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School of Graduate Studies

Institute of Agricultural and Development Studies Master's Program in Social Work

THE RELATIONSHIP OF SOCIAL MEDIA ON STUDENT ACADEMIC PERFORMANCE THE CASE OF KOKEBE TSIBH GENERAL SECONDARY SCHOOL AT YEKA SUB-CITY, ADDIS ABABA ETHIOPIA

By: Ruth Afework

Advisor: TILAHUN TEFERA (PhD)

A RESEARCH THESIS SUBMITTED TO SAINT MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES INSTITUTE OF AGRICULTURE AND DEVELOPMENT STUDIES **IN** PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTERS PROGRAM IN SOCIAL WORK

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APPROVED BY BOARD OF EXAMINERS

As members of the board of examiners, we examined this dissertation/thesis entitled. "The relationship of social media on student academic performance: the case of Kokebe Tsibh general secondary school at Yeka sub-city, Addis Ababa Ethiopia, by Ruth Afework. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the Degree of Master of Social Work in St. Mary University.

Board of Examiners:

Dean, Graduate Studies   Signature   Date

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Advisor   Signature   Date

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External Examiner   Signature   Date

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Internal Examiner   Signature   Date

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DECLARATION

This is to certify that the thesis entitled "The relationship of social media on student academic performance: the case of Kokebe Tsibh general secondary school at Yeka sub-city, Addis Ababa Ethiopia", submitted in partial fulfillment of the requirements for the grant of the Degree of Masters of Social Work in St. Mary University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during this investigation have been duly acknowledged.

Name: Ruth Afewerk

Place: Addis Ababa

Date: June 2023

ENDORSEMENT

This thesis has been submitted to St. Mary's University for examination with my approval as a university advisor

Dr. <u>Tilahun Tefarea (PhD)</u>   _____   _____

Advisor's name   Signature   Date

Acknowledgment

Acronyms and Abbreviations

AP: Academic Performance

CSA: Central Statics Agency

SM: Social Media

SNSs: Social Networking Sites

SPSS: Statistical Package for Social Sciences

GPA: Grade Point Average

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Abstract

The general objective of this research is to investigate the relationship social media has on students' Academic Performance in the case of Kokebe Tsibha General Secondary School, at Yeka sub-city, Addis Ababa, Ethiopia. The study was conducted using a mixed methods research design employed. Researcher conducted both correlation and descriptive research design. Non-random convenience sampling method technique was used to select a sample from the the study population at the school centre during the study period the sample size was calculated at the maximum allowable error of 5%, and the calculated sample size was 316. The researcher, hence, used both primary and secondary sources of data to gather relevant information. Primary data was collected using closed-ended questionnaires, interview and observation. Data was analysed using both correlation and descriptive analysis with the help of statistical software program: Statistical Package for Social Sciences (SPSS) version 27. The correlation coefficient of -0.328 between an hour of usage of Social media and academic performance suggests a negative relationship between these two variables. The study findings suggest that there is a negative correlation between the amount of time spent on social media and academic performance. This implies that as the number of hours spent on social media increases, academic performance tends to decrease. One possible explanation for this relationship is that excessive use of social media can lead to distractions and a lack of focus on academic tasks.

Key Word *Social Media, Academic Performance, Secondary School*

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CHAPTER ONE

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1. Introduction

This chapter gives highlights on the background of the study, statement of the problem, research questions, the objective of the study, the significance of the study, the scope of the study, the limitations of the study, the operational definition of the study, and organization of the study.

1.1 Background of the study

The growth of internet-based technology has significantly changed how people interact, communicate, study, and acquire knowledge. It now plays a significant role in all parts of our everyday life, including communication, education, retail, banking, and more highlighted that this influence is pervasive and has had an impact on a significant section of the linked world. (Tariq, Mehboob, Khan, and Ullah in 2012)

The internet has become the primary source of information and has created a platform for connecting millions of computers across various locations and nations, belonging to numerous enterprises, governments, research institutions, educational institutions, and other organizations. This has resulted in a highly diverse and rich medium for sharing information, exchanging ideas, and collaborating across computers and people, without being limited by physical distance or other restrictions. The internet has provided an excellent opportunity for people to work together and share knowledge, regardless of their location. People have learned that they can utilize the internet to interact with others for commercial or business objectives, to meet new people, or to reconnect with old acquaintances and long-lost relatives, as stated by Ugwulebo and Okoro in 2016. These sites were referred to as social media or social networking sites. Due to the fact that social media offers a wide variety of formats and themes and does not require a high level of computer expertise or experience; it has made engagement simpler (Sudha and Kavitha, 2016).

A collection of tools known as social media are used to construct highly interactive platforms where individuals and groups may share, collaborate on, discuss, and edit user-generated material. These platforms are made possible by a variety of internet-

based apps (Kietzmann, 2012). Additionally, according to Neal (2012), the word "social media" refers to a variety of straight forward services that anybody can use to communicate with others online, such as Facebook, YouTube, blogs, Twitter, and other platforms that let us quickly generate our own web content. According to Sivakumar (2020), social media is expanding quickly around the world, and more people and teenagers are signing up for services like Facebook, Skype, WhatsApp, and Twitter to communicate with friends, family, and complete strangers. Moreover, Kpolovie, Joe, and Okoto (2014) users have the ability to use social media in an exam context to transmit their knowledge verbally or in writing.

Social networking is now a common practice that has spread to almost every nation. Romero-Fras and Montao (2010) claim that social media technologies such blogs, micro blogs, digital films, podcasts, wikis, and social networks have witnessed a considerable rise in adoption rates over the previous several years, especially among younger generations. Because of its accessibility, speed, and reach, social media has developed into a platform where users may create, share, bookmark, and network on a large scale, according to Jha and Bhardwaj (2012).

According to Asur and Huberman (2010), social media is also establishing agendas and trends in a variety of industries, such as politics, technology, and entertainment, and is quickly altering the way that society converses. Social networking sites have become a social norm and way of life for people worldwide, particularly for teens and young adults who use these sites to communicate with their peers globally, share knowledge, reinvent themselves, and highlight their social life, as noted by Boyd in 2007.Raut and Patil (2016) indicated that the use of social media has grown rapidly [in the learning environment] and there was an increase in the use of social media by students or the education society. According to Sivakumar (2020), social media are computer-mediated tools that allow students to create, share, and exchange ideas, pictures, and videos for virtual communities and learners, enable community involvement in locating expertise, sharing content, and collaborating to build content, allow knowledge workers to expand the range and scope of their professional relationships, and allow researchers to draw from a social network of information and people. Numerous empirical studies, according to Kolan and Dzandza (2018), have demonstrated that students use social media.

Moreover, Wiley and Sisson (2006) argue that 90% percent of tertiary school students use social networks. It is also found that students use social networking sites (SNSs) for approximately thirty (30) minutes throughout the day as part of their daily routine life (Nicole, Charles, and Cliff, 2007). This shows the level at which students are using these sites and which may bring along both positive and negative effects on students as far as their academic performance is concerned. Therefore, considering the backdrop fact, this study was investigating the relationship of social media on a student's academic performance by considering the case of Kokebe Tsebah General Secondary School, Addis Ababa Ethiopia

1.2. Statement of the Problem

According to a study by Catherine U.ene (2020), senior secondary school students use social media to make new friends, chat with friends, upload their photos and videos, research their assignments and other educational materials, keep up with the latest trends and news, connect with classmates for group assignments, research a future academic career, and discuss trending topics. Moreover, Benefit of social media in schools research was done by Liccardi et al. in 2007.and find that 52% of students used some type of social media for video sharing, blogs, chatting, or wiki during class time, while 30% of students were identified to be active on social media for engagement with their peers, tutors, and friends. E-learning has developed into a potent instrument in information technology that significantly affects a student's academic achievement.

Sivakumar, (2020), also investigated how social media affects students, and the researcher came to the following conclusion: Social media use among young people worldwide, particularly school-age kids, is expanding quickly and has a negative impact on their personal and academic lives. For a number of years, the use of social media in the classroom has been a contentious issue because many parents and educators were concerned about the negative effects.

 The western world has seen positive as well as negative impacts on schools, according to various scholars. For instance, research by Wheeler, Yeomans, and Wheeler (2008) as well as Rifkin, Longnecker, Leach, and Ortia (2009) suggests that social media has beneficial effects for pupils. acknowledged four (4) key benefits of social media use by students in higher education, including: building relationships, increasing motivation for learning, providing individualized course materials, and fostering collaborative skills.

According to Khan (2009), Facebook users usually have poor academic performance. Similar to this, Englander et al. (2010) assert that social networking may be much more detrimental to kids' academic performance than its benefits. Social media also has a bad impact on students. This is demonstrated by Osharive's (2015) observation that students spend more time and attention on social media than they do on their academics, and they are unable to perform well on exams if they do not learn. Additionally, Maya's (2015) research demonstrated that media use is linked to poorer academic achievement, low self-esteem, and a lack of interest in college-focused employment. In the Ethiopian context, the following studies have deal with the influence of social media on students.

Negussie and Ketema (2014) conducted social media and the studies showed that most students use their personal laptops and smartphones to access social networking sites such as Facebook, YouTube, Imo, and others. According to the study findings, the use of social media causes students to spend the majority of their time on Facebook rather than reading or working on homework.

To summarize, Social media are growing rapidly among the young generation of the world, especially school-age students widely engaged in using social media that affect their personal and academic life. Even though numerous studies have been conducted on social media in students, very few studies have been conducted on the relationship of social media. The existing research on the effects of social media on students' academic performance was conducted in western countries. Due to a lack of literature review in the Ethiopian context, unable to conclude the positive and negative implications of social media on the academic performance of students. Thus, the present research sought to fill one of the existing knowledge gaps by exploring the relationship of social media on academic performance of students. More specifically, the study was exploring the positive and negative effects of social media on students. This research, therefore, seeks to investigate the relationship of social media on students (examine the extent of social media usage, and scrutinize the relationship between the usage of social media and academic performance) by considering the case of Kokebe Tsibah General Secondary School, Addis Ababa, Ethiopia.

1.3. Research Question

1. To what extent do High school students use social media in the case of Kokebe Tsibah General Secondary School, Yeka sub city, Addis Ababa, Ethiopia?

2. What is the significant relationship between social media usage and academic performance of students in the case of Kokebe Tsibah General Secondary School, Yeka sub city, Addis Ababa, Ethiopia?

1.4 Objective of the Study

1.4.1 General Objectives

The general objective of this research was to investigate the relationship social media has on students' Academic Performance in the case of Kokebe Tsibha General Secondary School, at Yeka sub-city, Addis Ababa, Ethiopia.

1.4.2. Specific Objectives of the Study

The specific objectives of this research are:

1. To examine the extent of social media usage by high school students in the case of Kokebe Tsibah General Secondary School, Yeka sub city, Addis Ababa, Ethiopia.

2. To scrutinize the relationship between the usage of social media on the academic performance of students in the case of Kokebe Tsibah General Secondary School, Yeka sub-city, Addis Ababa, Ethiopia.

1.5 Significance of the Study

This study is a good academic source for researchers and a way for students to know the relationship of social media on academic performance. Particularly, the study results provided information for different beneficiaries such as parents, students, teachers, media organizations, and the community at large. Moreover, it served as a source of data for schools, media organizations, institutions, and for future researchers. Generally, the study contributed to the creation of a conscious information society with the risks related to social media usage by high school students.

1.6 Scope of the Study

The study was conducted on high school students who were enrolled at Kokebe Tsibha General Secondary School in the Yeka sub-city of Addis Abeba, Ethiopia. Specifically, the study focused on students in grades 9 and 10 who attended this school. The researchers selected these grades to investigate the relationship of social media on academic performance during the early years of high school. The reason for choosing only these two grades was to examine the relationship of social media on academic performance specifically for these grades.

1.7 Limitations of the Study

The study was limited to public high school students who were capable of comprehending and evaluating issues related to social media usage. Due to constraints such as time, finances, and logistical challenges, the researcher was unable to include the perspectives of private high school students. Furthermore, it was challenging to find recent and relevant literature on the impact of social media usage on the academic performance of high school students in Addis Ababa. As a result, the study had to narrow its scope to public high school students only.

1.8 Operational Definitions of Key Terms

Social media: Social media refers to online platforms and tools that allow individuals and organizations to create, share, and exchange information, ideas, and content (Stephen, Daniel-Isiocha, O., & Jerome J. (2016)

Academic performance: Academic performance refers to the level of achievement or success that a student has attained in their academic pursuits, such as their grades, test scores, and overall academic standing. It is often used as a measure of a student's ability to learn and apply knowledge, as well as their overall potential for success in their chosen field of study. (Hattie, J. (2009)

1.9 Research Site Selection

The study was conducted at Kokebe Tseibha General Secondary School, located in the Yeka Sub-city of Addis Ababa, Ethiopia. Kokebe Tsibha General School is one of the oldest and largest public schools in the Yeka sub-city. The researcher have chosen Kokebe Tseibha General Secondary School as their research site because it is a large and well-established public school in the Yeka sub-city, which may have provided them with access to a diverse group of students.

1.10 Thesis Structure

The study was structured into five chapters. The first chapter comprised the introduction, background of the study, statement of the problem, research question, objective of the study, significance of the study, limitation of the study, and research site study. In the second chapter, the literature review was presented, which included a description of the study area, theoretical and empirical literature review, and conceptual framework. The third section covered the research methodology, which included the research design, research methods, sampling procedure, data analysis, and ethical considerations. The fourth chapter focused on the discussion and analysis of the data. The data was analysed and presented by using   tables. Finally, the conclusion and recommendations were presented in the last chapter of the thesis.

CHAPTER TWO

2.1 LITERATURE REVIEW

This chapter reviewed some of the numerous works done by scholars and researchers which are directly related to this research work.

2.2 Social media

Refers to online platforms and tools that allow individuals and organizations to create, share, and exchange information, ideas, and content. These platforms may include social networking sites, such as Facebook and Twitter, as well as video-sharing sites, such as YouTube, and photo-sharing sites, such as Instagram. The use of social media has become increasingly prevalent in recent years, with many individuals and organizations using these platforms to connect with others, share information, and promote their products or services. Stephen, D. I., Daniel-Isiocha, O., & Jerome, J. (2016).

2.3 Academic performance

Is a term used to describe a student's level of achievement in their academic pursuits. This can include a variety of factors, such as their grades, test scores, and overall academic standing. Essentially, academic performance is a measure of how well a student is doing in their studies. Grades are one of the most common measures of academic performance. They are typically assigned by teachers or professors based on a student's performance on assignments, exams, and other assessments. Test scores are another common measure of academic performance, and they are often used to evaluate a student's knowledge and understanding of a particular subject. Overall academic standing is a broader measure of academic performance that takes into account a student's grades and test scores, as well as other factors such as attendance, participation, and behavior. (Hattie, J. (2009).

2.5 Social Network and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2001) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in

particular, those born before and after 1980, use technology. Social networking and their educational uses are of interest to many researchers. Living Stone and Brake (2010) in their opinion said 'social networking sites, like much else on the internet, represent a moving target for researchers and policy makers'. Recent trends indicate that 47% of American adults use social networks. A national survey in 2009 found that 37% of online teenagers use social networking sites which increased to 555% three years later (Len Hart, Purcell, Smith and Zickuhr, 2010). It has also shown that it provides opportunity within professional education but however, there are constraints in such areas.

2.6 Constraints of Social Networking

In the past, social networking was viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and educators as frivolous time wasting and distraction from school work. Cyber bullying has been an issue of concern with social networking sites. An online survey based on 9-19 years old and above discovered that students received bullying comments online. Social networking often includes a lot of personal information posted publicly and many believe that sharing personal information and the easy communication vehicle that social networking opens the door to sexual predators. However, there is evidence of contradiction to this; 69% of social media using teens and 85% adults said people are mostly kind to one another. The national school board association reports that almost 60% of the students who use social networks talk about educational topics online and more than 50% talk about school work. Yet the vast majority of school districts have stringent rules against nearly all forms of social media during school hours. Social networking focused on supporting relationships between teachers and students which are now used for learning. Some sites like Ning-for teachers and Term wiki-learning Centre were created to support this. (Len Hart, Purcell, Smith and Zickuhr, 2010).

 Social media are also emerging as online yearbook for private and public use. It allows anyone from the general public to register and connect to others. It allows participant the opportunity for just in time learning and engagement and prescribed curriculum. Jerkins

(2006) described it as participatory culture. It creates space for learners which James (2004) suggest affinity space and dispersion of expertise and relatedness for learning.

2.7 Advantage of Social Media

1. **Access to Educational Resources**: Social media platforms provide students with access to a wide range of educational resources, including online courses, tutorials, and study materials. This can help students to supplement their classroom learning and improve their academic performance. Junco,R.(2012)

2. **Collaboration and Communication**: Social media platforms allow students to collaborate and communicate with their peers and teachers, which can help to improve their understanding of course material and enhance their academic performance. Manca,S.,&Ranieri,M.(2016)

3. **Increased Engagement:** Social media platforms can help to increase student engagement with course material, as students can interact with multimedia content, participate in online discussions, and receive feedback from their peers and teachers. Pimmer,C.,LinxenS.GröhbielU.,&Jha,A.K.(2012).

4. **Time Management**: Social media platforms can help students to manage their time more effectively, as they can access course materials and communicate with their peers and teacher from anywhere,atany time.Wang,Q.Chen,W.&Liang,Y.(2011).

2.8 Disadvantages of Social Media

1. **Distraction:** Social media can be a major distraction for students, as it can divert their attention away from their studies and reduce their productivity. Students may spend hours scrolling through their social media feeds instead of studying, which can negatively impact their academic performance. Kirschner, P. A.,Karpinski,A.C.(2010).

2. **Cyberbullying:** Social media can also be a platform for cyber bullying, which can have a significant impact on a student's mental health and academic performance. Cyber bullying can cause anxiety, depression, and other mental health issues, which can make it difficult for students to focus on their studies. Hinduja,S.,& Patchin,J.W.(2018).

3. **Sleep Deprivation**: Social media use can also lead to sleep deprivation, as students may stay update at night using social media instead of getting enough sleep. This can negatively impact their academic performance, as sleep is essential for learning and memory consolidation. Chang, A. M., Aeschbach, D., Duffy,J.F.,Czeisler,C.A.(2015)

4. Comparison and Self-Esteem Issues: Social media can also contribute to comparison and self-esteem issues among students, as they may compare themselves to their peers and feel inadequate. This can lead to anxiety and depression, which can negatively impact their academic performance. Tandoc Jr, E. C., Ferrucci, P., & Duffy, M. (2015).

2.9 Theoretical Framework

There are two main theories that most scholars considered when analyzing the use of social media by students, particularly on the internet. These are social learning theory/social cognitive theory, and dependency theory.

2.9.1 Social Cognitive Theory

The theories of social cognitive observational learning have been used in media research to study how media characterizations affect cognitive and psychological processes, and how they affect learning and observed behavior. According to the social cognitive hypothesis, people interact with media content to either learn new information or change their mental representations of information they already know. The presentation model, as stated by Bandura (2002) and cited in Lernner and Stienberg (2004), has an impact on the attributes that are noticed, learnt, or practiced. According to this viewpoint, kids who regularly watch models on social networking sites and see behaviors that are praised or not penalized are more likely to copy those behaviors. Additionally, this concept contends that media has an impact on pupils' worldviews and behaviors.

The social learning theory (Bandura, 1997) states that three factors, including the individual learner, the peer group, and the environment, can affect how well people learn. For instance, the social learning theory for behaviors, also known as social cognitive learning, supports the importance of learning through modeling and observation. To add to that, this theory essentially describes how the environmental and cognitive factors interact to influence a person's learning and behavior patterns. Individual learners, peers, and circumstances are three aspects that may have an impact on a person's learning results, according to the Social Learning Theory This theory, also known as Social Cognitive Learning, highlights the importance of learning through observation and modeling. Furthermore, it explains how environmental and cognitive

components work together to influence an individual's learning and behavior patterns (Bandura, 1997).

Social Learning Theory views learning as a social process, where individuals take the initiative to regulate their own learning and actively construct knowledge by acquiring, The Social Learning Theory posits that an individual's learning outcomes are potentially influenced by three factors: individual learners, peers, and situations. This theory, also known as Social Cognitive Learning, highlights the significance of learning through observation and modeling. It explains how environmental and cognitive components work together to shape an individual's learning and behavior patterns (Bandura, 1997).

Social Learning Theory Views Learning as a social process in which people take charge of their own education and actively create knowledge by gathering, producing, and arranging data (Yu et al., 2010). According to this hypothesis, a person's observations and interactions with peers and situations such as picking up on cultural norms, policies, and other aspects of the environment have an impact on their cognition and behavior. A person's interactions with the environment might also have an impact on their behavior. As a result, a person's interactions with peers, the social support they receive from peers, and their comprehension of context play a critical role in determining how well they learn (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012).

2.9.2 Dependency Theory

The dependence Theory analyzes how media affects society by using a dependence model that is based on how much people rely on social media. The degree of audience reliance on media information, according to Ball-Rokeach and Defleur (1976, as referenced in Alpizar, 2010), is a key consideration in comprehending how and why media messages might affect audience perceptions, feelings, or actions. According to this paradigm, the media will be more responsible for fulfilling specialized and distinctive information tasks as societies and social networking platforms progress. Dependency is defined as an association in which the satisfaction of one's need or goal is determined on the imagination of another party. This indicates that the dependency on media information is all over the place and widespread in society. Individuals need the information that they expect to be linked to their larger social world, and this is similar to social media services. Besides, the need to agree is naturally a piece of the student 's world.

This requires a student to mirror the activities of his or her peers and what is acceptable within their society. It is quite possible that students will seek out the information they need through social networking to fit in and stay connected. Moreover, to keep their relationships students talk via social networking because not only this way of conservation is socially accepted, but it also may strengthen current relationships Engaging on social media is not to depend on it, but rather fairly contribute to maintaining relationships The need is to be connected as well as to obtain advantages from social media which may direct students to be relying on a particular medium. Sun et al. (2008) pointed out that it is rational to define Internet dependency as a relation reflecting one 's dependence on the Internet to reach goals. People are dependent on the Internet as a home for information, entertainment and interpersonal connection. Researchers traditionally conceptualized media dependencies as a demonstration of one's dependence on media to have fun, course, and understanding.

2.10 Empirical Literature

2.10.1 Purpose of Social Media Usage by High School Students

Numerous studies have shown that individuals have their own motivations for engaging with social media. The most common activities on social networking sites include searching for people, browsing other users' profiles, updating one's own profile, and following other users' activities and analysing their posts. Social media has multiple facts that attract students to use it for various purposes, as indicated by various research findings Charlene et al. (2007) students primarily use social networking sites to communicate with each other (as cited in Khan, 2013, p.62). Lenhart et al. (2007) also noted that social networking websites offer a practical way for individuals to make new friends, even though the contact may be both real and unreal. Students register on these sites to expand their social circle and learn about others, but unfortunately, this often lead to virtual connections rather than in-person interactions. Mingle & Adams (2015) conducted a study on social media network participation and academic performance in senior high schools in Ghana. They found that students primarily use social media for entertainment (12.3%), chatting (30.5%), making friends (41.4%), and discussing school matters with friends (15.8%). Friendship-making was identified as the main purpose for which students use social media networks. Similarly, Morallo (2014) found that the majority of students use social media to stay connected with friends and to like/share videos. Only 17.6% of students use social media for educational purposes. In general,

students use social media to keep in touch with friends and family, watch videos, like/share images and pictures, exchange ideas and information, and access academic information.

2.10.2 Extent of social media usage on student

Social media has become an integral part of the daily lives of many students, with platforms such as Facebook, Twitter, Instagram, and Snapchat being used for communication, entertainment, and information sharing. The extent of social media usage among students has been a topic of interest for researchers in recent years, with studies examining the impact of social media on academic performance, mental health, and social relationships. Ellison, N. B., Steinfield, C., & Lampe, C. (2007) A study by Kirschner and Karpinski (2010) found that students who spent more time on Facebook had lower GPAs than those who spent less time on the platform. However, other studies have found no significant relationship between social media usage and academic performance (Junco, 2012; Pasek et al., 2009).In terms of mental health, a study by Woods and Scott (2016) found that social media usage was positively associated with symptoms of anxiety and depression among college students. Similarly, a study by Lin and Sidani (2018) found that excessive social media usage was associated with higher levels of stress and lower levels of life satisfaction among university students. On the other hand, social media can also have positive effects on students' social relationships. A study by Ellison et al. (2007) found that Facebook usage was positively associated with social capital, or the resources that individuals can access through their social networks. Similarly, a study by Manca and Ranieri (2016) found that social media usage was positively associated with social support and a sense of belonging among university students.

2.10.2 Social Media Usage and Academic Performance

Research has shown that the engagement of students and adolescents on social media can have both positive and negative impacts on their academic performance and studies. Therefore, it is important to handle their academic performance efficiently, taking into account all the factors that can affect their educational performance positively or negatively. Mehmood and Tawir (2013) noted that the use of technologies such as social media and the Internet is one of the most important factors that can influence educational performance of students positively or adversely. It is important for educators and parents to monitor and guide students' use of social media to ensure that it does not
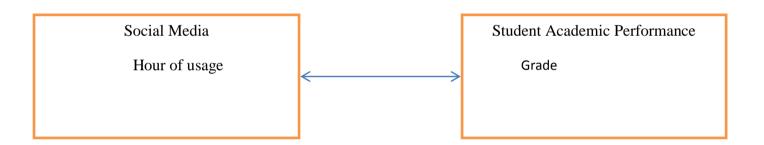
negatively impact their academic performance. Kirschner and Karpinski (2010) found a significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook non-users. Malaney (2005) found that a small percentage of students reported that their grades had suffered as a result of spending too much time on the Internet and social media networks. Mingle and Adams (2015) conducted a study among undergraduates in Nigeria and found that the majority of respondents experienced negative effects, such as poor grammar and spelling, late submission of assignments, less study time, and poor academic performance due to excessive use of social media like Facebook. Similarly, Heffner and Tara (2016) conducted a study among undergraduates at Rowan University in the USA and found that social media did not have a positive effect on students' academic achievements.

The study suggested that undergraduate students should manage and monitor their time spent using social media to avoid negative impacts on their academic performance. Junco (2012) in his article named too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. Found that time spent on Facebook and checking Facebook were negatively related to overall GPA, and time spent on Facebook is slightly negatively related to time spent studying. In addition, the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways.

Paul et al. (2012) conducted a study titled "Effect of Online Social Networking on Student Academic Performance" and found a significant negative correlation between the amount of time students spent on social networking sites (SNS) and their academic performance. The study found that as the time spent on SNS increased, the academic performance of the students decreased. These findings are consistent with the results presented in Kirschner and Karpinski's (2010) study, which demonstrated that excessive involvement or obsession with social networking among students can have adverse effects on their academic performance. Wang et al. (2011) also claimed that social media can have a significant impact on students' effectiveness and academic performance. Therefore, educators, parents, and stakeholders need to be aware of these problems and find better ways to address them to ensure that student's academic performance is not negatively impacted by social media use. It is important to note that while some studies

have found no significant relationship between social media use and academic performance, others have found a negative impact.

Negussie and Ketema (2014) study in Ethiopia and Ahmed and Qazi (2011) study in Pakistan found no significant relationship between time spent on social networks such as Facebook and students' grade point average (GPA). However, other studies have shown that social media use can have a negative impact on academic performance. It is important to consider the context and population being studied when examining the relationship between social media use and academic performance. Additionally, it is important to note that social media use can have other negative effects, such as addiction, cyber bullying, and decreased face-to-face communication skills.

Figure 1 Conceptual framework for the Relationship of social media on students' academic performance.

Social Media Hour of usage	↔	Student Academic Performance Grade

Source: The Relationship of Social Media on student Academic performance

CHAPTER THREE;

3.1 RESEARCH METHODOLOGY

This chapter reports on the research method that was used to systematically accomplish the research objectives and solve the research problems. The chapter was structured as follows: the first section explained the description of the study and research approach, the second section elaborated on the research design, the third section represented the sampling design, the fourth section of this chapter was about research data collection tools and instruments, the fifth section was about the method of data analysis, and the final section was about ethical considerations.

3.2 Description of the Study

The study was conducted in the Yeka sub-city, which is one of the eleven sub-cities of Addis Ababa, the capital city of Ethiopia. Addis Ababa is located a few miles west of the East Africa rift, which splits Ethiopia into two. The city is also home to the headquarters of the African Union and lies at an elevation of 2,200 meters (7200ft). As of the latest 2012 statistical report on the 2012 urban employment unemployment survey, the total population of Addis Ababa was Three million sixty-one thousand four hundred four. 3,061,404 (ECSA, 2012 September). The study focused on Kokebe Tsibha General Secondary School, which is located in the Yeka sub-city of Addis Ababa, Ethiopia. Yeka sub-city is situated in the north-eastern part of Addis Ababa and consists of a total of 14 Woreda. According to the sub-city statistics record, the area covered by the Yeka sub-city is around 85.46 m2, and the total population of the sub-city is 454,850, with an estimated 189,521 households. Additionally, there were 127 high schools providing services to 60,095 students enrolled in the same year. Kokebe Tsibha General Secondary School is one of the oldest and largest schools in the Yeka sub-city, located around Kebena. The school has been providing education to students from the surrounding areas since the early 2000s. It is situated in a convenient location, easily accessible to students and parents alike, and is surrounded by residential buildings. The school is also located near several shops and businesses.

3.3 Research Approach

The study was conducted; a mixed methods research design was employed. Mixed research approach is a research design that combines both quantitative and qualitative research methods. This approach is used to provide a more comprehensive understanding of a research problem by combining the strengths of both quantitative and qualitative research methods. researchers may choose to use a mixed research approach., it allows researchers to triangulate their findings by using multiple sources of data, which can increase the validity and reliability of the study, it allows researchers to explore the research problem from multiple perspectives, which can provide a more comprehensive understanding of the phenomenon being studied), it allows researchers to address both the "what" and "why" questions of a research problem, which can provide a more complete picture of the phenomenon being studied. By using both qualitative and quantitative methods, the researcher gained a more comprehensive understanding of the research problem and validated the findings, increasing credibility. Mixed methods were the most effective way to address the research questions and achieve the study's objectives (Creswell & Plano Clark, 2018).

3.4 Research Design

The researcher was conducted both Correlation and descriptive research design. According to Creswell (2014), correlational research design is useful in many fields, including psychology, sociology, and education. It can be used to investigate the relationship between variables such as age and memory, stress and health, or socioeconomic status and academic achievement. Correlational research design can also be used to identify patterns or trends in data, which can be useful in making predictions or developing theories. One of the main advantages of correlational research design is that it allows researchers to investigate relationships between two variables

Descriptive research design is used to describe the characteristics of a population or phenomenon being studied. It is often used to answer questions such as "what is happening?" or "what is the current state of affairs?" (Creswell, 2014). Descriptive research design is useful when the researcher wants to obtain a snapshot of a particular phenomenon or population, and it is often used in the initial stages of a research project to gain a better understanding of the research problem (Creswell, 2014).

3.5 Population or Universe

The target population of this study was selected public High school (grades 9th and 10th) 1500 source from school rejesteral office students who studying in the academic year of 2022/23 in Addis Ababa city. The total population for this study was selected from one public High school Kokebe Tsibha General Secondary School. The study focused only on selected public High school due to factors such as expense, time, resources and accessibility frequently prevent the researcher from gaining information from the whole population. Other reasons to focus on High school students are, the researcher selects one school for study by using the judgemental sampling method.

3.6 Sample Size

Sample size was determined using formula designed by Yamane (1967) to determine the sample size of survey respondents from the total population.

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

$$n = \frac{1500}{1 + 1500(0.05)^2}$$

$$n = \frac{1500}{1 + 1500(0.0025)}$$

$$n = \frac{1500}{1 + 3.75}$$

$$n = \frac{1500}{4.75}$$

$$n = \frac{1500}{4.75}$$

n=316

Where,

N= Population size

n= Sample size required

e= Margin of error (5%)

3.7 Sampling Method

A convenience sampling method technique was used to select the study population at the school centre during the study period. According to Babbie (2016), convenience sampling is a type of non-random sampling that involves selecting participants who are easily accessible and available to participate in the study. The sample size was

calculated at the maximum allowable error of 5%, and the calculated sample size was 316. However, to accommodate possible missing or unresponsive students, 5% of the calculated sample was added. All together, the sample size was established at 316 students who were studying at Kokebe Tsibha General Secondary School from September 2022 to May 2023. For key informative interviews, Purposive sampling is a non-probability sampling method in which the researcher selects participants based on a specific purpose or criterion. Purposive sampling was used to interview a minimum of five staff members from Kokebe Tshibha Secondary General School, including the School Director, two teachers, and one-unit leader.

3.9 Data Analysis

The data received from the respondents was analysed with the help of statistical software program: Statistical Package for Social Sciences (SPSS) version 27. The data collected from the survey questionnaire were thoroughly coded, checked for consistency, and entered into an SPSS spread sheet. Descriptive and correlation analysis techniques were employed to analyse the data, and the results were described using frequencies and percentages.

3.8 Data Collection Procedure

According to Kothari (2004:95), a researcher should consider two types of data, primary and secondary. The researchers, hence, used both primary and secondary sources of data to gather relevant information. Primary data was collected using closed-ended questionnaires. The reason why a questionnaire was used was that it was easier to handle and simple for the respondents to answer within a short period of time. Secondary data was obtained from various books, research papers, and websites. Questionnaires were used to collect quantitative data from delinquents, investigator observation with a checklist. Meanwhile, expert in-depth interviews were used to collect qualitative data. For qualitative data collection, the three main data collection tools included interviews, observation, and document review (Bhattacherjee, 2012, p.107). In this study, the above-mentioned data collection tools were used to collect information.

3.8.1 Qualitative Research Method Data Collection Tools

3.8.1.2 Interview

In this study, in-depth interviews were conducted face-to-face. A semi-structured interview guide was employed as the data collection tool during the interviews with

participants. The Amharic language was used as a means of communication between the researcher and the participants. Most interviews were conducted in a quiet environment to provide sufficient information and get participants' attention. For example, in the office, the interviews were recorded to ensure accuracy.

3.8.1.3 Observation

The systematic data collection method is based on the researcher's ability to collect sensory information" (O'Leary, 2004,). Observation was also providing an opportunity to record and analyse behaviour and interactions. Thus the researcher was observing the students by directly watching how the way they behave and interact with electronic devices. For doing this observation the researcher will use written checklists.

3.8.2. Quantitative Research Methods Data Collection Tool

3.8.2.1 Survey

The structured questionnaires were prepared in English and translated into a local language. During the data collection, the questionnaire was pretested on a portion of the total sample size. This helped to collect actual data and create a common understanding with data collection materials. The data collectors were recruited outside of the study facility to avoid bias that could have been purposely administered by those conducting data collection.

3.10 Reliability and Validity

The reliability of the data was a major concern in this study, as it was important to ensure its consistency. Therefore, the extent to which the data was the same irrespective of its source was considered to determine its reliability. To ensure good reliability and validity, the methodology used for this study was selected based on certified information from recognized institutions, rather than relying solely on subjective opinions.

According to Cohen et al. (2005), reliability can also refer to stability over similar samples that are closely matched on significant characteristics such as age and sex. This form of reliability is particularly useful in piloting tests and questionnaires. In this study, the researcher ensured the reliability of the instrument by administering questionnaires for pilot testing for 20 students who were similar to the actual participants of the study. And also the advisor commented the questioner. This helped to identify any potential

issues with the questionnaire and make necessary adjustments to ensure the reliability and validity of the data collected.

3.11 Ethical Consideration

The goal of ethics in this study was to ensure that no one was harmed or suffered adverse consequences from the research activities. To achieve this, reasonable safeguards were built in based on ethical considerations and requirements. All information received during the study was treated confidentially and solely for academic purposes, with no mention of the respondent's name.

To ensure ethical considerations were met, the following measures were taken during the research. Participants were asked for their consent to participate, and the researcher was available to answer any questions they may have had. Participants were given the right to withdraw from the research at any time without penalty. Participants were selected based on their interests, without any influence from the researcher. However, they were ethically expected not to provide inappropriate information or engage in fraudulent behaviour (John, Eugene, & Jeanne, 2012).

All necessary processes of informed consent were applied during the research work, and any data gathered was stored in a safe place to guarantee confidentiality for participants. The researcher took full responsibility for protecting all the data that was collected.

UNIT FOUR

4.1 RESULT AND DISCUSSION

This chapter presents the findings of a study on the relationship of social media usage on student academic performance of high school students at Kokebe Tsibha General School. The study included all 316 students, resulting in a response rate of 100%. The results are presented in three sections, which cover the socio-demographic characteristics of the respondents, the extent and purpose of social media usage among high school students, the relationship between social media usage and academic performance and to examine purposes of usage of social media. The findings are presented in tables for easy reference.

4.2 Demographic data of the participants

As indicated in the table, the majority of the students were between the ages 13-15 which accounted for 58.9 % and the rest were 41.9 %. This indicated that lower ages at the teenage ladder participated in the study. Regarding the gender, out of the 316 respondents, (71.2%) were female, while (28.8%) were male. And this was a good proportionality of gender to generalize the study to other populations. Regarding the level of grades, the frequency and percentage of respondents based on their grade level. Out of the 316 respondents, (56.6%) were in Grade 9, while (43.4%) were in Grade 10. The grade level distribution of the respondents is an important factor to consider when analysing the effects of social media usage on academic performance. It is possible that students in different grade levels may have different levels of academic workload and different academic goals, which may impact their social media usage and its effects on their academic performance.

As indicated in the table to the finding, students in Grade 9 may be adjusting to a new academic environment and may have a heavier workload than students in Grade 10. This may lead to more stress and less time for social media usage, which may have a positive impact on their academic performance. On the other hand, students in Grade 10 may be more familiar with the academic environment and may have more free time, which may lead to more social media usage and potentially negative effects on their academic performance.

Furthermore, the grade level distribution may also impact the respondents' extent and purpose of social media usage. Students in Grade 9 may use social media more for socializing and entertainment purposes, while students in Grade 10 may use it more for academic and career-related purposes.

Overall, the grade level distribution of the respondents is an important factor to consider when analysing the relationship between social media usage and academic performance. Further analysis and discussion can be done to explore this relationship in more detail, taking into account the different academic goals and workload of students in different grade levels.

Table 1: Demographic Characteristics of Respondents (n=316)

Variables	Categories	Respondents	
		Frequency	Percent
Age	13-15	186	58.9
	16-19	130	41.1
	Total	316	100
Sex	Male	91	28.8
	Female	225	71.2
	Total	316	100
Grade	Grade 9	179	56.6
	Grade 10	137	43.4
	Total	316	100

Source from Survey Questioner 2023

4.2 Extent of Social Media Usages

As indicated in the table out of the 316 respondents, (73.4%) reported using social media, while (26.6%) reported not using social media. Raut and Patil (2016) indicated that the use of social media had grown rapidly in the learning environment and there was an increase in the use of social media by students or the education society.

According to the table, it is not surprising that the majority of respondents reported using social media, given its pervasive use in today's culture. Social media offers opportunities for social interaction, entertainment, and information exchange, making an essential people lives However, it is interesting to note that a significant number of

respondents claimed not to use social media. This could indicate that they prefer alternative methods of communication and entertainment, or that they have concerns about the potential negative impact of social media on their academic performance.

As indicated in the table, the frequency and percentage of respondents based on the forms of media they used the most. Out of the 316 respondents, (38.0%) used Tik-Tok the most, followed by Facebook with (23.7%) respondents. (22.8%) respondents reported using none of the listed forms of media.

The results suggest that Tik-Tok is the most popular form of media among the respondents, followed by Facebook. This may be due to the popularity of short-form video content and the ease of use of these platforms. (Moreno, J. (2021, December 29). TikTok Surpasses Google, Facebook as World's Most Popular Web Domain., Moreover Anderson, M. & Jiang, J. (2022, August 10) Also Tik-Tok has become one of the most popular and influential social media platforms in the world, surpassing other platforms such as Google, and Twitter. Tik-Tok has also attracted a large and loyal user base of teens and young adults who enjoy creating and consuming short-form video. It is also important to note that the choice of media usage may vary depending on individual preferences and interests. Therefore, it is important to consider the individual differences and references of students when analysing the relationship between media usage and academic performance

It is worth noting that a significant number of respondents reported using none of the media types mentioned in the study. This could indicate that they prefer other media types or are trying to limit their media consumption. It is important to consider that the media choices made can have an impact on academic achievement. excessive use of social media platforms such as Tik-Tok and Facebook may lead to interruptions and less study time, which could have a negative effect on academic performance. Conversely, the use of educational platforms like YouTube, which provide access to instructional content,mayimproveacademiachievement.

The study's findings are consistent with global social media usage patterns, particularly among young people. It is becoming increasingly common for individuals to use social media as a means of communication, entertainment, and information exchange. However, it is important to recognize that excessive use of social media can have

negative consequences, and individuals should be mindful of their media consumption habits to ensure that they do not interfere with their academic or personal goals.

As indicated in the table the access/use of social media, out of the 316 respondents, (41.5%) reported accessing social media by getting to different areas of Wi-Fi access, followed by (35.4%) respondents who use mobile data. (23.1%) respondents reported using none of the listed methods to access social media.

The results suggested that the majority of respondents' access social media through Wi-Fi access, which may be due to the availability of Wi-Fi in public places such as cafes, libraries, and schools. The use of mobile data is also popular among respondents, which may indicate a preference for accessing social media on the go.

It is important to note that the choice of access method may have implications for data usage and cost. Excessive use of mobile data may lead to high data charges, which may be a concern for students who have limited financial resources. On the other hand, the use of Wi-Fi access may be limited to certain areas, which may restrict access to social media.

The choice of access method may also have implications for academic performance. Limited access to Wi-Fi may lead to reduced study time and limited access to educational resources, which may negatively impact academic performance. On the other hand, the use of mobile data may provide greater flexibility and access to educational resources, which may have a positive impact on academic performance.

The results suggested that the majority of respondent's accessed social media through Wi-Fi access, followed by mobile data. Further analysis and discussion can be done to explore the potential impact of these access methods on data usage, cost, and academic performance.

As indicated in the table the respondents have the main reasons for using social media. Out of the 316 respondents, (47.8%) reported using social media for entertainment, followed by (22.5%) respondents who use social media to like/share posts, images, and videos. Only (6.6%) respondents reported using social media to gain academic knowledge, while (23.1%) respondents reported using social media for none of the listed reasons. The finding was consistent with the literature by Adams (2015) that social

media usage was majority used for non-academic purposes. Moreover, Morallo (2014) stated that the purpose of the majority of students using social media is to be connected to friends and like/share videos.

The study's results suggest that the majority of respondents use social media primarily for entertainment purposes, such as watching videos, playing games, and interacting with friends. This may indicate a preference for leisure activities and a desire for social interaction among the respondents. It is noteworthy that only a small percentage of respondents reported using social media to gain academic knowledge. This may indicate a lack of awareness of the educational resources available on social media platforms or a preference for traditional educational resources such as textbooks and lectures.

It is important to recognize that social media platforms can provide access to a wealth of educational resources, including instructional videos, online courses, and academic communities. By utilizing these resources, individuals can enhance their academic knowledge and skills. However, it is also important to maintain a balance between leisure activities and academic pursuits to ensure that social media use does not interfere with academic performance.

According to the informant interview the teachers and the school staff mentioned that they did not give assignments from the Internet most of the time. Due to a variety of reasons, such as a preference for traditional teaching methods, limited access to technology, or concerns about the quality and reliability of internet-based resources. Another reason why some teachers may not use internet-based assignments is concerns about the quality and reliability of online resources. With so much information available on the internet, it can be challenging to determine which sources are accurate and trustworthy. Some teachers may worry that their students will be exposed to misinformation or biased content if they rely too heavily on internet-based resources

The choice of reasons for using social media may have implications for academic performance. Excessive use of social media for entertainment purposes may lead to distractions and reduced study time, which may negatively impact academic performance. On the other hand, the use of social media for academic purposes may

provide access to educational resources and opportunities for collaboration, which may have a positive impact on academic performance

Overall, the results suggest that the majority of respondents use social media for entertainment purposes, the potential impact of this on academic performance. It is important to consider the individual differences and preferences of students when analysing the relationship between social media usage and academic performance.

As indicated in the table how often they go online to use social media for academic activity on a daily basis. Out of the 316 respondents, (51.3%) reported spending less than 30 minutes per day on social media for academic activity, followed by (14.6%) respondents who spend more than 2 hours per day. (23.1%) respondents reported spending no time on social media for academic activity.

The study's findings suggest that the majority of respondents spend a relatively short amount of time on social media for academic activity, with over half of the respondents spending less than 30 minutes per day. This may indicate a preference for traditional educational resources such as textbooks and lectures, or a lack of awareness of the educational resources available on social media platforms, However, it is interesting to note that a significant percentage of respondents spend more than 2 hours per day on social media for academic activity. This may indicate a preference for online educational resources and a desire for flexibility and convenience in accessing educational materials. It is important to recognize that social media platforms can provide access to a wealth of educational resources, including instructional videos, online courses, and academic communities. By utilizing these resources, individuals can enhance their academic knowledge and skills. It is also important to maintain a balance between social media use and academic pursuits to ensure that social media use does not interfere with academic performance. Individuals should be mindful of their media consumption habits and prioritize their academic goals to achieve academic success.

The choice of time spent on social media for academic activity may have implications for academic performance, spending a significant amount of time on social media for academic activity may lead to distractions and reduced study time, which may negatively impact academic performance. On the other hand, spending a moderate amount of time on social media for academic activity may provide access to educational

resources and opportunities for collaboration, which may have a positive impact on academic performance.

Overall, the results suggest that the majority of respondents spend a relatively short amount of time on social media for academic activity, and further analysis and discussion can be done to explore the potential impact of this on academic performance. It is important to consider the individual differences and preferences of students when analysing the relationship between social media usage and academic performance.

As indicated in the table average number of hours the respondents spent on social media daily, out of the 316 respondents, (47.2%) reported spending more than 2 hours per day on social media, followed by (23.1%) respondents who reported spending no time on social media. Only (2.5%) respondents reported spending 1-2 hours per day on social media, while (19.0%) respondents reported spending less than 30 minutes per day. According to young (2004), if the social media usage was more than 1 hour per day, it was considered that high usage of social media.

The findings of the study suggest that a considerable proportion of the respondents spend a significant amount of time on social media on a daily basis. Specifically, almost half of the respondents reported spending more than 2 hours per day on social media, which may indicate a preference for leisure activities and a desire for social interaction. However, it is noteworthy that only a small percentage of respondents reported spending a moderate amount of time on social media, which may suggest a lack of interest in this activity or a preference for other leisure activities.

The choice of time spent on social media may have implications for mental health and well-being. Spending a significant amount of time on social media may lead to negative effects such as anxiety, depression, and social isolation. On the other hand, spending a moderate amount of time on social media may provide opportunities for social connection and support, which may have a positive impact on mental health and well-being.

According to the key informant interview the participants recommended that students limit their social media use and prioritize their academic responsibilities. A good rule of thumb is to allocate a specific amount of time each day for social media use, such as 30 minutes to an hour, and to use this time as a break or reward after completing academic

tasks. It is also important for students to be mindful of the type of social media use, as passive scrolling and mindless browsing can be more detrimental to academic performance than active engagement and collaboration.

Finally, the results suggest that a significant percentage of respondents spend a considerable amount of time on social media daily, and further analysis and discussion can be done to explore the potential impact of this on mental health and well-being. It is important to consider the individual differences and preferences of users when analysing the relationship between social media usage and mental health.

As indicated in the table the frequency and percentage of respondents based on their cumulative grade point. Out of the 316 respondents, (48.1%) reported having a cumulative grade point of less than 50%, followed by (20.9%) respondents who reported having a cumulative grade point between 51% and 65%. Only (8.9%) respondents reported having a cumulative grade point between 86% and 95%, which is the highest category in the table. The findings presented in the table indicate that a significant proportion of the respondents have a cumulative grade point below 50%. This is a cause for concern as it suggests that a large number of students may be struggling academically. The fact that only a small percentage of respondents reported having a cumulative grade point between 86% and 95% further highlights the need for academic support and intervention.

A low cumulative grade point can have serious implications for a student's future academics; it may limit their options for further education or employment. The findings also suggest that there may be underlying factors contributing to the low cumulative grade point, such as a lack of study skills, poor time management, or personal issues. The findings presented in the table indicate that a significant proportion of the respondents have a cumulative grade point below 50%, which is a cause for concern. A study by Kirschner and Karpinski (2010) found that students who spent more time on social media had lower GPAs than those who spent less time on social media. Similarly, a study by Junco (2012) found that students who used Twitter and Facebook while studying had lower GPAs than those who did not use social media during study time.

Table 2: *Extent of Social Media Usage in High School Students and Uses age Social Media?(n=316*

Variable	Categories	Respondents	
		Frequency	**Percent**
Social media users	Yes	232	73.4
	No	84	26.6
Type of media used	Face book	75	23.7
	What's Up	3	0.9
	Tik-Tok	120	38
	Telegram	19	6
	YouTube	25	7.9
	Other	2	0.6
	None	72	22.8
How social media they access	By getting to different areas of Wi-Fi Access	131	41.5
	Mobile Data	112	35.4
	None	73	23.1
Main reseans for social media usage	To gain academics knowledge	21	6.6
	To have entertainment	151	47.8
	To like /share the post image and video	71	22.5
Avarage usage of social media in hours	less than 30 min per day	60	19
	30 min per day	26	8.2
	1-2 hours per day	8	2.5
	more than 2 hours per day	149	47.2
	None	73	23.1
How long usage of social media for academic purpose	Less than 30 min per day	162	51.2
	None	73	23.1
	1 hour per day	28	8.9
	1-2 hours per day	7	2.2
	More than 2 hours per day	46	14.6
Cummulative garde point	Less 50%	152	48.1
	51%- 65%	66	20.9
	66%-75%	24	7.6
	76%-85%	46	14.6
	86-95%	28	8.9

Table 3: *Relationship between times spent in hours and academic performance of students.*

Correlations		Usage of hours for social media per day	Students performance
Usage of hours for social media per day	Pearson Correlation	1	-.328**
	Sig. (2-tailed)		.000
	N	316	316
Students performance	Pearson Correlation	-.328**	1
	Sig. (2-tailed)	.000	
	N	316	316
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation coefficient of -0.328 between hour of usage Social media and academic performance suggests a moderate negative relationship between these two variables. The study findings suggest that there is a negative correlation between the amount of time spent on social media and academic performance. This implies that as the number of hours spent on social media increases, academic performance tends to decrease. One possible explanation for this relationship is that excessive use of social media can lead to distractions and a lack of focus on academic tasks. Additionally, social media use may interfere with sleep patterns, which can also negatively impact academic performance.

While the results suggest a relationship between hour of social media usage and academic performance, it is possible that other factors may be contributing to this relationship. The students who spend more time using social media may also be more likely to engage in other behaviours that negatively impact academic performance, such as procrastination or poor time management.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATION

5. 1 Conclusion

The study focused on the relationship of social media on student academic performance in Kokebe Tsibha General School, located in the Yeka sub-city, Addis Ababa, Ethiopia. The objectives of the study are to investigate the relationship of social media on student academic performance in Kokebe Tsibha General School, located in the Yeka sub-city, Addis Ababa, Ethiopia. Specifically, the study seeks to examine the relationship of social media on academic performance during the early years of high school, focusing on students in grades 9 and 10 who attend this school. To achieve this objective, an institutional-based cross-sectional study was conducted among 316 students who were selected using a. The study utilized a pretested questionnaire to collect data from students and key informants through interviews. The collected data were analyzed using SPSS and presented in tables and narration.

The Finding of this study indicates that high school students use social media. They spend a lot of time on several media platforms, such as TikTok (38.0%), Facebook (23.7%), and. A smaller percentage of participants use other media platforms like WhatsApp, Telegram, YouTube, and others outside of class hours to meet their various online communication needs, such as mobile (cellular) data or accessing Wi-Fi in various public places. The results of the current study indicate that high school students use social media extensively, averaging 1-2 hours each day during study time. The correlation coefficient of -0.328 between an hour of usage of e Social media and academic performance suggests a negative relationship between these two variables. This means that as the number of hours spent using social media increases, academic performance tends to decrease. This finding is consistent with previous research that has shown a negative correlation between usage of social media and academic performance. One possible explanation for this relationship is that excessive use of social media can lead to distractions and a lack of focus on academic tasks. While the results suggest a relationship between hours of social media usage and academic performance, it is possible that other factors may be contributing to this relationship. The students who spend more time using social media may also be more likely to engage in other behaviors that negatively impact academic performance, such as procrastination or poor

time management. Social media could negatively affect students' study schedules, study habits, and academic performance, but if the students are self-disciplined by devoting a short amount of time to their studies, their academic performance might not be negatively impacted. This result also has a similarity with the response of the effect of social media usage on the academic performance of high school students. The present study finding indicated that the effect of social media usage on the academic performance of high school students has negative impact on student academic performance.

5.2 Recommendations

This section presents recommendations drawn from the findings of the study. The recommendations focus on strategies that may be considered by the Government schools and parents.

- To mitigate the negative effects of the media in particular on youth students, the government should be in charge of establishing and implementing community awareness programs about safe social media usage, harm minimization, and related assistance programs.

- The Government should subsidize appropriate alternatives like sports, recreation, and education facilities that will encourage educational, social, and physical activities in the community. This will help to minimize the adolescents 'spending their study time on different social media forms.

- Teachers should guide students on how to use social media for academic activities as well as other technology inputs for productive education. High schools should develop and activate student awareness programs concerning safe social networking usage to minimize the harmful effects of social media usage. School teachers can also play a role in controlling the effects of social media on student academic performance.

- Overall, teachers can help students develop healthy social media habits and promote academic success by setting expectations, monitoring usage, and incorporating social media into their teaching practices.

- The parents in general should play a great role in aware of their children to spend appropriate time on social media. Parents should follow up the experience of their child's social media usage and academic performance in order to help their

children's should not be influenced by the excessive use of social media which would affect the child's academic performance. If it is possible, the academic institutions that are directly responsible for the students 'academic performance may regulate social media usage by providing strict rules and regulations in using social media in way of students use wisely by focusing and improving their education

- Parents can monitor their child's social media usage to ensure that they are not spending too much time on it or engaging in inappropriate behavior.

- Parents should be Encourage to breaks their child to take breaks from social media and engage in other activities that promote academic success, such as reading, studying, or participating in extracurricular activities.

- Finally I suggest that future researchers investigate the correlation between social media usage and student behavior.

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Dear participant, I would like to invite you to take part in a research study Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is unclear or if you want more information. Take time to decide whether or not to take part.

My name is _____; I am a student of Master of social work in ST. MARY UNIVERSITY. I am here to study the relationship of social media on Student Academic Performance, Addis Ababa, Ethiopia: 2023. The purpose of this study is to generate the information necessary for strengthening the program done in the sub-city and for planning the problem and also to make possible amendments for programmers and policymakers. Therefore, your participation and genuine response is important for the achievement of the objectives of the study. Here; I have some questions to be responded to by you. Some of the questions are personal and some people may find it difficult to answer. Your answers are completely confidential. Your name will not be written on this form and will never be used in connection with any of the information you give. Participate by answering the questions that I am going to provide you strictly on a voluntary basis. However, your honest answers are crucially important for my understanding of the effects of social media on student academic performance.

This study is prepared by ST. MARY UNIVERSITY, the Department of social work for post-graduate for the fulfilment of a Master of social work.

I will study to assess the relationship of Social Media on Student Academic Performance the case of Kokebe Tsibha General School, Addis Ababa, Ethiopia:. I have been informed that the purpose of the study is to generate information and to help inform. I have been informed that I am going to respond to the questions forwarded by the researcher on a voluntary basis. I have been informed that the information I give is used only for the purpose of the study and it is kept confidential. I have also been informed that you can refuse to respond to questions in which you are not interested and also to stop participating in the study at any time in the process

Appendix III Questionnaire Survey

 I am a postgraduate student at St Mary University. My thesis topic is "The Relationship of Social Media on Students' Academic Performance in the Case of Kokebe Tsibha General School." This research is being conducted in order to complete a master's degree in social work at St. Merry University.

Dear Respondent, the purpose of this questionnaire is to gather your exact feelings for each topic, which makes my study appear thorough; therefore, I sincerely request that you fill out the questionnaire honestly. The researcher will respect the respondent's and participants' privacy.

I sincerely appreciate your time and consideration in advance.

General Instruction

To achieve the questionnaire's aim please fill out the overall questions. You are requested to follow the instruction

- ✓ No need of writing your name
- ✓ There is no right or wrong answer to exact fact-related questions like background information

Demography information

This part of the questionnaire included personal information or respondent please read carefully and tick the appropriate choice for each statement or fill out the blank space

1 Age   A 13-15

              B 16-19

2 Sex   A Male

            B Female

3 Level of Grade   A Grade 9

                  B Grade 10

Social Media Usage

This Part of the questionaries' is to gather information about for what purpose you use social media as well as to what extent

1 Do use Social media

A Yes

B No

2 Which forms of media do you use the most?

A. Face book

B. What's Up

C. TikTok

D . Telegram

E. YouTube

Any others-_____

3 How do you usually access /use social media?

 A . By getting to different areas of Wi-Fi Access

B .   Mobile Data

4 What are the main reasons for using social media

A. To gain academics knowledge

B. To have entertainment

C. To like /share   the post image and video

If any other ---------------- --------------------

5. How often do you go online to use social media for the purpose of academic activity on a daily?

A. less than 30 min per day

B. 1 hour per day

C. 1-2 hours per day

D. More than 2 hours per day

6 on average how hours do you spend on social media daily?

A. less than 30 min per day

B. 30 min per day

C. 1-2 hours per day

D. more than 2 hours per day

7 What is cumulative Grade Point

A less 50%

B 51%-65%

C 66%-75%

D 76%-75%

E 76%-85%

F 86%-95%

Social Media Usage and Academic Performance

This Part questionnaire focuses on the identification of the level of social media usage and the effect of social media usage on student's academic performance from the viewpoint of the respondent please respond to the following question by putting on your respondent

Note 1   Strongly Agree

2   Agree

3   Neutral

4   Disagree

5   Strongly Disagree

No	Item	Responses				
		1	2	3	4	5
1	I spent more time using social media rather than reading academic books?					
2	I realize that staying online is longer than intended?					
3	Spending much time on social media is a serious problem that affects my education?					
4	There is no improvement in my grades since I began to use social media?					
5	Social Media has a negative effect on my academic performance because it distracts me from my studies?					
6	I spent time on social media chatting, calling, sharing, and liking, watching video?					
7	The Usage of Social Media Influence my homework time?					
8	Social media cannot be used for educational purposes?					
9	I use social media to facilitate academic activity through an interchange of ideas with my friends?					

10	Using social media improves my academic success in general?					

Appendix IV: In-depth interview

In-depth interview with the school director, teachers, and unit leader

This study aimed to gather data on the impact of social media usage on the academic performance of high school students. The information provided by the participants was kept confidential and was used solely for study purposes. If the participants were willing to participate in the interview, they were asked some questions about their social media usage. It was hoped that they would have participated in the interview since their experience and views were crucial to the study.

1 What is the frequency and extent to which teachers are utilizing online resources to assign homework and other academic tasks to their students?

2 What are the patterns and trends in the use of mobile phones by students in the classroom, and how do these vary across different age groups, academic levels, and subject areas?

3 What is the effect of social media usage on academic performance? (Either positive or negative relationship)

4 What would you suggest to be a reasonable number of hours' students spend on social media (per day) without affecting their academic performance?

Appendix V: Observation Checklist in the study time

No	Observation in the Study Time	Remark
1	Social media usage	
2	Academic performance	
3	Study habits	
4	Classroom behavior	
5	Teacher perceptions	

አጠቃላይ መረጃ

አጠቃላይ መረጃ ለተሳታፊዎች

ውድ ተሳታፊ ፣ በምርምር ጥናት ውስጥ እንድትካፈሉ ጋብዣለሁ ፣ ከመምረጥዎ በፊት ምርምር ለምን እየተደረገ እንደሆነ እና ለእርስዎ ምን እንደሚካትት መገንዘብ ያስፈልግዎታል ፡፡ እባክዎን የሚከተሉትን መረጃዎች በጥንቃቄ ለማንበብ ጊዜ ይውሰዱ ፡፡ ያነበቡት ማንኛውም ነገር ግልፅ ካልሆነ ወይም ተጨማሪ መረጃ የሚፈልጉ ከሆነ ጥያቄዎችን ይጠይቁ ፡፡ ለመሳተፍ ወይም ላለመሳተፍ ለመወሰን ጊዜ ይውሰዱ ፡፡ ስሜ ሩት አፈወርቅ ነው፡፡ ቅድስተ ማርያም ዩኒቨርስቲ የማህበረሰብ ስራ የድህረ ምረቃ ተማሪ ነኝ ፡፡

"በኮከብ ፅብሃ አጠቃላይ ትምህርት ቤት ጉዳይ ላይ ማህበራዊ ሚዲያ በተማሪዎች የአካዳሚክ አፈፃፀም ላይ ያለውን ትስስር ነው፡፡ በ 10/09/2015 ፡፡"በኮከብ ፅብሃ አጠቃላይ ትምህርት ዓ.ም በየካ ክፍለ ከተማ አዲስ አበባ ኢትዮጵያ፣ ለማጥናት እዚህ መጥቻለሁ ፡፡ ስለሆነም ለጥናቱ ዓላማዎች መሳካት የእርስዎ ተሳትፎ እና እውነተኛ ምላሽ አስፈላጊ ነው ፡፡ እዚህ በእናንተ መልስ የምትሰጥባቸው አንዳንድ ጥያቄዎች አሉኝ ፡፡ ከጥያቄዎቹ መካከል የተወሰኑት ጥያቄዎች ግለሰባዊ መረጃን የሚጠይቁ ስለሆኑ አንዳንድ ሰዎች ለመመለስ ይቸገራሉ፡፡ የእርስዎ መልሶች ሙሉ በሙሉ ምስጢራዊ ናቸው ፡፡ ስምህ በዚህ ቅጽ ላይ አይፃፍም እና ከምትሰጣቸው ማናቸውም መረጃዎች ጋር በጭራሽ ጥቅም ላይ አይውልም ፡፡ እኔ ላቀረብኳቸው ጥያቄዎች መልስ በመስጠት ይሳተፉ ፡፡ በፍቃደኝነት ላይ የተመሰረተ ነው ፡፡ መጠይቆችን / ቃለ መጠይቆችን ለመሙላት ቢበዛ 10 ደቂቃዎችን ይወስዳል፡፡

ይህ ጥናት በቅድስተ ማርያም ዩኒቨርስቲ የተዘጋጀው ለድህረ ምረቃ የማህበረሰብ ስራ ክፍል ነው ፡

"በኮከበ ፅብሃ አጠቃላይ ትምህርት ቤት ጉዳይ ላይ ማህበራዊ ሚዲያ በተማሪዎች የአካዳሚክ አፈፃፀም ላይ ያለው " በየካ ክፍለ ከተማ አዲስ አበባ ኢትዮጵያ 10/09/2015 ዓ.ም በየካ ክፍለ ከተማ አዲስ አበባ ኢትዮጵያ፣ የሚያገለግል መረጃ ለማመንጨት እንደሆነ ተነግሮኛል ተመራማሪው በፈቃደኝነት የተመሰረተ ጥያቄዎች ምላሽ ለመስጠት እንደምችል ተገለፃልኛል ፡፡ እኔ የምሰጠው መረጃ ለጥናቱ ዓላማ ብቻ ጥቅም ላይ እንደሚውል እና ሚስጥራዊ ሆኖ እንደሚቆይ ተነግሮኛል ፡፡ ፍላጎት ለሌለህባቸው ጥያቄዎች መልስ ለመስጠት እምቢ ማለት እንደምችል እንዲሁም በሂደቱ ውስጥ በማንኛውም ጊዜ ጥናቱ ላይ መሳተፉን ማቆም እንድችል ተነግሮኛል ፡፡

ተሳታሬው ተስማምተዋል

- አዎ
- እይ

የቅድስት ማርያም ዩኒቨርሲቲ የድህረ ምረቃ ተማሪ ነኝ፡፡ የእኔ የመመረቂያ ርዕስ "በኮከብ ዕብሃ አጠቃላይ ትምህርት ቤት ጉዳይ ላይ የማህበራዊ ሚዲያ በተማሪዎች የአካዳሚክ አፈፃፀም ላይ" ነው፡፡ ይህ ጥናት እየተካሄደ ያለው በቅድስት ማርያም ዩኒቨርሲቲ በማህበረሰብ ስራ የማስተርስ ዲግሪውን ለማጠናቀቅ ነው፡፡

ውድ ምላሽ ሰጪ፣ የዚህ መጠይቅ አላማ ለእያንዳንዱ ርዕስ ያለዎትን ትክክለኛ ስሜት ለመሰብሰብ ነው፣ ይህም ጥናቱን በደንብ እንዲታይ ያደርገዋል፡፡ ስለዚህ መጠይቁን በቅንነት እንድትሞሉ ክልቤ እጠይቃለሁ፡፡ ተመራማሪው የተመልካቹን እና የተሳታፊዎችን ግላዊነት ያከብራል፡፡

አስቀድሜ የእርስዎን ጊዜ እና ግምት ክልብ አደንቃለሁ!

ክፍል 1 አጠቃላይ የግል መረጃ

የዚህ ክፍል መጠይቅ የተማሪዎችን የግል መረጃዎችን ያካትታል፡፡ ከተዘረዘሩ አማራጮች ተገቢዉን ምላሽ የያዘውን ክፍል **በማክበብ** ምላሾችን እንድታሳዉቁን ስንል በትህትና እጠይቃለሁ፡፡

ተቁ	ጥያቄ	መልስ
1	እድሜ	1. 13-15 2. 16-19
2	ያታ	1. ወንድ 2. ሴት
3	የክፍል ደረጃ	1 9ኛ ክፍል 2 10ኛ ክፍል

ክፍል 2 የመሰናዶ ተማሪዎች ማህበራዊ ሚዱያ ለመጠቀም የሚያዉለትን የጊዜ መጠንና ዓላማ ለመለካት የተዘጋጁ ጥያቄዎች፡፡ ተገቢዉን ምላሽ የያዘውን ክፍል **በማክበብ** እንዴት-ተተባሩ በአክብሮት እጠይቃለሁ፡፡

1. በማኅበራዊ ድረ ገጾች ይጠቀማሉ?
   1. አዎ
   2. አይ

2. ማህበራዊ ሚዱያዎች ዉስጥ አብዛኛዉን ጊዜ የምትጠቀመዉ/ምዉ የትኛዉ ነዉ ከአንድ በላይ መምረጥ ይቻላል ?

1. ፌስቡክ

2. ዋትስአፕ

3. ቲክቶክ

4. ቴሌግራም

5. ዮትዩብ

3. አብዛኛዉን ጊዜ ማህበራዊ ሚዲያን እንዲት ይጠቀማሉ(አብዛኛዉን ጊዜ የሚጠቀሙትን ይምረጡ)?

1. ዋይፋይ(Wi-Fi) ወድሚገኝበት አከባቢ

2. በሞባይል ዳታ

4. እባክዎን ማህበራዊ ሚዲያ የሚጠቀሙበትን ተገቢ ምክንያት ይምረጡ?

1. እኔ ማህበራዊ ሚዱያ ትምህርታዊ ዉቀትና መረጃዎችን ለማግኘት እጠቀማሁ

2. እኔ ማህበራዊ ሚዱያ ለመዝናናት እጠቀማለሁ

3. ቪድዎችንእና ፎቶግራፍ ለማጋራት እና የሌሎችንህሳብ ለመድገፍ

5. ማህበራዊ ሚዱያ ለትምህርት ዓላማ ለመጠቀም በየዕለቱ ምን ያህል ስዓት በመስመር(online) ላይ ያሳልፋሉ?

1.በቀን ከ30 ደቂቃ በታች

2.በቀን ከ1 ስዓት

3.በቀን ከ1-2

4.በቀን ከ2 ስዓት በላይ

6. አጠቃላይ በአግካይ በየዕለቱ ምን ያህል ጊዜ በማህበራዊ ሚዱያ ላይ ያሳልፋሉ?

1.በቀን ከ30 ድቂቃ በታች

2. በቀን ከ1-2 ስዓት

3. በቀን ከ30 ደቂቃ እስከ 1 ስዓት

7. ያሁኑ የክፍል ነጥብ ስንት ነው?

1 ያነሰ 50%

2 51%-65%

3 66%-75%

4 76%-75%

5 76%-85%

6 86%-95%

ክፍል 3 ማህበራዊ የሚዱያ አጠቃቀምና የትምህርት ዉጤት

ይህ የመጠይቁ ክፍል በዋናነት የሚያተኩረዉ ማህበራዊ ሚዱያ አጠቃቀም በተማሪዎች ዉጤት ላይ የሚያመጣዉን ተጽእኖ በተማሪዎች እይታ ልምየት ነዉ። እባክዎ የእርስዎ ተመራጭ ምላሽ ላይ "√" ምልክት በማዴረግ ሚከተለ ጥያቄዎች ምላሽ ይስጡ።

ተ.ቁ	ጥያቄ	ምላሽ				
		1	2	3	4	5
1	እኔ ከማንበብ ይልቅ ማህበራዊ ሚዱያ በመጠቀም ብዙ ሰዓት ነዉ ማሳልፌዉ?					
2	በመስር(online) ላይ የማሳልፍዉ ካቃድኩት ቆይታ በላይ እያሳለፍኩ እንድሆነ እገነዘባለሁ?					
3	በማህበራዊ ሚዱያ ላይ ብዙ ሠዓት ማባከን በትምህርቴ ላይ ተፅዕኖ ያሀዉ ዋነኛ ችግር ነዉ?					
4	በማህበራዊ ሚዱያ ላይ ብዙ ሰዓት ስለባክን የትምህርት ዉጤቴ ዝቅተኛ ነዉ?					
5	ማህበራዊ ሚዱያን መጠቀም ከጥናቴ ስለሚያዘናጋ በትምህርት ዉጤቴ ላይ አለታወዊ ተፅዕኖ ያሳዴርብኛል?					
6	በማህበራዊ ሚዱያ በማዉራት፣ በመድወል፣ በማጋራት እና የሌሎችን ሃሳብ በመድገፌ ጊዜዬን እባክናሁ?					
7	ማንበራዊ ሚዱያ ስጠቀም የቤት ስራ ትምህርቴ ላይ					

	ተጽዕኖ ያሳዬራል					
8	በአጠቃላይ ማህበራዊ ሚዱያዎች ትምህርት ዓላማዎች ጥቅም ላይ አይውል					
9	ከንዮቾቹ ጋር ሃሳብ በመዋወጥ ትምህርታዊ እንቅስቃሴዎችን ሯማቀናጀት ማህበራዊ ሚዱያ እጠቀማሁ					
10	ማህበራዊ ሚዱያ መጠቀም ትምህርቴ ጠቃሜ ነዉ					

ከትምህርት ቤቱ ዳይሬክተር፣ መምህራን እና የክፍል መሪ ጋር ጥልቅ ቃለ ምልልስ

ይህ ጥናት የማህበራዊ ሚዲያ አጠቃቀም በሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች የአካዳሚክ አፈፃፀም ላይ ስላለው መረጃን ለመሰብሰብ ነዉ፡፡ ያቀረቡት መረጃ በሚስጥር ይጠበቃል እና ለጥናት ዓላማ ብቻ ጥቅም ላይ ይውላል፡፡ በዚህ ቃለ መጠይቅ ላይ ለመሳተፍ ፈቃደኛ ከሆንክ ስለማህበራዊ ሚዲያ አጠቃቀም አንዳንድ ጥያቄዎችን ልጠይቅህ እፈልጋለሁ፡፡ ልምድዎ እና እይታዎ በጣም ወሳኝ ስለሆነ በዚህ ቃለ መጠይቅ ላይ እንደሚሳተፉ ተስፋ አደርጋለሁ፡፡

1 አስተማሪዎች ከኢንተርኔት አገልግሎት የሚሰጡት ስንት ጊዜ ነው?

2 በክፍል ውስጥ ስንት ተማሪዎች ስልክ ቁጥራቸውን ይጠቀማሉ?

3 የማህበራዊ ሚዲያ አጠቃቀም ከአካዳሚክ አፈጻጸም ጋር ያለው ተዕዕኖ ምንድነው? (አዎንታዊ ወይም አሉታዊ ግንኙነት

4 ተማሪዎች በአካዳሚክ ውጤታቸው ላይ ተጽእኖ ሳያሳድሩ በማህበራዊ ሚዲያ (በቀን) የሚያጠፉት ምክንያታዊ የሆነ የሰአታት ብዛት እንዲሆን ምን ይጠቁማሉ