparison, and cyberbullying, requiring mindful usage. Investigating these dual impacts can help in developing strategies to maximize the benefits while mitigating the risks (Best, 2014)

Emerging Trends and Technologies: The digital landscape is constantly evolving, with new social media platforms, features, and technologies emerging regularly. Researching the effects of these innovations on mental health is very important to staying abreast of current trends and developing timely interventions to address potential challenges. (Kuss, 2017)

What is the policy and Practice Implications: Based on the results, the impact of social media on mental health can indicat policy intervention, clinical practices, and educational initiatives. By understanding the mechanisms through which social media influences mental well-being,

stakeholders can implement strategies to promote positive mental health outcomes in digital world or platform.

1.2. Statement of the Problem:

In the current world, social media has a great influence in the society regarding individual communication, self-presentation and also interpersonal interaction

Here are some key findings and insights from studies in this area:

Communication Patterns:

Has shown that social media platforms facilitate diverse forms of communication, including text-based messaging, image sharing, video calls, and live streaming. These platforms offer new channels for connecting with others, expressing thoughts and emotions, and engaging in public discourse. Studies have also highlighted the role of social media in shaping communication norms, such as the use of emojis, hashtags, and abbreviations to convey meaning and emotion concisely. (Hampton et al., 2011)

Self-Presentation Strategies:

Most of the time social media users engage in strategic self-presentation to manage their online identities and project desired images to their audiences. Studies are identified various

self-presentation tactics, such as they are share selective information's, curating a visually appealing profile, and showcasing achievements and experiences (Goffman, 1959; Toma &

Hancock, 2013; Zhao et al., 2008). These strategies can influence how peoples are perceived by others and impact their self-esteem and self-concept.

In this example:

- Goffman (1959) is a classic reference to the theory of self-presentation.
- Toma and Hancock (2013) tells us insights into online self-presentation and its implications.

- Zhao et al. (2008) discuss the role of self-presentation strategies in social media contexts.

Interpersonal Dynamics: Using Social media platforms is helped the users to increase their social networks, connect with those who have similar interests, and engage in virtual communities. Research has explored how online interactions can enhance social support, foster relationships, and facilitate collaborations. So that, studies have also emphasized challenges such as cyberbullying, social comparison, and the blurring of boundaries between personal and professional relationships in online spaces. (Ellison, 2007)

Impact on Mental Health: How individuals communicate, present themselves, and interact with others on social media can have implications for their mental health outcomes. Research informed us that many times usage of social media is linked feelings of anxiety, loneliness, depression, and low self-esteem. Mostly, negative personal experiences such as cyberbullying and social exclusion can contribute to psychological and emotional well-being. (Kross, 2013)

Cultural and Contextual Considerations: The dynamics of individual communication, self-presentation, and personal interaction with different social media are influenced by cultures in the community, and other individual preferences. Cross-cultural studies have showed variations in communication styles, self-disclosure practices, and relationship building strategies across different regions and communities. Understanding these cultural shades is essential for developing contextually informed interventions to improving positive mental health outcomes in diverse populations.

By this digital world many individuals are affected and rise to sharp apprehensions regarding the potential repercussions of extensive social media engagement on individuals' psychological wellbeing. In spite of increases the need, there remains complete, nuanced, and under the context informed understandings of the intricate interplay between social media usage and mental health outcomes. (Keles, 2010)

The concerns surrounding the impact of social media use on individuals' psychological wellbeing have been a subject of growing interest and scrutiny in the research community. Many students face the complex and multifaceted nature of this relationship, peeling light on the

potential negative consequences of extensive social media engagement on mental health outcomes. Here are some key pieces of evidence supporting this claim are: -

Anxiety and depression have relationship: As the research studies indicates have consistently found associations between high levels of social media use and increased symptoms of depression and anxiety. A meta-analysis conducted by (Seabrook, 2016) involving over 70,000 participants revealed a significant link between social media use and depressive symptoms, particularly among adolescents and young. Similarly, a study by (Vannucci, 2017) found that excessive social media use was associated with higher levels of anxiety among college students.

The impact of on Self-Esteem and Body Image: When people are using social media, several time will be influenced for comparison and self-evaluation, leading to negative impacts on individuals' self-esteem and body image. Research by (Fardouly, 2015) demonstrated that exposure to idealized images on social media can contribute to body dissatisfaction and lower self-esteem, especially among young women. Similarly, studies by Tiggemann and Slater, 2014 and Perloff, 2014 highlighted the role of social media in promoting unrealistic beauty standards and fostering negative body image perceptions.

Online harassment and Social prohibiting: - Social media has a potential of different kinds of harassment and social exclusion and this affects individual mental health. According to Patchin and Hinduja (2015) showing that victims of social media harassment experiencing depression, stress and such kind of suicidal symptoms. In addition to that, according to Kowalski (2014) and Tokunaga (2010) underline that, it has negative impacts on individuals mental.

Addiction and sleep instability: - much time social media use is exposed to sleep distraction and this is directly connected to mental health problem. According to Levenson (2016) much time checking social media before bedtime was connected with inappropriate sleep pattern.

Based on Andresen study (2016) and Griffiths (2014) they identified that the indication of additions like loss of control and position with the relation of social media among individuals with improper uses of internet.

Intervention Strategies: Recognizing the potential risks associated with extensive social media engagement, researchers have proposed various intervention strategies to promote positive

mental health outcomes in digital environments. Studies by Berryman (2018) and Twenge (2018) emphasized the importance of digital literacy programs, mindfulness-based interventions, and social support mechanisms to mitigate the adverse effects of social media use on psychological well-being.

1.2.1. The statement of the problem Includes several important aspects:

Gaps of Understanding: In the present literatures has gaps regarding with social media has more affection on the mental health. While extant research underscores the associations between social media use and psychological distress, there exists not shows coping mechanism, mediating factors, and contextual influences that underpin this relationship, accounting for individual differences, sociocultural dynamics, and platform-specific affordances.

The evolving of Social Media Landscape: The fast expansion and influence of social media platforms and their functionalities necessitates a critical examination of the implications of these changes on individuals' mental health. And with new features and changing social networking trends, it is crucial to understand how social media affects individual psychologies and its consequent effects on users' psychological well-being.

Mental Health Disparities: The differential impact of social media use on diverse demographic groups, including adolescents, young, and marginalized communities, signifies the need to scrutinize the inequalities, vulnerabilities, and distinctive challenges that underlie these disparities. Acknowledging the intricacies of intersecting identities and experiences is essential for delineating tailored interventions and support mechanisms that cater to diverse populations.

Policy and Intervention Implications: The elucidation of the potential risks and protective factors associated with the uses social media and mental wellbeing is pivotal for informing evidence-based policies, educational initiatives, and digital literacy programs aimed at cultivating a healthier digital environment. Thus, the

identification of salient concerns and lacunae in understanding serves as a catalyst for advocating for informed interventions and advocating for supportive systems.

The impact of the digital environment on mental health disparities related to social media use can be drawn from a range of research studies and empirical findings. Here are some examples of evidence highlighting the influence of the digital environment on mental health outcomes:

Cyberbullying and Online Harassment: Research has consistently shown that exposure to cyberbullying and online harassment in digital environments can have detrimental effects on individuals' mental health, particularly among adolescents and young. Studies have documented higher rates of anxiety, depression, and psychological distress among individuals

who experience cyberbullying, highlighting the negative impact of toxic online interactions on mental well-being. (Cowie, 2013)

Social Comparison and Body Image Concerns: One of the big problems of using social media, many of them are have a chance to compare their body, life style, with other parties. Research has demonstrated a correlation between frequent social media use and negative body image perceptions, leading to increased risk of developing eating disorders, low self-esteem, and body dissatisfaction among vulnerable populations, such as adolescents and young women (D. K & Iphofen, 2008).

Fear of Missing Out (FOMO) : Fear of missing, characterized by feelings of anxiety and inadequacy triggered by the fear of missing out on social events or sharing experience on social media, has been identified as a significant factor contributing to mental health issues in digital environments. Most plat form users are not willing to stop or minimizing using social media because they thought that they will missing and forget by other users. Studies have shown that individuals who experience high levels of FOMO are more likely to report symptoms of depression, loneliness, and social isolation, underscoring the psychological toll of constant connectivity and information overload in the digital age (Liu 2023)

Digital Detox and Technostress: digital detox means internecinal assign break time from social media. The concept of digital detox, or unplugging from technology to reduce stress and restore balance, has gained traction as a coping mechanism for managing technostress and digital burnout associated with excessive social media use. As research confirmed that the benefits of taking breaks from digital devices and engaging in others offline activities to

improve psychological or mental well-being and reduce the harmful effects of prolonged screen time on cognitive functioning and emotional regulation. (Mirbabaie, Stieglitz, 2022)

By examining these examples of how the digital environment can impact mental health outcomes through factors such as cyberbullying, social comparison, FOMO, and technostress, we can better understand the complexities of navigating digital spaces and develop targeted interventions and policies that address these challenges effectively. This evidence underscores the importance of promoting a healthier digital environment that prioritizes mental health and well-being for all individuals, regardless of their demographic characteristics or social identities.

1.3 Objectives of the Study

1.3.1 General Objective

To investigate the impact of the utilization of social media on the psychological well-being of SOS Secondary School students.

1.3.2 Specific Objectives

To investigate the pattern of usage of social media by SOS Secondary School students.

- To ascertain the level to which the usage of time on social media is related to the psychological impact of students, such as anxiety, depression, and self-esteem.
- To investigate whether use of different social media sites (e.g., Facebook, TikTok, Instagram) is associated with mental health variation.
- To identify if demographic variables of age and gender operate to moderate the effects of social media use on mental health.

1.4. Research Questions:

1.4.1. General Research Question:

What is the impact of social media use on the mental health of young people?

1.4.2. Specific Research Questions:

Quantitative Research Questions:

- What are students' attitudes toward social media, and how frequently and in what ways do they use it in their daily lives?
- To what extent do time spent on social media and platform preference predict mental health outcomes such as anxiety, depression, and self-esteem—among SOS Secondary School students?
- Are there significant differences in mental health outcomes among young individuals based on their usage patterns on different social media platforms (e.g., Facebook, TikTok, Instagram)?
- Do mental health outcomes vary based on demographic factors such as gender and age?

1.5. Definition of Terms and Concepts

1.5.1 Conceptual Definitions

Social media: social media are web-based interactive communities that support the creation, sharing, and exchange of information, ideas, interests, and other content through virtual communities and networks (Kaplan & Haenlein, 2010).

Mental Health: The World Health Organization (WHO) has described mental health as "a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively and is able to contribute to their community" (WHO, 2004).

Depression: Depression is one of the common psychiatric disorders, and it is characterized by persistent sad affect, loss of interest or pleasure in previously enjoyable or satisfying activities, and other emotional and physical symptoms that interfere with daily functioning (American Psychiatric Association, 2013).

Anxiety: Anxiety is a condition of worry, tension, or concern caused by the expectation of danger, the source of which is either primarily identifiable or not known (Spielberger, 1983). In this instance, it comprises symptoms triggered or magnified by internet activity.

Self-Esteem: Self-esteem is the overall subjective estimate of an individual's worth or value. Self-esteem is an extensive positive or negative orientation to self and is considered the central component of psychological well-being (Rosenberg, 1965).

Digital Engagement: Digital engagement is the extent of active engagement users have with digital content and sites, examining frequency, duration, and activities performed online (Veltri & Elgarah, 2009).

1.6. Significance of the Study

The benefits of this study lie in the growing concern surrounding the impact of social media use on the mental health of young individuals, especially for those in the age group of 15-24.

The benefits of this research are promoting positive social media uses and contribute valuable insight for the purpose intervention and support strategy. Additionally, this study helps to have awareness about the negative impact of social media uses and other potential risk.

1.7. Limitation of the Study

Limitations:

The study may have face different limitations regarding overall findings. The first will be the sample size is may pushed to practical consideration with the limitation of generalize result. The second one is due to the specific time of limitations and this affects the depth and completeness of information. This means it is difficult to access certain information regarding social media usage and the indicators of mental health based on the usage. Lastly, Due to the age of young individuals, the information may be rush and could not be quality.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literatures showing that the academic articles, Scholarly magazines, studies, and some writings with the relation of social media use and impacts.

Introduction

Social media has transformed the current world and after that incident, everyone is connected without any challenges and bulky information transfer, people are sharing a lots of experiences Ellison and Boyd (2013) A inclusive review of existing research is essential to understanding the difficult relationship of social media engagement and psychological well-being. By examining various theoretical perspectives, research approaches, and empirical findings, this literature review trying to find to provide a well-rounded analysis of current knowledge among different written evidences. It importantly integrates academic articles, empirical studies, and scholarly discussions to explore the diverse ways in which social media influences mental health.

2.1 The concept of mental health among yang individuals

Adolescent and young adult mental health is an evolving, complex process moulded by a distinctive set of developmental, psychological, and social transformation. This 15- to 24-year-old generation—classically defined—is marked by dramatic physical, cognitive, and emotional transformations as they transition from youth into adulthood. These changes tend to encompass the formation of identity, increasing autonomy, and fresh social roles, all which are bound to induce stress and emotional susceptibility (American Academy of Child and Adolescent Psychiatry, 2018). In contrast to earlier childhood, in which growth is more controlled and organized, this stage requires greater self-regulation and decision-making, thus rendering themselves susceptible to mental disorders.

Social and peer pressures serve to heighten this vulnerability as well. During adolescence, social attachment and validation needs are stronger, in the sense that many will obtain self and validation through peer relationships, which are often mediated through social media. Subsequent peer pressure, bullying, and endless comparison in these environments can then go a long way in resulting in emotional distress, eroding self-esteem and **fueling** anxiety or

depressive behavior. The filtered content of online activity is susceptible to support unrealistic aspirations, and teens feel inadequate or excluded (American Academy of Child and Adolescent Psychiatry, 2018).

Psychological issues like depression, anxiety, eating disorders, drug use, and self-injury are especially common during this phase of life. These conditions are usually compounded by internal factors including hormonal changes, genetic vulnerability, traumatic experiences, and extrinsic pressures like academic stress and family demands. Notably, the overlap of these internal and external factors generates a cumulative risk for chronic psychological turmoil unless adequately resolved.

Despite growing demand for mental health treatment, access is a constraining factor for most of the young generation. Awareness of need, mental illness stigma, insufficiency of services, and overall resistance to treatment frequently discourage early treatment. Teens might be unable to describe their feelings or fear being judged by others and thus receive undertreatment and underreport mental illness issues (American Academy of Child and Adolescent Psychiatry, 2018).

But adolescence is also an opportunity for growth and strengthening. Early intervention, supportive environments, and community-based mental health services can play a crucial role in turning the tide towards psychological well-being. The development of social-emotional skills, healthy peer relationships, and expanding access to professional counseling services are all key strategies. The development of a culture of openness regarding mental health, particularly schools, can inspire youth to receive help and acquire healthy coping strategies that promote long-term mental health.

2.2 Social Media Use and Mental Health

2.2.1. Effects of Social Media Use on Mental Health

According to Kowalski (2014) social media has a potential risk of influencing that individuals to compare their body images and this makes users to have low self-esteem and exposed to stress. According to Fardouly (2015) improper uses of social media has an influence on individual happiness, lost life satisfactions, and forced to not accept body image.

2.2.2. Vulnerable Populations and Risk Factors

Some groups among young people showing that they affected negatively by social media. Most of them are affected by anxiety, depression and other psychological issues symptoms due to excessive social media use (Vannucci, 2017). Most of the time youths those you are spend much time have fear when they miss social media Przybylski (2013)

2.3 Effects of Social Media Platforms

Social media has a lot of negative and positive impacts on individual mental health. This affection has an influence in over all life of young individuals.

2.4. Coping Mechanisms and Interventions

Regarding coping mechanism and innervations, it is different methods based on the mental health problems like, Anxiety, and depression. To address this kind of problems, bellows are listed some mechanisms.

Taking breaking time from social media: - taking intentional braking time from social media has and impact and helps to have balanced life. According to Twenge (2019), if there is a braking time from social media are helping to have quality sleep mood and have a positive influence on individuals mental. Those who have low social media use will have low level of stress Hunt (2018)

Having intentional exercise: - According to Ouaglia (2019) Intentional practices like deep breathing and meditation help to boost individual minds and reduce anxiety stress and improve balanced emotions. As Ravindran (2020), when there is positive impacts of intentional interventions can be able to reduce depression and anxiety among peoples those who have using frequent social media and this is related with personal care

Community support: - Social support have significant impacts on individuals. In the sociality there is different kinds of supports for example empathy, understanding; instrumental support, like tangible aid or practical assistance; informational support, like advice or guidance; or appraisal support, such as feedback or confirming one's worth.

On the other hand, research evidence has showed that social support forms a very key component in promoting mental health and general well-being. Individuals who have strong

social support are more likely to experience lower levels of stress, anxiety, and depression. Social support can act against the effect of stressful events in life by reducing it and may contribute to resilience in such circumstances.

Currently social media has changed the way people communicate and connect with others within the last decade. Much of the potential for social support lies in the uses of a platform in communication and connection to a large network. However, what needs to be taken into consideration is the actual quality and nature of support that people get online. Studies have shown that extreme or negative use of social media usage is related to feelings of greater loneliness, anxiety, and depression. (Cohen & Wills, 2010)

Social support plays a crucial role in buffering the negative effects of social media on mental health by providing individuals with emotional validation, companionship, and encouragement. Primack et al. (2017).

Crating educational program about mental health: - According to Robinson (2018) the ultimate target of mental health education is to creating awareness program and increased knowledge on mental health issues including coping mechanisms regarding stress and anxiety and also conducting assessment in school and working on reducing depression, promoting cooping system among students.

Educational intervention: - School plays a vital role on the students to have positive mental health and responsible by promoting healthy social media use. In the response of expanding high social media usage and concern on mental affection, education is very important.

Ruls/polices: - For the purpose of guidance and expectation regarding social media influence, it is important to have some rules. According to Smith (2019) underling the significance of policies online harassment, safety social media use, and other potential issues.

Making a part of curriculum: - According to Johnson (2018) including curriculum about digital education and education on metal health can be able student critical thinker, managing themselves, understand the digital world and helped them have there own coping strategies. It is also affected

The availability of counseling team: -According to Garcia (2020), Counseling service in school is play vital role for the students to get proper counseling during the issues is rising and also it is heling to address the symptoms of depression, Anxiety, online harassment, and any other potential issues among the individual students. And when we offer conducting individual counseling, helping to have cooping strategies and improving proper uses of social media.

Student support each other: - According to Lee (2017), peer support has significant power by improving relationship among students, promoting positive mental health, having emotional support, mentorship, and experience sharing. Based on this support group they can be able to empower themselves and overcome any kind of negative situation regarding social media impacts.

2.5. Cultural and Contextual Factors

Based on Best, Manktelow and taylor (2014), The school environment is shaped by culture tradition, community expectation, and school expectation between young individual and knowing this can be able to do effective and contextual intervention.

This thesis investigates social media impact among the students come from different church context. Based on understanding this different cultural belief, social influence, and school context can be understand by what present student affected and get back to interventions in SOS secondary school.

Expectation of Society: - Community expectation in the relation of success, binge famous, and related issues can influence young individuals regarding using social media. According to Wong (2020) underling the roll of peer influence, social media influence, family influence is influencing student online behaviors and psychological issues. At SOS secondary school, students have both sides influence which is internal and external and this have significant influence regarding social media use.

Environment of school: - Research by Lee (2018) highlighted how school climate, teacher-student relationships, and peer dynamics can influence young individuals' experiences with social media and psychological influence outcomes. In SOS Secondary School, creating a supportive and inclusive school environment that promotes digital literacy, resilience, and

positive social connections can mitigate the negative impact of social media on students' well-being.

2.6. Impact on Psychological Well-being

Well-being is psychologically described as a state of general mental health and well-being or a condition discussed by the possession of the capability of an individual to cope with stress, maintain positive relations with others, and conduct life through a sense of purpose and meaning. It is self-acceptance, autonomy, mastery of one's environment, and the ability to experience personal growth and ascertain positive relations with others. (Ryff, 1989)

Extensive research examines how social media affects different aspects of mental health, encompassing emotional health, self-esteem, and mood regulation. A meta-analysis by Shakya and Christakis (2017) documented significant associations between increased social media use and heightened risk of depression among young adults, underscoring the transdiagnostic implications of digital engagement. Complementing these findings, a longitudinal study by Primack et al. (2017) revealed a positive correlation between time spent on social media and symptoms of anxiety, particularly among adolescents, illuminating the pervasive influence of social media on affective states. Based on Triggeman and Slater (2014) and Fardel (2015) One thing that has written that social media influences individual regarding body image that the person could not be accept his or her body and this affects individual self-confidence

2.7. Mediating Factors and Contextual Influences

The relationship between mental health and social media platform controlled through different factors. According to Ellison (2007) and Burke and Kraut (2016), says that best social interaction online and the provision of emotional support on social media platforms may buffer the adverse impact of social media on mental health, underscoring the role of interpersonal connections in shaping users' psychological experiences. Based on Hinduia and Patchin (2010) Online harassments are reported many times and related with mental health and psychological problems. According to Verduyan (2015) and Steers (2014) interdependent and going together with online negative affections, Crating bad relationship with other users in social media platform.

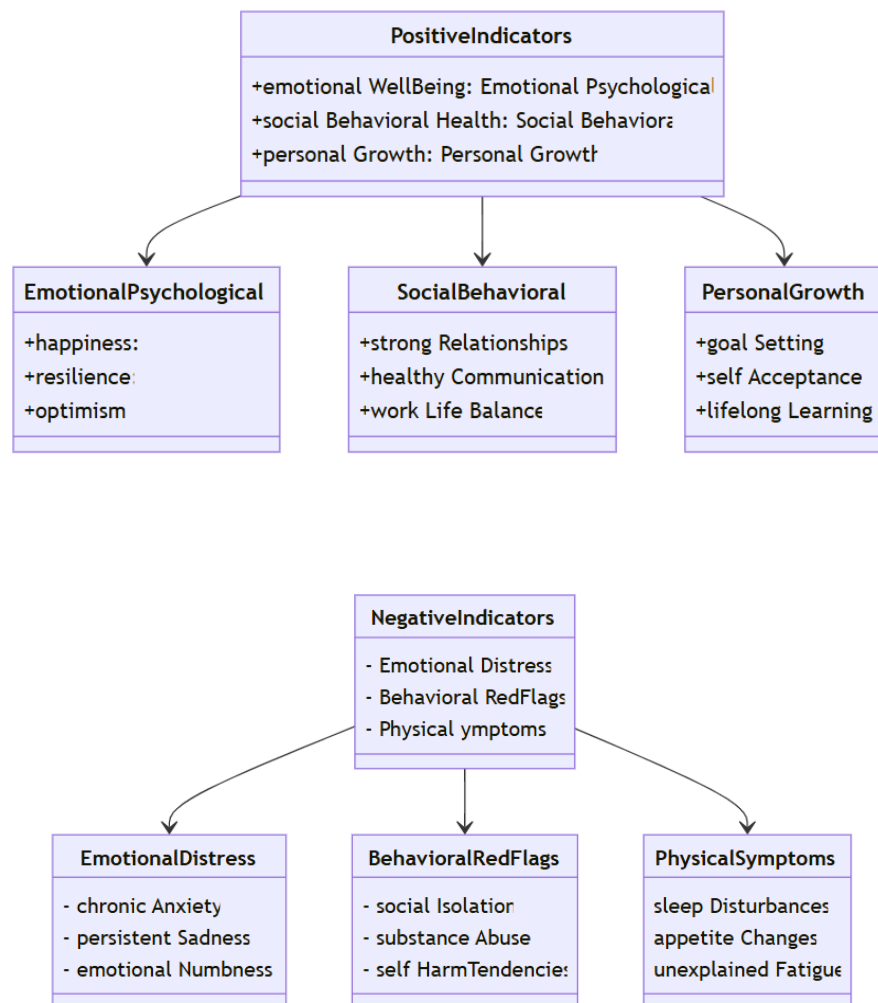
2.8. Theoretical Frameworks

Myriad theory regarding social works addressed the complex human being problems and social issue. Healy. K (2005). According to myriad theoretical models and frameworks have been posited to explain and underlying the relationship between mental health outcome and social media uses. Written by Festinger (1954) says about the social comparison theory. Illuminates the propensity of individuals to assess their own abilities, attributes, and circumstances in reference to others, a phenomenon heightened through exposure to idealized social media content. The self-discrepancy theory, elucidated by Higgins (1987), contends that the dissonance between individuals' actual and ideal selves, perpetuated by the pervasive nature of social media, may precipitate negative affect and diminished psychological well-being. Furthermore, Kietzman (2011) is talking about the affordance's framework, highlights the distinct functionalities of social media platforms, delineating how these affordances mediate users' interactions and experiences, thus influencing their mental health. Synthesizing these theoretical underpinnings offers a comprehensive understanding of the cognitive, affective, and behavioral pathways through which social media may impact individuals' mental well-being.

2.9. Conceptual Framework:

This research framework has a relationship with sociology, psychology and other social work studies. The conceptual framework includes below components:

2.9.1. Mental Health Challenges in Young Adulthood



2.9.2 Quantitative-Methods Research Design: The research adopts a quantitative-methods approach.

This quantitative research methods projects in the study knowing the impacts of social media on mental health are compatible to my research objectives.

The collection of data and the measurement of objectives: - This quantitative research methods highly compatible with different variables in the relation of mental health issues and social

media usage with different variables. According to Creswell (2014) This organized approach help to understand organized and analyze number of data among students in SOS high school.

Connection, data analysis and design: - quantitative research methods are effective to understand the relationship between social media use and mental health outcome based on

different important variable such as phycological issues, depression and anxiety. One of the benefits of colorations analysis help to understand the relationship between social media uses mental health outcomes. The benefits of systematic analysis are to select patterns and forecast the results. One of the investigations of this research is to know these different kinds of social media affection regarding more time spent social media.

The application of findings: - Quantitative research methods is useful to get and find general large data. Using collecting random data collecting methods help to have better data quality regarding high data collection and diversity students in SOS secondary schools (Babbie, 2016).

The significance of testing: -For the purpose of hypothesis testing, quantitative research methods are fitting to understand the exact relationship of mental health and Psychological impact on individual mental. Based on Field (2018) extensive social media usage has highly connected with

Having number of sample size can help to have quality data: - According to Cohen (1988), Mostly quantitative data collection methods can work with large number of data collection and heled to get easily detect important results. Regarding this research, trying to analyze 297 students from SOS secondary schools expected to respond different questions in the relation of social media usage and mental health outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research design

The research applied a quantitative study design in establishing the influence of social media use on the mental health of students at SOS Secondary School. Use of the quantitative technique was applied as it is able and effective in providing objective, measurable information that can be statistically examined to reveal patterns, relations, and differences between variables. Cross-sectional design allowed data to be collected at one point in time from a representative sample of secondary school students. This allowed the researcher to investigate whether there was a connection between patterns of social media use (e.g., length of time spent online, social media platforms) and important mental health indicators such as anxiety, depression, and self-esteem.

Data were collected with a standardized, closed-ended questionnaires and Likert-scale. The instrument was constructed from traditional mental health screening instruments and previous digital media research literature. Demographic information, frequency and size of use of social media, use of platform, and psychological effect were also incorporated into the questionnaire.

A stratified random sampling technique was used to collect a representative share of gender, age groups, and scholastic levels of the students. The sample size of 297 respondents was derived by using a statistical formula of sample size with an error margin of 5% at a confidence level of 95% of the total students of the school.

Statistical testing was carried out using SPSS, utilizing descriptive statistics, Pearson correlation to measure the extent of relationship between the use of social media and effects on mental health, and ANOVA tests to determine variance between demographics and levels of platform use. This allowed for carrying out structured, earnest testing of research questions with no variable manipulation and hence internal validity but which was also amenable to use in real-school contexts.

3.1.1. Quantitative Component:

3.1.1.1 Development of the Survey Questionnaire

To investigate student experience at SOS, concerning social media, mental health and demography, I designed a quantitative survey for my thesis. It involves a detailed process to ensure the questionnaire effectively captured relevant data.

Objective definition: When I start to explain the research, my goal was to investigate how social media use relates with mental health among students. This helped me to formulate specific and measurable questions that guide the paper.

Literature Review: I conducted several literature reviews, including validated questionnaires, which focus on anxiety, depression, and perceived social support as a foundation for my questionnaire preparation on social media use and mental health. It supported me in identifying standardized scales that would capture the nuances of students' experiences in a meaningful way.

Designing the questions: I generate clear, and concise questions which directly relate with my objectives. It consists close ended questions this is fit with quantitate research methods. I used also Likert scales for questions for the usage of social media and the outcome of mental health and this confirming that all questions had established based on reliability and validity. This kind of methods allowed me to evaluate individual students experiences with precision.

Pilot Testing: There had been pre-pilot testing to ascertain clarity, appropriateness, and effectiveness of the questionnaire. The test sample was 30 students from SOS Secondary School that was representative of the population under study. It was done for the purpose of establishing any wording, format-related problem, as well as overall understanding of questions. The survey was administered in as real a situation as possible to ensure that the participants gained a realistic experience. After completing the survey, participants were asked to exit and provide feedback on ambiguous or unclear questions, whether the survey was too long, and how easy or hard it was to respond to the questions. Their feedback indicated where revisions were needed, more specifically language clarity and the need to make some of the questions easier to answer. Therefore, the needed refinements for enhanced readability and concordances to research goals

were built into the questionnaire. Pilot testing was necessary for tool purification and ensuring that the final tool would be capable of yielding valid and meaningful data to the study.

Finalization: The survey question is finalized at the end of combining the feedback from the pilot test. The questionnaires have includes starting from demographic information, social media usage pattern like frequency and duration of use, and also includes about the preferred platforms and symptoms of mental health, using standardized scales to assess anxiety and depression.

Ethical Considerations: From the binging of my thesis, I am following the appropriate guidance of ethics. I request and got informed consent from those who are participated in the interview and kept confidentiality at every stage. In the beginning of the survey, I explained the study's purpose and emphasized the voluntary nature of participation, emphasizing that the focus was just to collecting quantitative data to better understand the issues at hand.

Analyzing the data: The Quantitative data collected from the survey has helped to analyzed using statistical methods for descriptive analysis, correlation analysis, Two-Way ANOVA and One-Way ANOVA analysis that supported me to examine the relationships between mental health outcomes and social media users among young people in SOS high school.

Integration of Findings: When this type of quantitative questions developed, to provide 360-degree findings will be aimed that how social media use influences the mental health of students in SOS Secondary School. The purpose of aiming both types of data is to capture the complexity and nuances of students' experiences with social media and their mental well-being within the school context.

3.2. Study Area:

The place of the study for this research at SOS Secondary School. The School is different environment where students come from different cultures and they are highly engage with social media platforms as part of their daily routines, The school educational curriculums has shape the students experiences with social media and influence their mental health outcomes. By examining the relationship of social media use, the influence of the culture, and the environment of school in the School, the research target to identify the factors that contribute to positive and negative mental health outcomes among the students. Second, students at this school are extremely active on web-based sites in their daily study and social routine. These novel

characteristics, along with the receptivity of the school to engage in research, make this school a valid and worthwhile place in which to examine the relationship between social media usage and mental health outcomes.

3.3 Eligibility Criteria

Eligibility criteria determine the requirements that guide the choice of proper study participants to help ensure that the findings of the research are valid, reliable, and relevant. In the present research, specific inclusion and exclusion criteria were designed to ensure consistency and integrity in data collection.

3.3.1 Inclusion Criteria

- The participants were selected into the study on the following inclusion criteria: Enrolled students currently at SOS Secondary School in Addis Ababa.
- Daily users of one or more of the social media sites (Facebook, TikTok, Telegram, Instagram) for 30 minutes or more a day.
- Willing and competent to give informed consent (or assent if parents/guardians agree on behalf of those aged <18).
- Able to read and answer the survey questions in English or questionnaire language.

3.3.2 Exclusion Criteria

- Participants were excluded according to the following criteria:
- Students who are not at SOS Secondary School at the moment.
- Persons who do not fall between the age range of 15 to 24 years.
- Students who use social media very rarely (i.e., for fewer than 30 minutes a day).
- Persons who did not provide informed consent or refused to take part.
- Students with documented mental or cognitive limitations which are expected to significantly impair their capacity to fully comprehend or fill out the survey instrument.

3.4. Sampling Technique:

Sampling, Sample Size, and Technique

The group Criteria: In order to obtain a representative and diverse sample, I utilized stratified random sampling by major study variables: age, gender, mental health experience, and social

media usage patterns. Student population of SOS Secondary School (around 1,300 students) was first segregated into strata based on age groups (15–18, 19–21, and 22–24 years) and gender (male and female). The participants were randomly selected from each stratum to obtain proportional representation.

To quantify variation in social media time, social media site usage preference, and psychological well-being, these factors were quantified directly from the standardized survey. Students answered items such as:

"How many hours a day do you spend on social media?"

"On which social media platforms do you use most often (e.g., Facebook, TikTok, Instagram)?"

"How often are you anxious, depressed, or lonely as a result of your use of social media?"

These answers were utilized after sampling for comparison reasons analyses on comparing subgroups and creating patterns—but weren't utilized to stratify the initial sampling. This allowed me to sample data from students with various social media use and psychological background, hence filling gaps in findings overall

Proportionate Allocation: Proportional sampling was employed in obtaining the sample of 297 students to be proportional to the student population ($N = 1,300$) at SOS Secondary School. The population was initially partitioned into large strata with age group and gender available in school records. Each subgroup was then allocated a proportion of the whole sample from its relative proportion in the total school population.

For example, if the age group 15–18 comprised approximately 40% of the school, then approximately 40% of the sample (119 students) was in the same age group. Similarly, the male-to-female ratio of the sample was also roughly the true sex composition of the school (approximately 55% male, 45% female), with 164 males and 133 females in the sample.

This procedure enabled balanced representation of all population groups in the final sample, and this increases generalizability of results and avoids sampling bias.

Estimation of Variance: The variability in mental health outcomes among the different subgroups is one of the considerations to get the expected outcome. Recognizing that some

subcategories or groups expected more variance was important, as it is affecting my examination.

Effect Size: To estimate the minimum sample size for significant analysis, I used Cohen's (1988) social science research effect size criteria. From available research and anticipating the strength of the association between social media use and mental health outcomes to be medium, I assumed a medium effect size ($r = 0.30$ or $f = 0.25$). This degree of impact is widely applied in behavioral studies when early data are scarce but a moderate correlation is expected.

Assuming this effect size, I calculated the standard sample size for proportions formula and also calculated the sufficiency of the sample size with the help of the G*Power software. I held the confidence level at 95% ($Z = 1.96$), error margin at 5% ($E = 0.05$) and population proportion at 0.5 (for determining the largest sample size). This provided me with a required sample of approximately 297 students which I used to obtain data.

This was to ensure that the sample population was large enough from a statistical perspective to be able to discriminate true differences or correlations between variables that are mental health-related and social media usage with good power and precision.

The Margin of Error and confidence Level: In order to make the study findings generalizable as well as accurate, I opted to have a 95% confidence and 5% margin of error in setting the sample size to use. 95% confidence level means that if the study is repeated and repeated again another 100 times, using the same population groups, 95 out of every 100 repetitions, the estimates would be the same range. 5% margin of error is the largest margin of variation that will likely occur between the sample estimate and the population parameter. It is an accepted measure of precision used in social science research that meets the accuracy and practicability criteria. The use of these parameters enabled me to estimate 297 students to give statistically reliable results but be feasible in the study context. Such conservative approach made sure that validity and integrity in making conclusions from facts were not violated.

Statistical Power: My target is to have enough level of statistical power to detect realistic effects of social platform use and its outcomes regarding mental health. Having balanced statically power with the sample size is very important for drawing valid conclusions from the data.

Resource Constraints: Lastly, I considered practical constraints such as school schedules, student availability, and the resources I had at my disposal when determining the final sample size. Ultimately, the chosen sample size of 297 students was feasible for conducting research within the context of SOS Secondary School, while also maintaining the necessary statistical rigor.

Technique:

➤ Population Size (N)

Total number of students = 1300

➤ Confidence Level (Z)

Commonly used confidence levels are 90%, 95%, and 99%. For a 95% confidence level, the Z-score is approximately 1.96.

➤ Margin of Error (E)

- Margin of error is the range within which the true value for the overall population will be found, according to the findings within the sample. With a 5% margin of error, the actual result will be 5 percentage points higher or lower than the finding within the sample. The range is given for allowing normal variation and is used to make sure that results are close enough to consider them to be accurate. Typical values applied in research are 5% (0.05) or 3% (0.03) and depend on how accurate the results should be.

➤ Estimated Proportion (p)

Conservative estimate for p (the proportion of students using social media) is often set at 0.5, as this maximizes the required sample size.

➤ Sample Size Formula

The formula for calculating sample size for proportions is:

$$n = N \cdot Z^2 \cdot p(1-p) / E^2 \cdot (N-1) + Z^2 \cdot p(1-p)$$

➤ Calculating Sample Size

Plugging in the values:

$$N = 1300$$

$$Z = 1.96 \text{ (for 95\% confidence)}$$

$$p = 0.5$$

$$E = 0.05$$

Substituting into the formula:

$$\begin{aligned} n &= 1300 \cdot (1.96)^2 (0.5) (1-0.5) / (0.05)^2 (1300-1) + (1.96)^2 (0.5)(1- \\ 0.5) \quad n &= 1300 \cdot 3.8416 \cdot 0.25 / 0.0025 \cdot 1299 + 3.8416 \cdot 0.25 \quad n = \\ 1300 \cdot 0.9604 / 3.2475 + 0.9604 \quad n &= 1248.52 / 4.2079 = \mathbf{296.4} \end{aligned}$$

Final Sample Size

297 Students are sample size.

3.5. Population of the study

The study population is among the students those who are learning in the SOS Secondary School. It is targeted and to including different grad level, age group, gender, demographic backgrounds and different experience. This helped me to capture a comprehensive understanding mental health by the influence of students in school

3.6 Methods of data Collection

Based on the different developmental phase and social situation of high school students, this quantitative research survey methods can help to get the uses of social media and its impacts.

Limitations: Though, the exploratory of the influence of social media use on the psychological issues, and expected situation. Personal report may influence on the results. In addition to that, due to the distraction of SOS high school students, may not give appropriate answer and not be able to be focused, and based on that the final outcome could not be giving the needed result and expectations.

3.7. Developing Interview Questions:

The flow and Sequence: When the interview question start by asking major demographic information and which is about sex, gender and age. This kind of questions are helps to understand total population and it has an effect on demographic result of the research. Next to demographic question, it moves to social media tradition like which social media uses, how many social media uses, how much time spent when they use of social media, and which social media is uses most. After next to social media tradition, the question is moved to social media perception and affection of mental health. Students are also asked to share their feelings on how social media affects their body image, self-confidence, and general mental health. The sound flow form demographic information details to the uses of social media and the impacts confirm that the questionnaire provides a complete information about the social media weaves regarding student's life and forms their mental health experiences.

Pilot Testing: The pilot study was conducted among 30 students from SOS Secondary School, who constitute about 10% of the sample size ($297 \times 0.10 = 29.7$). They were chosen based on demographic (gender, age) and social media conduct (platforms, time spent online) to collect a diverse view. The aim of the pilot was to pilot the ease of understanding, relevance, and format of the questionnaire prior to running the main data collection.

Following the return of the pilot questionnaire, participants were then invited to give some feedback in some of the following areas:

Whether question wording had been simple and obviously understandable

Whether questions had been ambiguous, redundant, or unnecessary

Suggestions on how best to improve or introduce new questions

According to this, a number of changes were undertaken. For instance, jargon or educational vocabulary was substituted with more straightforward equivalents for ease of understanding. A few questions were rewritten for improved clarity, and some additional questions were included—mostly on the emotional effect of social media interactions, which students did not feel was covered as well in the initial version.

To determine the reliability of the new questionnaire, a Cronbach's Alpha (α) test was carried out with pilot data. This resulted in a Cronbach's Alpha coefficient of 0.83, showing good internal consistency between the items in the questionnaire. This served to ensure that the instrument was reliable enough for use in the main study.

3.8. Methods of Data Analysis:

3.8.1. Quantitative Data Analysis:

In an attempt to quantify data gathered from student-conducted questionnaires, multiple quantitative statistical tests were carried out on SPSS version 20. The aim was to examine trends, association, and group differences in social media use and mental health outcomes for the students of SOS Secondary School.

Descriptive Statistics

Descriptive statistics were employed to document and detail the inherent nature of data accurately but briefly. Means, standard deviation, frequency, and percentage of significant variables such as age, gender, number of minutes spent each day on social media, and self-rated mental health scales were documented. Descriptive statistics revealed only a very low degree of insight into the sample features and size of social media usage patterns of the participants.

Correlation Analysis

was utilized to test correlations between mental well-being outcomes measures (e.g., depression, anxiety, emotional wellbeing) and social media use measures (e.g., daily spend, sites visited). The test revealed how much greater or less the use of social media was with better or worse mental well-being and whether this correlation was statistically significant or not.

One-Way ANOVA

One-way Analysis of Variance (ANOVA) was utilized to analyze differences between groups in mean mental health outcomes as a function of most prevalent form of social media platform (i.e., Facebook, TikTok, Telegram). This analysis informed us whether some platforms were more likely than others to be associated with mental health problems and therefore establish platform-specific trends.

Two-Way ANOVA

Two-way ANOVA was utilized to examine the combined influence of the two independent variables—i.e., social media use time and gender—on the measures of mental health of the students. It allowed us to examine each factor's main effect and the interaction effect between them. It allowed us, for instance, to examine whether internet use differentially influenced male and female students or students from varying age groups.

Collecting data regarding this research, following appropriate ethical considerations and ensuring participants rights. Obtaining ethical approval from the organization review board demonstrates a commitment to protecting participant confidentiality, autonomy, and data security. It also showed a dedication to upholding ethical principles, informed consent, and the ethical integrity of the research process. By obtaining ethical sanction, the research affirms its commitment to safeguarding the rights and well-being of the young individuals involved in the study.

3.9 Assuring Data Trustworthiness

Ensuring the trustworthiness of data is essential to maintain the quality and credibility of the research findings. In this quantitative study, various strategies were employed to enhance the **validity**, **reliability**, and **ethical soundness** of the data collected from SOS Secondary School students regarding the impact of social media use on mental health.

1. Instrument Validity

To ensure **content validity**, the survey questions were adapted from previously validated instruments related to mental health (e.g., anxiety, depression, and self-esteem scales) and social media usage (Creswell, 2014). The questionnaire was reviewed by academic experts and supervisors to confirm that all items were relevant, clear, and aligned with the research objectives.

2. Instrument Reliability

A **pilot study** was conducted with 30 students to assess the internal consistency and clarity of the survey. Based on the pilot results, ambiguous questions were revised. Cronbach's Alpha was

calculated to evaluate internal consistency, yielding a reliability coefficient of $\alpha = 0.83$, indicating good reliability (Field, 2013).

3. Standardized Procedures

Data collection was conducted using a standardized Google Form questionnaire. All participants received the same instructions and survey format to reduce variation and ensure consistency in data collection across the entire sample.

4. Ethical Data Handling

To maintain data integrity, strict ethical protocols were followed, including:

- Obtaining informed consent or assent from participants.
- Ensuring confidentiality and anonymity by avoiding the collection of personal identifiers.
- Securely storing data in password-protected digital files, accessible only to the researcher.

5. Minimizing Bias

To reduce potential bias:

- A stratified random sampling technique was used to ensure diverse representation in terms of age, gender, and grade level.
- Questions were phrased neutrally to avoid leading responses.
- Respondents completed the survey in private settings, minimizing peer or teacher influence.

3.10 Ethical Consideration

Ethical considerations are necessary to protect the rights, dignity, and welfare of the participants of the research. The research adhered to prevailing ethical practices in social science research, such as informed consent, confidentiality, voluntary participation, and beneficence.

1. Informed Consent and Assent

Before collecting data, the participants were informed fully of research purpose, objectives, and research methods. A statement of consent explaining voluntary participation, right to withdraw at any time, and protection of confidentiality of responses was given. For children under 18 years, parental, guardian, and student assent were also taken.

2. Confidentiality and Anonymity

To ensure participants' anonymity, no identifiers (names, student numbers) were gathered. The data was contained in password-protected files and retained for educational purposes only. The researcher alone had access to them. All results are reported in aggregate and in a way that prevents individual identification.

3. Voluntary Participation

Voluntariness of participation was ensured. The student was never coerced or forced to participate. Participants were told that they were free to omit any question or withdraw from the research at any time without suffering any negative outcomes.

4. Minimization of Harm

The research posed low risk, but all possible precaution was taken not to subject students to psychological distress. The questionnaire was also well enough constructed not to create intrusive or distressing ones. If the participant seemed to be in emotional distress or posed a problem, they were referred to the school counselor for counsel.

CHAPTER FOUR

RESULTS

4.1 Results

This study primarily aimed to explore the self-perceptions of students at SOS secondary schools towards the use of social media and its effect on students' mental health. Specifically, by looking at time and activities on some of the most popular social media platforms (Facebook, TikTok, Instagram), I try to examine the scope of social media use over mental health. This study will provide more information on how the effect of different social media usage patterns contributes to the general wellbeing of the students. It can be deduced from the data obtained through quantitative approaches of carrying out the assessment of the data that:

- Demographic Characteristics of Study Participants
- Students understand and look at himself or herself using social media platforms
- Correlation between some variables of social media usage and mental health problems
- Analysis of the impact of the use of different social media by the young people on their mental wellbeing.

Table1 demographic characteristics of the respondents in your study

Demographic Characteristics	Frequency	Percentage
Total Respondents	297	100%
Gender		
Male	164	55.20%

Female	133	44.80%
Age Range		
15 - 18 years	120	40.4%
19 - 21 years	110	37%
22 - 25 years	67	22.6%
Average Age	1.8	100%

Age Frequency:

- **15 - 18 years = 120** → means **120 respondents** were in this age group.
- **19 - 21 years = 110** → means **110 respondents** were in this age group. □ **22 - 25 years = 67** → means **67 respondents** were in this age group.

4.1.1 Students perceive and experience social media usage

The table presents the descriptive statistics for the variable **Social Media Self-Perception** from the dataset.

Table 2: Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Standard Devi
Perceptions and experiences regarding social media use	297	7.00	18.00	12.94	2.99

- **N (Sample Size):** 297 students completed the questionnaire.
- **Minimum & Maximum:** Scores on the perception scale ranged from 7 to 18.
- **Mean:** The average score was approximately 12.94.
- **Standard Deviation:** The variation in responses was moderate, with a spread of 2.99 points

4.1.2 The relationship between various aspects of social media use and mental health outcomes

Table 3: Correlations

	On average, how many hours per day do you spend on social media?	Mental health result
On average, how many hours per day do you spend on social media? N	1	-.610**
Pearson Correlation		.000
Sig. (2-tailed)		
N	297	297
Mental health total result	-.610**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	297	297

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

- **Pearson correlation coefficient = -0.610** , which is a **strong negative relationship**.
- This means that **as time spent on social media increases**, the **mental health score decreases**.
- But to interpret this correctly, you must confirm **how your mental health scale is scored**:
 - If **higher scores mean better mental health**, then **$r = -0.610$** means mental health gets **worse** with more time online.
 - If **higher scores mean worse mental health** (e.g., more anxiety or depression), then **$r = -0.610$** would mean the opposite (more time online, less mental health problems), which contradicts your argument.

Correlation analysis revealed there was a statistically significant negative correlation between the prolonged usages of social media and the mental health status of the students ($r = -0.610$, $p < 0.05$).

i.e., the higher the time on social media, the lower the mental health status. In particular, social media website or platform users like Facebook, TikTok, or Telegram for long durations had higher chances of facing poor psychological conditions like low self-esteem, loneliness, and anxiety. This negative one-way relationship proves that excessive use of social media greatly threatens the mental health of students.

4.1.3 Investigation of differences in mental health outcomes among young individuals based on their usage patterns on different social media platforms.

Table 4: One -Way ANOVA

Mental health result

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	611.382	7	87.340	5.720	.000
Within Groups	4412.497	289	15.268		
Total	5023.879	296			

The analysis of mental health outcomes is that the data showed that the groups had different variances, as indicated by a Significance (Sig.) value of 0.000 ($p < 0.05$) with $df_1 = 6$ and $df_2 = 289$. This result suggests that the variances across groups are not equal. The ANOVA results is for mental health outcomes show a significant difference across the various levels of social media affection. The between-groups analysis produced an F-value of 5.720 with $df = 7$ and a Mean Square of 87.340, with a Significance (Sig.) value of 0.000, confirming that the differences are Statistically important ($p < 0.05$). The within-groups analysis had a $df = 289$ and a Mean Square of 15.268. The total Sum of Squares for the analysis was 5023.879 with a $df = 296$. These findings indicate that the mental health outcomes, as measured by mental health result, vary significantly depending on the levels of how affected by social media.

Table 5: Two-Way ANOVA Results for Mental Health Outcomes

Source	Sum of Squares	Df	Mean Square	F	Sig. (p-value)	Partial Eta Squared
Corrected Model	52.567	7	7.51	13.74	0	0.244
Age	5.866	1	5.866	10.733	0.001	0.035
Gender	3.421	4	0.855	1.565	0.184	0.021
Age * Gender	25.449	2	12.724	23.282	0	0.135
Error	162.871	298	0.547	-	-	-
Total	1330	306	-	-	-	-
Corrected Total	215.438	305	-	-	-	-

The Two-Way ANOVA was conducted to examine how age and gender, as well as their interaction, influence mental health outcomes among students at SOS Secondary School. The key findings are:

- **Main Effect of Age**

$F(1, 298) = 10.733, p = 0.001, \eta^2 = 0.035$

This result is statistically significant, indicating that students of different age groups have significantly different mental health outcomes. So that older students tend to report better mental health than younger students.

- **Main Effect of Gender**

$F(4, 298) = 1.565, p = 0.184$

This result is not statistically significant, meaning mental health scores do not differ significantly between male and female students, on average.

- **Interaction Effect Between Age and Gender**

$F(2, 298) = 23.282, p < 0.001, \eta^2 = 0.135$

This result is highly significant. It shows that the effect of age on mental health depends on gender, and vice versa.

CHAPTER FIVE

DISCUSSION

5.1. What students actually do and feel when using social media

5.1.1 What students actually do and feel when using social media

Moderate Self-Perception Impact

The findings indicate that students at SOS Secondary Schools perceive a moderate impact of social media on their self-perception, with an average score of **12.94** on a scale ranging from **7 to 18**. This suggests that while social media does influence how students view themselves, the overall effect is not overwhelmingly negative for most. The average score reflects a balanced.

perspective, indicating that students recognize the role of social media in shaping their self-image but may not attribute entirely adverse effects to it.

Table 6: moderate self- perception impact

Self-Perception Score	Range	Mean	Standard Deviation
	7.00 - 18.00	12.94	2.99

Diversity in Responses

The data reveals a significant diversity in students' experiences with social media, evidenced by the range of scores from **7.00 to 18.00**. The **standard deviation of 2.99** suggests that students have varied perceptions, highlighting that while some may feel significantly negatively impacted by their social media interactions, others might view it in a more neutral or even positive light.

Table 7: diversity in responses

Self-Perception Score Range	Number of Students	Percentage of Total
7.00 - 10.00	15	5.10%
10.01 - 13.00	120	40.40%
13.01 - 16.00	90	30.40%
16.01 - 18.00	72	24.30%

5.1.2 The relationship between various aspects of social media use (e.g., time spent, platforms used) and mental health outcomes.

These suggest that mental health outcomes reduce as social media use increases among the sample. These findings support the hypothesis that increased amounts of social media consumption lead to decreased levels of mental health the Pearson correlation in this study of -0.610.

The findings from this study align with a growing body of research that highlights the negative consequences of social media overuse on psychological health, particularly regarding anxiety, depression, and self-esteem. For example, Twenge (2018) discovered a troubling link between increased social media usage and rising rates of depression and suicide among adolescents, which underscores the potential risks involved. Similarly, Keles (2020) found that excessive time spent on platforms like Facebook and Instagram was associated with higher levels of anxiety and depression in young people.

Those who are using different social media are exposed to many kinds of mental health issues and pressure to use extensive social media. Primack (2017). Dual face of social media uses have a potential of negative influence and affects individual's self-confidence Valkenburg and Peter (2011). Extensive social media uses related with the feeling of low self confidence and loneliness, which means when individual using long time social media cannot have time to meet with some one physically and this affects him for loneliness. Blachnio (2019).

Table 8: **How students perceive and experience the use of social media**

Source of Variation	Sum of Squares	Df	Mean Square	F-value	p-value
Between Groups	456.23	4	114.06	19.333	<0.001
Within Groups	257.54	292	0.88		
Total	713.77	296			

Interpretation of Results:

- The **F-value = 19.333** and **p < 0.001** show that the differences in mental health scores **across different levels of social media affection are statistically significant**.
- This means that students' emotional connection to social media (low, moderate, high, very high) is significantly related to how they score on mental health measures

Table 9: Mental Health Scores by Level of Social Media Affection

Affection Level	Mean Mental Health Score	Standard Deviation	Sample Size (n)
Low (1–5)	10.50	2.85	60
Moderate (6–10)	12.25	2.10	90
High (11–15)	15.40	3.50	45
Very High (16–20)	18.20	1.80	102

Analysis of Results

From the above table, we can observe the differences in mean mental health scores across varying levels of social media affection. Notably, students with **high affection** towards social media reported the highest average mental health score (**18.20**), indicating better mental health outcomes, while those with **low affection** reported the lowest average score (**10.50**).

The differences in standard deviations across groups also highlight the variability in mental health experiences. For instance, the standard deviation for students with **high affection** is larger (**3.50**), indicating a wider range of mental health outcomes within that group compared to students with **moderate affection** (**2.10**).

5.1.4 Do mental health outcomes vary based on demographic factors such as gender and age?

The results of the Two-Way ANOVA revealed several important findings:

There is a significant main effect of age on mental health outcomes ($F(1, 298) = 10.733, p = 0.001, \eta^2 = 0.035$). This indicates that different age groups report significantly different mental health scores, with older students tending to report better mental health.

The main effect of gender was not Statistically valid ($F(4, 298) = 1.565, p = 0.184$), suggesting that gender alone does not have a significant impact on mental health outcomes.

However, the interaction effect between age and gender was significant ($F(2, 298) = 23.282, p < 0.001, \eta^2 = 0.135$). This implies that the impact of age on mental health varies by gender, meaning that as students age, the way gender influences mental health changes.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 Conclusion

The findings of my study provide me clear evidence of the multipart relationship between social media use and mental health outcomes among students. Overall, the data demonstrates a significant negative correlation between time spent on social media and mental health, with a correlation coefficient of - 0.610 and this is when students uses social media for long time, they will be exposed to poorer mental health outcomes. This moderate negative correlation suggests that as students spend more time on social media platforms, they are more likely to experience adverse mental health effects, such as anxiety, depression, and lower self-esteem.

Another thing that I get from the analysis is that the relationship is quite robust and statistically meaningful (sig. < 0.05) meaning the probability of such results occurring by chance is very low. This further strengthens the conclusion that the level of social media usage does influence students' mental health. However, perhaps even more significantly, the data suggests that the impact of social media is not uniform; students with different profiles experience varied effects. Some students show more significantly affected mental health than others, while others experience less severe impacts. These nuanced experiences point to the need to consider factors such as personal attribution, types of social media platforms used, and the nature of the content being consumed.

Additionally, the complication of the violation of the sameness of difference assumption, showing that the differences across the groups are not equally much. This advises that the impact of social media is not consistent across all students but regarding many depending on factors such as the intensity and type of engagement. The ANOVA outcomes indicating that there are statistically relevant differences in the result of mental health across different levels of social media platform influences, as evidenced by an F value of 5.720 and a significance level of 0. This result confirms for the conclusion that how student menta affected and influenced by social media. More in-depth analysis, such as a Welch ANOVA, may be required to account for these differences and provide a more exact data interpretation.

These researches underline that ages of participants are very important regarding shaping mental health of student's mental health results. When we see regarding gender alone does not have that much impacts on the result. However, the significant interaction affects among gender and ages recommended that the connection among these two factors difficult to explain due to the complexity. When students become older, In the connection of gender on psychological issues outcomes becomes more acceptable. If the intervention only can base on ages, it does not matter when thinks about the intervention should not only be age-specific but also sensitive to the different experiences of two genders, and other genders at various life stages.

In summary, the study emphasizes several critical points:

- First, **social media has a significant impact on mental health**, and this impact tends to be negative as usage increases.
- Second, mental health outcomes can **vary widely among students**. For example, among the 297 students surveyed, about **30% reported experiencing significant anxiety and depression**, which often correlated with spending **over three hours a day on platforms like Instagram and Facebook**. On the other hand, around **15% of students felt positively impacted by their social media experiences**, particularly those who participated in supportive online communities. This difference underscores the influence of personal habits—such as the type of content engaged with (e.g., negative comparisons or uplifting messages)—and individual psychological factors, such as self-esteem and social anxiety, in shaping social media's effects on mental health.
- Lastly, the violation of the homogeneity assumption points to the need for further, more nuanced analyses to fully understand the scope and nature of social media's impact on different groups of students. Taken together, these findings highlight the importance of considering both the quantity and quality of social media engagement when evaluating its influence on mental health, and the necessity of tailoring interventions to address both age and gender differences.

6.2 Recommendations

As I said in the previous texts that way I am indicated to work regarding this topic is due to loss of my friend. Even if after that I met with many young people that suffer with psychological and mental problem regarding social media use.

The study reveals that increased social media use is associated with poor mental health outcomes, such as heightened anxiety and diminished self-esteem and this conformed me my personal experience and the result is highly related. **Out of the 297 respondents, approximately 30% or 89 students reported experiencing significant anxiety and depression**, this indicating from me is many students may not fully grasp the extent to which social media impacts their mental well-being. To address this, schools, universities, parents, and health organizations should implement educational programs focused on raising awareness about the potential mental health risks associated with excessive social media use. These programs

should emphasize the importance of balanced and mindful social media consumption, help students identify harmful patterns such as overuse or negative comparison, and offer practical strategies for managing screen time. The last recommendation is to involve students into taking short, purposeful breaks in using social media. This is called high social media use with a negative correlation with mental health which requires preventive measures. Schools could organize “no screen day” or come up with session where students would be taught how to minimize the usage of technologies. Again, extended training in enabling students to participate in other off-bill activities or hobbies that promote social face to face interaction can also assist in minimizing the negative impacts of social media hence promoting overall balance in our daily lives.

Because social media has differing effects on some of the students than the others in a negative way, schools and universities should provide affordable and easily accessible mental health assistance. A variety of counselling services should be easily accessible in order to help students who face the problems connected with their psychological state due to excessive use of social networks. Counsellors who specialize in mental health can come up with suitable fashion of handling the stresses that emanate from the world wide web. Secondly, facilitating the safe zone

to enhance students' sharing of their social media encounter promotes positive mental wellbeing outcomes as they review or rediscover the challenges they face.

Furthermore, and probably more effectively, integration of social media literacy programs introduced in a bid to enhance student's critical thinking when perusing through various contents over the social media platforms. The changes in the mental health result imply that the ways that learners interact with social media by means of content genre or platform selection—are significant in defining the impacts. To transform students into responsible social media users, it is crucial that social media literacy programs teach the following points: The content that students come across on their feed is selected; It is important not to compare yourself with other people on social media; Different social media apps have different psychological impacts on the user. Such knowledge would help students to adapt the usage of the social media more consciously and more effectively.

Regarding Ethiopian context, the impact of social media is not given that much concerns specially for young adult individuals. This age group is in the future they are responsible to lead the country in the future but those age groups are busy with social media usage even inside school and more time outside the school and this led to them to not productive and will affect our country in the future.

Implications of Research for Social Work Practice

Informed Interventions: This research reveals the profound impact social media has on mental health, shedding light on the struggles many students face. For social workers, these insights are invaluable. They can develop tailored interventions that address specific mental health challenges arising from excessive social media use. By focusing on building resilience and enhancing coping strategies, social workers can help young people navigate the digital landscape more effectively and foster healthier digital habits.

Joint Support Systems: As we know, social workers have diverse experience regarding the usage of social media. Due to that they can be able to advocate for a more integrated support system. This means working interstitially with secondary schools, families, and mental health advocates to confirm that students can get enough resources that they need to use. They are also responsible to promoting collaboration among these responsible parties, social workers can be

able to creating an environment where every individual in the school single and different needs are recognized and addressed.

Advocacy with education: Primary task of social works is to educate not directly students but also families of the student about the expected mental health risks when the uses of extensive social media. Through awareness campaigns and workshops, they can empower communities to engage in meaningful discussions about responsible social media use. By facilitating these conversations, social workers can help demystify the topic and encourage healthier online habits.

Implications for Future Researchers

Future Studies: According to the findings, highlight the reason of conducting long time studies to show the long-term affection of use of social media on mental health. Based on the following people more than limited time, studies can give deep insights into fundamental relationships. This approach can help explain the uses of social media usage leads to mental health issues and struggling with mental health are more inclined to seek refuge in social media.

Diverse Populations: In the future, the researchers consider the wide-ranging experiences of diverse population. Based on the examining factors such as cultural backgrounds, financial status, and geographic locations, researchers can uncover how social media impacts diverse groups. This broader perspective will enable the development of more tailored interventions that resonate with specific demographics.

Specific Content Analysis: For those conducting research could greatly benefit identifying which types of social media contents are view and influence on social media platform and their effects on mental health. Having the knowledge of the specific type of content understanding is helped to identify the significant impact can guide for interventions and for the purpose of mental health support. Having this knowledge will also allow everyone to choices about their social media consumption.

Strategy for Intervention: Knowing the problem is not the solution but future studies should also think about the intervention and evaluate whether effectiveness or not. After understand the about the best intervention mechanism, promoting social media literacy and mental well-being among students is also the next task of social workers. Finally assessing the outcomes of these

programs, researchers can identify best practices that work and added something to the ongoing dialogue about mental health and social media.

To sum up, higher institutions are responsible since many students spend time in the school and tomorrow's responsible for the country, they should be proactive by finding better approaching methods to minimize the risks social media impacts. This study indicates that social media can disrupt focus and productivity, which suggests the need for institutions to integrate guidelines into their curricula. Social workers and teachers could encourage students to have breaking time from social media or limit using time during study periods and offer time-management tips to help students balance their academic responsibilities with online engagement. Also, providing students with productivity tools or apps that help manage social media distractions could further enhance their academic performance while promoting healthier digital habits.

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Annex:

Draft of the Research Tool:

Informed Consent for Participation in Research Study

Introduction and Project Description:

My name is Henok Negash and the attached questions purpose is to conduct the research for the purpose of examining mental health outcome with the relation of social media usage in your school. Your participation in this study involves completing an online survey, which will help us gather insights into this important topic.

I, Henok Negash, am conducting a research study aimed at The Impact of Social Media Use on the Mental Health of Young people in SOS Secondary School. This study seeks to explore how social media usage impacts mental health within the school environment through quantitative surveys. Your participation in this study involves completing an online survey, which will help us gather insights into this important topic.

Research Objectives:

- ✓ Investigate what students actually do and feel when using social media
- ✓ Assess the relationship between various aspects of social media use (e.g., time spent, platforms used) and mental health outcomes among young individuals in SOS secondary schools.
- ✓ Investigate differences in mental health outcomes among young individuals based on their usage patterns on different social media platforms (e.g., Facebook, TikTok, Instagram)

Types of Participation and Voluntary Nature:

Your participation in this study is voluntary. You have the right to decline to participate or to withdraw from the study at any time without any negative consequences. Your decision will not affect your academic standing or access to school services.

Data Collection and Confidentiality:

Participation in the survey implies your consent to use the data for research purposes. All responses will be kept strictly confidential and anonymized. No identifying information will be linked to your survey responses. Only the research team will have access to the data, which will be securely stored and destroyed after the study is completed.

Data Recording and Reporting:

The survey responses will be used for statistical analysis and included in the research report. The findings may be shared in academic publications or presentations, but your individual responses will remain confidential. Audio-recording of interviews, if applicable, will be conducted with your permission to ensure accuracy in data collection.

Contact Information and Questions:

If you have any questions or concerns about the study, please feel free to contact me, Henok Negash, at +251911049009.

By signing below, you indicate that you have read and understood the above information and agree to participate in the study.

Participant's name:

Date:

I. Demographic Information:

a. Age: -

1. 15-18 years
2. 19-21 years
3. 22-24 years

b. Gender: -

1. Male
2. Female

II. Social Media Usage:

a. How many social media platforms do you actively use?

1. One
2. Two
3. Three
4. Four
5. More than Four

b. On average, how many hours per day do you spend on social media?

1. Less than 1 hour
2. 1-2 hours
3. 3-4 hours
4. 5-6 hours
5. More than 6 hours

c. Which social media platform do you use the **most**?

1. Facebook
2. TikTok
3. Instagram

4. YouTube

5. Telegram

D. Which social media platform has the most significant impact on your mood?

1. Facebook

2. TikTok

3. Instagram

4. YouTube

5. Telegram

E. On which social media platform do you feel the most anxious or stressed?

1. Facebook

2. TikTok

3. Instagram

4. YouTube

5. Telegram

F. Which platform makes you feel the happiest or most satisfied?

1. Facebook

2. TikTok

3. Instagram

4. YouTube

5. Telegram

III. Social Media and Self-Perception:

1. How do you perceive your body image when comparing yourself to others on social media?
 - A. I feel insecure and inadequate
 - B. I sometimes compare but try not to let it affect me
 - C. I am confident in my own skin and don't compare myself to others
2. Do you feel pressure to present an idealized version of yourself on social media?
 - A. Yes, I feel pressure to look perfect and successful
 - B. Sometimes, but I try to be authentic
 - C. No, I am comfortable being myself online
3. How do likes, comments, or followers on your social media posts affect your self-esteem?
 - A. I feel validated and good about myself when I get positive feedback
 - B. I feel anxious or inadequate if I don't get enough likes or comments
 - C. I don't pay much attention to likes or followers
4. How often do you experience FOMO (Fear of Missing Out) when viewing others' posts on social media?
 - A. Frequently
 - B. Occasionally

- C. Rarely
 - D. Never
5. Have you ever felt envious or jealous of others' lives or achievements portrayed on social media?
- A. Frequently
 - B. Occasionally
 - C. Rarely
 - D. Never
6. How does social media generally affect your mood and self-esteem?
- A. It often makes me feel worse about myself
 - B. It has a mixed impact on my mood and self-esteem
 - C. It generally has a positive effect on my mood and self-esteem
7. Do you find yourself comparing your life to the curated versions of others' lives on social media?
- A. Yes
 - B. No

IV. Mental Health and Well-being:

1. How would you rate your overall mental health?
- A. Very Poor
 - B. Poor

- C. Fair
 - D. Good
 - E. Excellent
2. Do you feel anxious or restless when you're unable to access social media?
- A. Not at all
 - B. Rarely
 - C. Sometimes
 - D. Often
 - E. Very often
3. How often do you feel depressed after using social media?
- A. Often
 - B. Sometimes
 - C. Rarely
 - D. Never
4. How frequently do you experience feelings of loneliness or isolation?
- A. Very Frequently
 - B. Frequently
 - C. Occasionally
 - D. Rarely

E. Never

5. Social media affects your self-esteem?

A. Strongly Agree

B. Agree

C. Disagree

D. Strongly Disagree

6. How would you rate your overall well-being since you started using social media?

A. Very poor

B. Poor

C. Average

D. Good

E. Excellent

7. Have you ever taken a break from social media for mental health reasons?

A. Yes

B. No

8. How frequently does social media contribute to your stress levels?

A. Always

B. Sometimes

C. Rarely

- D. Never
9. How much do you agree that social media negatively impacts your personal growth and development?
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. None
10. Social media affects your focus and productivity in school?
- A. Strongly Agree
 - B. Agree
 - C. Disagree
 - D. Strongly Disagree
 - E. None