



**Effect of Social Media Usage on the Psychological Wellbeing and Academic  
Performance among graduating Students at Debre Berhan University,  
Ethiopia**

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Debre Berhan, Ethiopia

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**Thesis Approval Sheet**

The undersigned confirm that we read the Master of Arts in Developmental Psychology thesis,  
"Impacts of Social Media Usage on Psychological Wellbeing and Academic Performance among  
graduating Students of Debre Berhan University, Ethiopia."

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The exact wording of the title of the thesis as appearing on the copies submitted for examination:

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among graduating Students at Debre Berhan University, Ethiopia**

I hereby declare that this is entirely my own work and has not been submitted as an exercise for the award of a degree at this or any other University.

Name: Begosew Asnakew

Signature \_\_\_\_\_

Date January 2024

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## Impact of Social Media Usage on Psychological Wellbeing and Academic Performance

### ABSTRACT

*The purpose of this study was to examine the impact of social media usage on graduating student's psychological wellbeing and academic performance at Debre Berhan University. A cross sectional descriptive survey research involving quantitative approach was employed. The participants were 321 graduating regular students (201 males & 120 females). Social media usage, psychological wellbeing and academic performance inventories were used to analyze the research objectives. In the study four research objectives were identified to examine if (1) there was significant correlation between students social media usage, psychological wellbeing and academic performance (2) social media usage predicts student's psychological wellbeing and (3) social media usage influences students' academic performance. The descriptive and inferential statistical analyses were used for the interpretation of the collected data. The correlation result revealed that there was association among social media usage, psychological wellbeing and academic performance. Multivariate analysis of partial eta squared also indicated that social media usage had significantly positive influence on psychological wellbeing. With regard to the influence of social media usage on academic performance multivariate analysis revealed a statistically significant positive influence ( $F(8, 278) = 2.03, p = .000$ ; Wilks' Lambda = .165; partial eta squared = .202). Based on the results, it was recommended that university instructors and parents of the students should make awareness to decrease the negative impacts social media usage on students psychological wellbeing and academic performance and in turn to bring for positive influence to a level that benefit students.*

Keywords: Social Media, Social Media usage, Psychological Wellbeing, Academic performance.

## CHAPTER ONE

### Introduction

Social media usage has increased in recent years (Kemp, S., Miró-Llinares, F., & Moneva, A., 2020). Social media is any online tools that facilitate interaction between persons by providing opportunities to share information (Hamid, S., Ijab, M., Sulaiman, H., Md. Anwar, R., & Norman, A., 2017). Persons may use social media for different purpose, such as entertainment, communication, for academic knowledge and searching for information. Particularly adolescents and young adults are giving more time for the use of social media and games (Twenge, 2019).

Thus, there are great concern regarding the possible influences associated with social media usage (Hamid et al, 2017), specifically on psychological wellbeing (Chatterjee , K., Chng, S., Clark, B., Davis, A, De Vos, J., Ettema, D., ... & Reardon, L., 2020) and academic performance (Tess, 2013) in light of this, the present study is intended to investigate the impact of social media usage addiction on psychological wellbeing and academic performance among graduating regular students of Debre Berhan University.

This chapter provides a descriptions of the background of the study, the problem statement, the research questions, objectives, the significance, the scope and operational definition of the study.

#### 1.1. Background of the study

Psychological well-being is the level of psychological happiness/health, encompassing life Satisfaction, and feelings of accomplishment. It is about encompasses the person's perspective on life such as perceptions of physical health self-esteem, self-efficacy, relationships with others, and satisfaction with life (Catherine & Chandramohan, 2023).

Contemporary research's show that the use of social media has influence on person's psychological wellbeing both positively and negatively. Online social connections and interactions (Wellman, 2001), online social support (Liu & Yu, 2013; Nabi, R. L., Prestin, A., &

## Impact of Social Media Usage on Psychological Wellbeing and Academic Performance

So, J., 2013) and feelings of well-being and stress reduction (Nabi et al., 2013) are some of the positive impact of social media on person's psychological wellbeing. On the other hand, anxiety depression thought and stress are the negative impact of social media usage addiction that threaten the psychological wellbeing of the user. Contrary to the above argument on the negative impact of social media usage addiction, there was also a counter arguments observed in the area (Cole et al., 2019) assumed that engaging in large social media network (twitter) and being more active in that network seems to be helpful to alleviate depressive thoughts and symptoms (which were considered a negative impacts of social media) when there was lack of in person social support.

Students' academic performance is another variables which considered to be influenced by social media usage addiction. Regarding this issue there are two arguments or views by the contemporary researches. One of the arguments was social media usage has positive impact on students by helping them to create social networks and use social media for education purpose and any appropriate tasks including online tutorial, online lectures and education material down loading ( Tess, 2013).

The second view, on the other hand argued that excessive use of social media for non-educational purpose and spending more time on it result in decline on students' academic performance (Braghieri et al., 2022; Kuppuswamy& Shankar, 2010). Beside its impact on students' academic performance, it has been noted that excessive use of social media contributed for the development of mental health problem that is anxiety and stress (Braghieri et al., 2022; Cooper et al., 2001).

When it comes to Ethiopia, a similar study was conducted (Beneyam, 2021) on Dere Dewa Polytechnic college students. The main purpose of this research was investigating the association between social media usage, psychological wellbeing and their academic performance.

Considering the above country arguments (which needs verification) and the simple association between the three variables, the present study thus focused on the investigating the impact of social media usage on students psychological wellbeing and academic performance.

## **1.2 Statement of problem**

It is clearly observed that adolescents and early adults are using social media. Its impact on their psychological wellbeing and academic performance was investigated by some researchers though it lacks depth explanation. As noted in the background part of the present study there were contradicting findings identified: some researchers (Wellman, 2001; Nabi et al., 2013; & Tess, 2013) argued on the positive impact and association of social media with psychological wellbeing and academic performance while others (Cole et al., 2019; Braghieri et al., 2022; Kuppuswamy & Narayan, 2010) described the negative impact of social media on psychological wellbeing and academic performance.

Another issue which is worth considering in this research is the population in which the data was gathered. As far as the researcher knowledge is concerned, all of the previous research that were conducted college and below grades or some other settings. Therefore, in light of forgoing description of social media usage vis- a-vis student's psychological wellbeing and academic performance and the research gaps in prior studies reviewed, the study investigated the impact of social media usage on student's psychological wellbeing and their academic performance. For this purpose a research questions were proposed.

## **1.3. Research Questions**

The following research questions were raises;

1. Is there a statistically significant relationship between social media usage, psychological well-being and academic performance of students?
2. Does social media usage influences the psychological well-being of students?
3. Does the social media usage influences students' academic performance?

#### **1.4. Objective of the study:**

##### **1.4.1. General objective**

The general objective of this study is to examine the impact of social media usage on the psychological wellbeing and academic performance graduating regular students at Debre Berhan University

##### **1.4.2. Specific objectives:**

The specific objectives of this study:

1. To assess if there is a significant association between social media usage, social media addiction, social anxiety, psychological wellbeing and students' academic performance.
2. To examine if social media usage influence the psychological well-being of students.
3. To investigate if social media usage influences students' academic performance.

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

The present study has practically importance for students, teachers and parents. This research is hoped to be significant for the students as it helps them to be aware of the impact of social media addiction on their psychological wellbeing as well as academic performance, and also provide a better awareness for the teachers to shape their students.

The study is important for parents to know what extent their adolescents' are exposed for different websites that will have pros and cons on their life. Finally, the study is hoped to open on avenue for future studies in terms of investigating the impact of social media on students' psychological wellbeing and academic performance.

#### **1.6 Scope of the study**

The scope of the present study is delimited in theme and place. Thematically, the study was confined to dealing with the impact of social media usage on student's psychological wellbeing and academic performance. It involved all Debre Berhan University graduating regular students. Geographically delimited in Debre Berhan University is selected and included the study.

### **1.7 Operational Definition of Term**

**Social media (SM):** refers to the web sites that are used by the selected last year under graduate regular students in Debre Berhan University. The SM sites such as face-book.com, TikTok.com, Whats-up.com, twitter.com, Viber.com, You-tube.com and other Medias are consider.

**Social media usage:** using a variety of technology students share their ideas and information among their users of Debre Berhan University last year under graduate regular students.

**Social media network:** creation of personal relationship or connected with their friends and customers of under graduate students.

**Psychological well-being:** refers to positive feeling of students in case of social media usage.

**Academic performance:** students' academic achievement or academic outcome or grade.

**Under graduate student:** in this study students that are all last year under graduate regular students in Debre Berhan University.



## **CHAPTER TWO**

### **Review Literature**

#### **Introduction**

This chapter focuses on the empirical literature and discovers the impact of social media usage on student's psychological well-being (positive and negative effects on student's psychological well-being) and on their academic performance. In doing so, this chapter examined and reviewed the following areas;

- Theories
- Conceptual framework
- Empirical evidences

#### **2.1. Theories and conceptual framework**

##### **2.1.1. Theories**

When examining how students utilize social media, particularly online, there are key assumptions that most researchers take into account. These include the social presence theory, Social cognitive theory, social comparison theory, the dependence theory.

##### **2.1.1.1. Social Presence Theory**

From a social presence theory perspective, individuals engage in the use of social media as they see it as a form, behavior, or sensory experience that projects some form of intelligence and social acceptance (Tu, 2002). Tracing its roots in the “social psychological theories of interpersonal communication and symbolic interactionism”, the theory has been applied in the “context of mediated communication” (Cui, G., Lockee, B., & Meng, C., 2013), which is also extended to social media research (Chang & Hsu, 2016). SPT originally used to assess how social context affects media choice, is defined as “degree of salience of the other person in the interaction and the consequent salience of the interpersonal relationships” (Short, J., Williams, E. & Christie, B., 1976). Social presence effectively promotes social interactions, frequency of use and time spent in

these virtual communities (Zhan & Mei, 2013). Although, there could be some degree of variation regarding the level of interactions between individuals (Gunawardena, 1995; Short et al., 1976), this could be influenced by the social media platform used. Thus, the richness of information and quality of communication is largely influenced by social presence (Chang & Hsu, 2016), which is also affirmed by Gunawardena (1995) who points out the significant contribution of social presence ensuring the capacity of the medium to transmit information. To this end, Short et al. (1976) considered social presence as a subjective quality of the medium, which is determined by the perceptions of the social participants of the medium.

### **2.1.1.2. Social Comparison Theory**

The theory of social comparison suggests that the increase in the use of social networks is related to more frequent social comparisons with others (Zuo, 2014). Considering that the material that people choose to display online represents a selective idealized version of their actual appearance, activities, and accomplishments, these comparisons are more likely to be high (negative). The most direct empirical support for this theory comes from studying a sample of college students.

### **2.1.1.3. Dependency Theory**

The dependency theory has been proposed by Sandra Ball-Rokeach and Melvin Defleur in 1976. This theory seemed emerged of the discipline of communication. Other people, such as the ball-Rokeach, in the dependency model, argued that the public depends very on the media for various needs. Ball-Rokeach and Defleur (1976), was defined as the dependence of words as a relationship that satisfying the needs and objectives of the needs of one party is sent to the 16 recourse of another party. According to them, people depend on the media to meet the needs of information in various ways. The first dependencies of forms are based on the need to understand their social world, the second must occur from the need to act blindly in the situation, and the dependencies in another way are that it is based on the need to escape fantasy Of danger and daily tension. The theory of dependence shows strong needs and dependencies in social networks, such as Facebook. Ball-Rokeach and the conceptual Delinquent models (1976), society, media and audience have an

interaction, society and media. For current research, the media to Facebook and viewers point to Facebook users. Therefore, this theory tightens how to use the use of Facebook to find out the association with the psychological happiness of young people.

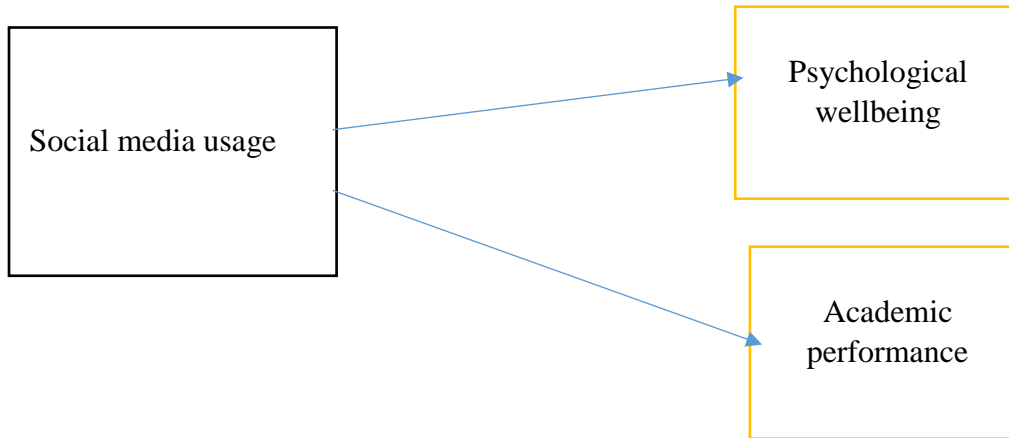
### **2.1.1.4. Social Cognitive Theory**

Research using social cognitive theory to conceptualize media use emphasizes cognitive and psychological processes of users based on observational learning to understand how media representation affects learning and observational behavior performance. According to Bandura's theory of social cognition, when people pay attention and think about information from the media, they will gain new knowledge or modify existing mental representations. The theory is that frequent media use (social media) among teens that are rewarded or unpunished are more likely to mimic the behavior of others observed on social media. The theory also shows that the media can influence the worldview and behavior of young people (Bandura, 2002). Given that the purpose of this study is to evaluate the relationship between the use of Facebook (the most used social network in the world) and the happiness of adolescents, the social cognitive theory provides researchers with information that the use of Facebook and Instagram it can shape, affect or relate to certain aspects of the well-being of young people.

### 2.1.2. Conceptual framework

The focus of this research is to investigate the impact of independent variables (social media usage) on dependent variables (psychological wellbeing and academic performance). The conceptual framework design below shows.

*Figure 1 conceptual framework*



The conceptual framework of this study, as depicted above, was prepared after reading several relevant research works related to the current research topic. As scholars investigate, social media has its own positive and negative implications in people's daily lives, including students' (Gonzales & Hancock, 2010) positive impact of social media on psychological wellbeing, (Beyene, 2018) social media on academic performance, Undiyaundeye (2014) disadvantages of social media on students psychological wellbeing, and Heyam (2014) advantage of social media for students. Even though these investigations were conducted by earlier researchers, the current study was seek to see the social media, psychological wellbeing, and academic performance. Due to the scarce research on this issue as well as the target population and the three variables in a single study.

## **2.2. Concepts of social media usage**

According to Carr and Hayes (2015), social media are internet-based channels that enable users to communicate opportunistically and offer themselves to specific audiences who value user-generated content and the impression of social interaction, either in real-time or asynchronously.

Social media, derived from the social software movement, are a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing (Junco, Heiberger, & Loken, 2010). According to Bryer and Zavatarro (2001), Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds.

## **2.3 Social Media Use by Students**

Today's college students (which consist of Baby Boomers, Generation Xers, and Millennials) are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, e-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011). As documented in recent research, students and faculty are using these emerging technologies and platforms in all facets of their daily lives, specifically social media (Browning, et al. 2011; Chen & Bryer, 2012); yet, a low percentage of users are engaging in such for academic practice (Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K., 2010; Tiryakioglu & Erzurum, 2011).

## **2.4. The concept of psychological well-being**

Psychological well-being generally refers to individuals' overall evaluation and assessment about the meaningfulness of their lives (Cripps & Zyromski, 2009). According to Keyes, C. L., Shmotkin, D., and Ryff, C. D. (2002), the concept consists of six predominant emotional and cognitive components: purposeful life, positive relations with others, personal development, self-acceptance, autonomy, as well as dominance over the environment.

## **2.5. Positive effects of social media on student's psychological well-being**

Early research found that there is a positive correlation between social network settings use and mental health. According to the main effects model, the length of SNS use does affect mental health. The theory states that social media integration can have a positive impact on mental health. Contrary to these findings, research by Moody's (2001) shows that increased use of social networking sites can lead to deterioration in mental health. There is growing evidence that the use of SM has a positive impact on various outcomes related to PWB. For example, Kim and Lee (2011) reported the positive impact of number of friends on Facebook and positive self-representation on Facebook on subjective well-being. Nabi, Prestin, and So (2013) also found that the number of Facebook friends is positively correlated with perceived social support, which in turn reduces stress and physical illness and increases happiness. The positive effect of the number of Facebook friends can be attributed to its positive effect on self-esteem by reminding people of their social relationships (Gonzales & Hancock, 2011; J. Kim & Lee, 2011). In fact, some studies have shown the link between SM and PWB use by showing the positive effect of SM use on self-esteem. In a study conducted in the Netherlands, SM use, measured by frequency, reason and intensity, had a positive indirect effect on happiness (i.e. life satisfaction) through response tone to SM and self-esteem (Valkenburg, Peter & Schouten, 2006). In an experiment by participants reported increased self-esteem after updating their Facebook profiles and viewing them. The authors conclude that the selective self-presentation provided by SM technology has a positive effect on self-esteem.

### **2.5.1 Independent and interdependent self- construal**

According to Markus and Kitayama (1991), self-construal is composed of two aspects: independent self-construal and interdependent self-construal, which coexist among individuals. Individuals with interdependent self-construal are likely to value connectedness and group harmony because they predominantly view themselves as part of a larger group. With this self-concept, individuals perceive themselves in connection to others, their interdependent self-

construal becomes prominent. Consequently, those with interdependent self-construal tend to seek to achieve their goals of social cohesion in particular social contexts (Trafimow, Triandis, and Goto 1991).

On the contrary, individuals with independent self-construal are likely to value their individual uniqueness and autonomy because they primarily view themselves as an independent individual entity, as distinct from the group. With this self-concept, individuals essentially perceive themselves separate from others and their independent self-construal becomes salient.

Consequently, those with independent self-construal are likely to pursue their own goals of expressing individuality regardless of any social context (Lee, Kim, and Kim 2012) suggested that individuals with an interdependent view of the self will define themselves in terms of relationships and connections, and regulate their behavior to fit in with others, while those with an independent view of the self will emphasize boundaries from social settings, internal states and goals, and uniqueness. As such, differences in self-construal have distinctive relevance to the self-related processes of how individuals think, feel, and behave regarding their social relationship to others (Lee, Kim, and Kim 2012).

### **2.5.2 Self-concept**

The term “self-concept” is a general term used to refer to how someone thinks about or perceives themselves, and contains two aspects: social identity and self-esteem (Crocker et al. 1994; Turner et al. 1987).

Social identity concerns the characteristics of one’s groups, which may also characterize oneself as an individual, whereas self-esteem relates to one’s individual characteristics (Crocker et al. 1994). Turner and colleagues (1987) delineated the relationship between social identity and self-esteem as a continuum along which social self-perception tends to vary from the perception of the self as an in-group category to the perception of self as a unique person. We, hereby, also categorize self-concept into social identity and self-esteem (Turner et al. 1987). Social identity refers to a person’s knowledge that he or she belongs to a social category or group (Hogg and

Abrams 1988). Social identity theorists regard the group as a collective of similar persons all of whom identify with each other, see themselves and each other in similar ways, and hold similar views, all in contrast to members of out-groups (Stets and Burke 2000). Having a particular social identity means being at one with a certain group, being like others in the group, and seeing things from the group's perspective (Stets and Burke 2000).

Self-esteem is a term to reflect a judgment of oneself as well as an attitude toward the self, and it is an individual's overall emotional evaluation of his or her own worth (Hewitt 2009; Newman and Newman 2011). Self-esteem is usually replaced by its synonyms or near-synonyms, such as self-worth, self-regard, self-respect, and self-integrity. Scholars usually consider self-esteem as an enduring personality characteristic (trait self-esteem), although sometimes there also exist normal, short-term variations (state self-esteem).

### **2.6 Social media and psychological wellbeing**

Social media has enabled users to express their feelings regarding any thing they have shar their ideia (Rodriguez, Peterson, and Krishnan 2012). The unique characteristics of social media and its immense popularity have prompted exchange their idea towards improving their satisfaction and Interdependent Social Value Content Value Independent Self-Construal Self-Construal Social Identity Flow Self-Es teem Psychological Well-Being loyalty. Therefore, it is necessary and important for researchers to urge themselves to treat social media as a distinct research area (Hu and Kettinger 2008). Researchers use different theoretical approaches to explain various consumer behaviors in social media. Some apply the uses and gratification approach (Courtois et al. 2009; Shao 2009), some utilize the social capital theory (Ellison, Steinfield, and Lampe 2007), others exploit the theory of technology acceptance model (Hsu and Lin 2008), while others employ the theory of motivation (Forest and Wood 2012; Nadkarni and Hofmann 2012). However, we argue that people engage in various behaviors because they can experience users' value in social media, which is a novel perspective from the other researchers' viewpoints mentioned above.



### **2.7. Negative impact of social media usage on student's psychological well-being**

Some studies have demonstrated the advantages of utilizing social media, others have come to the opposite conclusion and found hazards or drawbacks. Undiyaundeye (2014) pointed out that social media can have a variety of detrimental effects, including cyber bullying and online harassment, which spreads false negative information about others in an effort to upset people's moods. Cyberbullying puts people at risk for suicide, sadness, and anxiety. Relatedly, online self-disclosure seems to moderate the relationship between excessive smartphone use and stress and loneliness with significant reductions in loneliness and stress reported for excessive smartphone users who communicate their feelings and anxieties online, but increased stress for those engaged in little online self-disclosure (Karsay, K., Schmuck, D., Matthes, J., & Stevic, A., 2019).

Accordingly Malik and Khan (2015), the excessive use of Facebook is creating a lifestyle addiction which is causing different psychological and social problems such as depression, anxiety, loneliness, lack of self-esteem and poor social interaction. Unfortunately, no proper attention has been given to this serious issue in Pakistan. And also those who experience social isolation are deprived of social relationships and lack contact with others or involvement in social activities (Schinka, K. C., VanDulmen, M. H. M., Bossarte, R., & Swahn, M., 2012). And another study states that occurs when an individual lacks true engagement with others, a sense of social belonging, and a satisfying relationship is related to increased mortality and morbidity (Primack, B. A., Shensa, A., Sidani, J. E., Whaite, E. O., yi Lin, L., Rosen, D., & Miller, E., 2017).

### **2.8. Concept of academic performance**

The educational performance of students in higher education is partial by various socioeconomic, psychosomatic, and conservational influences (Hijazi & Naqvi, 2006). The students' academic success is always in the educators' best interest. This agrees them to assess not only students' information stages but also the effectiveness of their own coaching methods, and undoubtedly offer

a scale of student satisfaction. There are several factors that influence student success, some of which are addressed in depth in this study (social media, and student satisfaction) are as follows

### **2.9. Social media usage and academic performance**

According to studies, student's use of social media may have an impact on their academic performance and studies in both positive and negative ways. Therefore, it is important to manage their academic performance effectively while taking into account every factor that may have an impact on it, both favorably and adversely. Mehmood and Taswir (2013) claim that one of the most significant elements that can either positively or negatively affect students' academic performance is their use of technology, like social media and Internet.

Students' academic life has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that social media plays an important role on students in higher education including the study conducted by Wheeler, Yeomans & Wheeler, (2008); Rifkin, Longnecker, Leach & Ortia,(2009). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Heyam (2014), who came to the conclusion that social media is a useful tool for educational purposes; students can make learning simpler and more effective by obtaining knowledge quickly.

However, numerous studies have also shown that using social media negatively affects students' academic achievement. A strong inverse association between Facebook use and academic achievement was discovered by Kirschner & Karpinski, (2010).

The results of an investigation by Mingle and Adams (2015) among Nigerian undergraduates revealed that the majority of respondents had negative effects, such as poor grammar and spelling, late assignment submission, less study time, and poor academic performance, as a result of using social media sites like Facebook excessively. Similar research was done by Mushtaq, and Benraghda, (2018) among students at Rowan University in the USA. According to the study's

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findings, social media does not enhance pupils' academic performance. The study recommended that undergraduate students control and keep an eye on their social media usage. Kuppuswamy and Shankar (2010), who argued in their study that social networks distracts the attention and concentration of the students toward learning and converts it towards non educational activities such as useless and unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim.

A separate article titled "Effect of Online Social Networking on Student Academic Performance" was written by Paul, Baker, & Cochran, (2012). According to the researcher's findings, there is a statistically significant inverse correlation between students' use of social networking site and their academic achievement.

### **2.10. Relationship between social media usage, psychological wellbeing and academic performance**

In Ethiopia, the relationship between Social Media Usage, Psychosocial Wellbeing Academic Performance at Dire Dewa Polytechnic College students was studied (Beneyam Lake, 2023). Results of this study indicated that the academic performance of students negatively correlated and significantly with social media usage (telegram, Facebook, and Whatsapp), while they are positively correlated with self-esteem. Besides, depression correlated positively with telegram, Facebook, and Whatsapp usage. Facebook usage was significantly and negatively correlated with students' self-esteem and social anxiety. Students who had a low level of social media usage are better in their psychosocial wellbeing than those students who had a high and moderate level of media usage.

In recent study have done of Pakistani student study investigates the relationship between Facebook addiction, depression, anxiety, loneliness and academic performance among higher secondary school & college students, in this research expects to find out the impact of Facebook addiction: anxiety, depression, loneliness and academic performance among higher secondary school and college students of Pakistan. The result of this study Facebook addiction is playing a

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significantly huge role in causing anxiety and depression among higher secondary school and college students, whereas Facebook has no significant relation with loneliness and anxiety among higher secondary school and college students of Bahawalpur City.

Excessive use of social media is constantly increasing in students. Social media addiction distracts students in class, thus causing lower grades in studies and they exposed student's anxiety and psychological distress or depression. Students use social media only for conversing and socializing which cost the time wastage and in return they cannot manage their academic tasks efficiently. Students mostly talk about non-academic activities on social media which affects their grades (Fatima-Zahra, M., Ashfaq Qazi, T., Shafaqat Ali, A., Hayat, N., & ul Hassan, T., 2022).

## **CHAPTER THREE**

### **3. Research Methodology**

#### **3.1. Introduction**

In this chapter, research design, population of the study, sample and sampling technique, instrument, with its original psychometric reliability is provided. Then the study procedures and the data collection process are presented, which are followed by a discussion of the proposed analysis and ethic of the study.

#### **3.2. Research Approach**

To accomplish the research objectives, that is how social media usage influence on psychological wellbeing of under graduate students, relationship between social media usage, psychological wellbeing and academic performance of students and how social media network influence their academic performance a quantitative approach were employed.

#### **3.3. Research Design**

The study used descriptive research design particularly cross- sectional survey research design investigate the impact of social media usage on student's psychological well-being and their academic performance and describe if social media usage influence student's psychological wellbeing and their academic performance.

#### **3.4. Study Area Description**

This study was carried out in the Amhara region at the University of Debre Berhan. The University of Debre Berhan have eight colleges (namely, the College of Business and Economics, the College of Social Science and Humanities, the College of Law, the College computing, the college of Engineering, the college of health science, College of Agriculture and Natural Resource, and College of Natural and Computational Science. Among these, some colleges, which was selected by simple random sampling technique from those colleges. The reason to select the study area

(Debre Berhan University) the researcher can get the student easily and gather information from students easily and get more information about social media usage from those students.

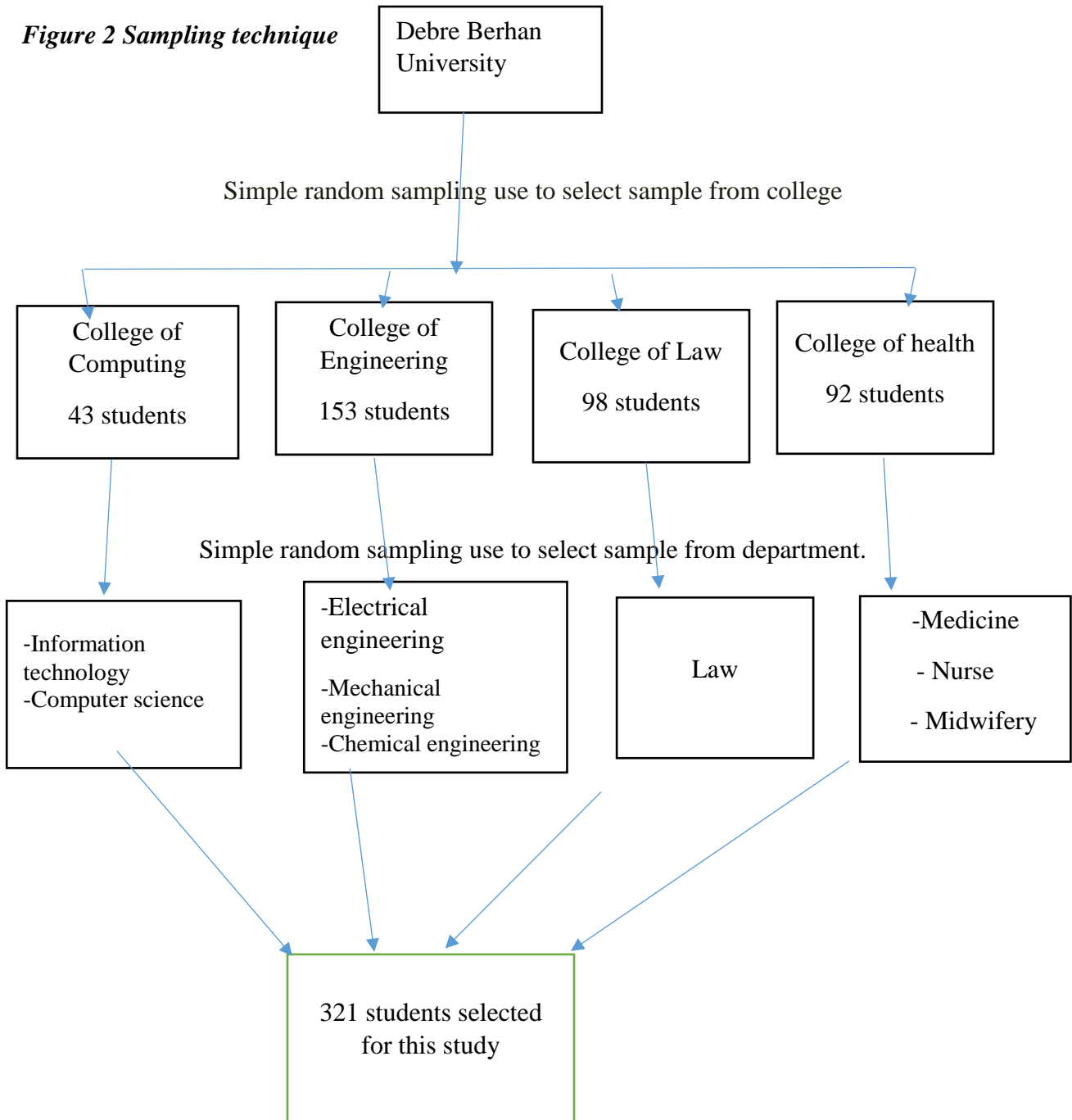
### **3.5. The study population.**

The target populations of this study are of Debre Berhan University graduating regular students. The researcher gather information for the purpose of study from those students. Based on the information obtained from Debre Berhan University register office, there are 1632 last year regular under graduate students enrolled in 2023 academic year. From those 490 were females and 1,142 were male students.

### **3.6. Sample and Sampling Techniques**

A multi-stage sampling technique was used for this particular study. In Debre Berhan University there are eight colleges. These are College of Social Science and Humanity, College of Law, College of Business and Economics, College of Health, College of Agriculture and Natural Resource, College of Computing, College of Engineering and College of Natural and Computational Science. Firstly from this colleges, college of Law, College of Computing, College of Engineering and college of health was selected by simple random sampling technique among the colleges of the University of Debre Berhan. Secondly, the departments were selected by simple random sampling technique from each colleges. Then, the respondents were selected random sampling technique from random selected department.

**Figure 2 Sampling technique**



### 3.7. Sample Size Determination

To determine the sample size the study was use Yamane's (1967) formula.

The formula is:

$$n = N / (1 + N(e)^2)$$

Where: n = required sample size;

e = is the level of precision or sampling error which is  $\pm 5\%$

N = the population size

$$n = 1632 / (1 + 1632(0.05)^2)$$

The sample size approximately = 321

### **3.8. Data Collection Instruments**

The data collection instruments of the study was questionnaire for the purposes of the data and the questionnaire was developed different researchers. The questionnaire has two sections. The first section is about the participant's demographic characteristics and the second section is regarding to their social media usage, psychological wellbeing and their academic performance. The second section consisted of five point Likert scales questions that elicited responses from the respondents with response options. That is from "strongly disagree to strongly agree" and from "never to always".

#### **3.8.1. Demographic questionnaires**

Age and sex are the demographic variables of the study. This variables are used in this research for the purpose which sex mostly use the social media and by what range of age use the social media.

#### **3.8.2. Social media usage scale**

The researcher was used the adopted social media usage questionnaire scale developed (Gupta & Bashir, 2018). The tool measures social media with 19 different items and a five-likert scale from never (1) to always (5). The reliability =.830. In this the pilot report Cronbach's alpha value is 0.74.



### **3.8.3. Academic Performance scale:**

The researcher used adopted academic performance scale developed (Bhooma Mani, N., Jayaseelan, R., & Malini, S., 2019). It consists 14 different items. The reliability of the items was .762. The pilot report reliability of the present study .842.

### **3.8.4. Psychological well-being scale**

The researcher used items adopted from (Jiao, Y., Jo, M. S., & Sarigöllü, E., 2017), and the number of item consists 32. Psychological well-being scale has different dimensions. That was personal benefit, self-esteem, social identity, content value, social value, independent self-construal and Interdependent self-construal. The values of Cronbach's Alphas in all these scales are greater than 0.70 and nearly up to or greater than 0.80 and has excellent level of validity. The pilot report of the present study Cronbach's alpha level of all scales are greater than .75.

## **3.9. Pilot Survey**

### **3.9.1. Reliability**

To reduce the impact of language barriers, the researcher prepared both in English and Amharic version before conducting the pilot survey. The pilot test survey was conducted to see the reliability and validity of the research instruments. By doing so, the questionnaire was checked for its clarity and understandability. Having the inputs from the survey, vague words were avoided and the questionnaire was restructured accordingly for the final administration for the main investigation. The pilot test was conducted on under graduate students of Victory College at Debre Berhan city. A total number of 40 participants who were thought to have similar characteristics as of the main study samples. As a result, out of the 35 participants, 15 were males while 15 were females. With respect to age, the respondents 'age ranged were from 18 to 30. In terms of their department, 21 respondents were from department of nurse and 19 respondents from Pharmacy department. The collected data were coded and computed the reliability of the scale using the (IBM SPSS) version 21 computer software.

### **3.9.2 Validity**

During the development of the measures, the researcher has depended on the literature reviewed, objectives of the research and the research questions. The questionnaires were viewed by psychologists and language experts. Their recommendation were taken and used to improve the content validity of the questionnaires and reviewed by the same experts who approved the content validity of the questionnaires. The study were covered the necessary contents of the measures based on the literature reviewed, objectives of the study and research questions. The contents of the questionnaires were viewed, reviewed and edited by developmental psychologist

### **3.10. Procedures of Data Collection**

The final version of the questionnaires were administered to the respondent by the researcher. The aim of the study and its confidentiality was explained to the participants participating students were informed that they are allowed to exempt themselves from the study if they are not interested. The questionnaires were administered to participants in their classroom. Prior to their classes, communication was made, permission were obtained from the departments and class instructor to use 30 minutes from their respective session. Accordingly, respondents complete and return the questionnaires on the spot for confidentiality. Then the researcher after the completion of the data collection, analysis were performed.

### **3.11. Method of Data Analysis**

In this study, quantitative data analysis method was used. The statistical analysis were performed by using statistical package for social science (SPSS) version 21. Details of data analysis method are described below.

- Frequency percentage and mean were used to analysis demographic variables (age and sex) and online exposure scales.
- Pearson correlation were used to analysis the relationship between the social media usage, psychological wellbeing and academic performance of students.

- Multivariate analysis used to analysis the influence of social media usage on psychological wellbeing of students and their academic performance.

### **3.12. Ethical Consideration**

First request permission letter from the department of psychology and get a personal identification card for the purpose of the study to administer the research questions for the participants. The researcher was behaved honestly and integrity. The area of ethical and moral concerns was addressed and the wellbeing of research participant, the right of the subject, informed consent and confidentiality or the participant name, address or personal identifications of the participant should be respect or no body know about the respondents personal identification and behavior. The significance of this confidentiality is the participants fill the questions with sovereignty and without frustration. The researcher respect participant's culture, economic status and religious beliefs and not mention the participants' real name without their consents, and give respect the culture and norms of the participants.

## **CHAPTER FOUR**

### **Results**

#### **4.1 Introduction**

This chapter provides the results of the study. It starts with an introduction, and then presents findings on the demography of graduating students, on impacts of social media usage on psychological wellbeing and academic performance and the correlation of variables included in the study (social media usage, psychological wellbeing and academic performance).

In doing so, the data collected from graduating students were organized, analyzed, and presented. In processing the survey data used in the study, the collected questionnaires responses were coded using the Statistical Package for Social Science (SPSS version 21.0). To analyze the collected data, different statistical techniques (percentages, Pearson correlation coefficient and multivariate analysis) were utilized. In the study, the statistical test levels  $\alpha = .05$  and  $0.01$  were referred for decision. The chapter comprises two sections. The first and second sections present the findings and discussion of the study, respectively.

#### **4.2 Findings**

The result section has four sections. The first section described the demographic characteristics of respondents (hereafter graduating students), and general descriptions related with social media usage (network access for social media, types of social media used, reason for social media usage and time usage for social media usage). In the second section presented a correlation matrix of the studied variables (social media usage, psychological wellbeing and academic performance) and the third sections deal with whether social media usage influences or predicts graduating students' psychological wellbeing and academic performance respectively.

##### **4.2.1 Demographic characteristics of the respondents**

Frequency table was designed for respondents' gender, age and cumulative point grade average. A total of 321 [M= 162 (50.5%) & F= 159 (49.5%)] graduating students were included in this study. Concerning respondents age level (n = 127; 39.6%) were 18-22, (n = 188; 58.6%) were 23-

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27 and (n = 6; 1.9%) were 28 and above years old. From this, we can understand that the majority of graduating students involved in the study were aged between 23 and 27.

The detailed information of graduating students included in the study is illustrated in Table 4.1 below

*Table 4.1: Demographic characteristics of respondents*

<b>Variables</b>	<b>Characteristics</b>	<b>Frequency</b>	<b>%</b>
Age	18 -22	127	39.6
	23 -27	188	58.6
	≥ 28	6	1.9
	<b>Total</b>	<b>321</b>	<b>100</b>
Sex	Male	162	50.5
	Female	159	49.5
	<b>Total</b>	<b>321</b>	<b>100</b>
CPGA	2.0 -2.5	42	13.1
	2.6 -3.0	75	23.4
	3.1 -3.5	157	48.9
	3.6 -4.0	47	14.6
	<b>Total</b>	<b>321</b>	<b>100</b>

### 4.2.2 Students exposure to Social Media

It is clear that contemporary students are using a social media. As a contemporary student Debere Berhan University graduating students were asked to indicate the source of their network for their social media usage. As shown in table 4.2 the source for network access for the majority of graduating students is their own personal Wi-Fi. Details are described below.

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*Table 4.2: Respondents' exposure to Social Media Usage*

Respondents:	Alternatives	Frequency	Percentage (%)
Network access for their social media	Wi-Fi	146	45.5
	Mobile data	83	25.9
	Internet café	92	28.7
	<b>Total</b>	<b>321</b>	<b>100</b>
Social media type used by respondents	Facebook	62	19.3
	Tik Tok	134	41.7
	You tube	75	23.4
	Others	50	15.6
	<b>Total</b>	<b>321</b>	<b>100</b>
Reasons for social media usage	for Education	148	46.1
	Entertainment	107	33.3
	Relationship	18	5.6
	Share information	48	15
	<b>Total</b>	<b>321</b>	<b>100</b>
Frequency of social media Usage per day	< 30 minute	64	19.9
	30 minutes – 1hr	97	30.2
	1:00 -2:00 hrs.	87	27.1
	> 2:00 hrs.	73	22.7
	<b>Total</b>	<b>321</b>	<b>100</b>

As showed in the Table 4.2 above, respondents were asked to indicate the source for their network access and, 146 (45.5%) respondents accessed social media network by using their own

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Wi-Fi , whereas 92(28.7%) respondents accessed it in internet Café; and while the remaining 83 (25.9%) of the respondents accessed by using their own mobile data.

Graduating students were also requested to designate the type of social media they used and the majority of graduating students 134(41.7%) revealed that they were using Tik Tock while the second majorities are using You Tube 75(23.4%). As illustrated in Table 4.2 above, only 75(23.4%) and 62(19.3%) respondents preferred You Tube and Facebook respectfully. And 50 (15.6%) of the respondents preferred others types of social media such as, messenger, telegram and twitter. From this we can infer that respondents had exposure to one or more social media types.

It is expected that every person will have its own reason when they are using social media. In this regard, Debre Berhan University graduating students were asked to indicate their own attribution on why they are using social media (see table 4.2 above). The finding revealed that 46.1% university students used social media for educational purposes, 33.3% for entertainment, 15.0% to share information while 5.6% of the respondents used for relationship purposes.

As shown in Table 4.2 respondents were also requested to point out for how many times they are spending in social media per day, and 30.2% of them said 30 minutes-1 hours, 27.1% said from 1- 2 hours. 22.7% of respondents were spending more than 2 hours. Only 19.9% of the respondents were spending less than 30 minutes per day on social media.

### 4.2.3 The Correlation among the Variables

Under this section the correlation between students Social Media usage, psychological wellbeing and academic performance was investigated.

*Table 4.3. Correlation among Social media Usage, Psychological wellbeing and academic performance*

	SMU	PB	SE	SI	CV	SV	ISC	INDSC	AP
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## Impact of Social Media Usage on Psychological Wellbeing and Academic Performance

Social media usage	1								
Personal benefit	.354**	1							
Self-esteem	.248**	.545**	1						
Social identity	.330**	.592**	.642**	1					
Content value	.132**	-.055	.038	-.019	1				
Social value	.325**	.413**	.313**	.419**	.096	1			
Independent self-construal	.263**	.393**	.383**	.438**	.058	.288**	1		
Interdependent self-construal	.303**	.515**	.577**	.628**	-.029	.363**	.398**	1	
Academic performance	.262**	.112*	.145**	-.099	.065	-.013	-.062	-.113*	1

\*\* Significant @0.01(2 -tailed)

\*significant @0.05 (2 –tailed)

A correlation coefficient is standardized measure of the observed effect, which is a commonly used measure of size of an effect and the value of +/- 0.1 as a small effect, +/-0.3 as a medium and +/-0.5 as a large effect (Field, 2013, p 340).

In terms of the relationship between the independent and dependent variables, as it is observed in the above Table 4.3 Social Media Usage is significantly related to students psychological wellbeing and academic performance at 0.05 and 0.01.

The correlation matrix indicates that weak and moderate positive relationship between Social Media Usage and Psychological wellbeing. That is weak positive relationship between social media with self-esteem, content value and independent self-construal ( $r = .248, .132$  and  $.263$  respectively). And Social Media usage had a moderate positive relationships with personal benefit, social identity, social value and interdependent self-construal ( $r = .354, .330, .325$  and  $.303$  respectively).



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The correlation matrix indicate strong positive correlation between Social Media Usage and Academic performance ( $r = .620$ ,  $P = 0.000$ )

The correlation coefficient did not show significant relationship between academic performance and social identity, content value, social value and independent self-construal ( $r = -.099$ ,  $.065$ ,  $-.013$  and  $-.062$  respectively). On the other hand academic performance had positive relationship with personal benefit and self-esteem ( $r = .112$  and  $.145$ ,  $p = .05$  and  $.001$  and also there is negative relationship with interdependent self-construal ( $r = .113$ ).

### **4.2.4 Influence of Social Media Usage**

The second and third objectives were to investigate the impact of Social Media Usage on students' psychological wellbeing and academic performance respectively. Multivariate analysis was used to analyze these two objectives. This was employed to identify whether the independent variable predicted students psychological wellbeing and academic performance. The existence of linear relationship between the independent variable (predictor) and the dependent variables was checked. To determine the multicollinearity of the independent variable, a correlational matrix was used and it is presented below.

This set of multivariate tests of significance will indicate whether there are statistically significant differences among the groups on a linear combination of the dependent variables.

There are a number of statistics to choose from (Wilks' Lambda, Hotelling's Trace, and Pillai's Trace). One of the most commonly reported statistics is Wilks' Lambda. Tabachnick and Fidell (2013) recommend Wilks' Lambda for general use.

The importance of the impact of social media usage on psychological well-being and academic performance can be evaluated using the effect size statistic provided in the final column. Partial Eta Squared represents the proportion of the variance in the dependent variable that can be explained by the independent variable. According to generally accepted criteria (Cohen 1988), the value of Partial Eta Squared as small effect, medium effect and large effect (0.01 or 1%, 0.06 or 6% and .138 or 13% respectively).

#### 4.2.4.1 Influence of Social Media Usage on students Psychological wellbeing and academic performance

In this part (the third objectives of the present study), students' Psychological wellbeing was analyzed using Social Media Usage as a predictor variable.

*Table 4.4. The MANOVA analysis for social media usage influence on psychological wellbeing and academic performance*

		Multivariate Tests <sup>a</sup>					
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.989	3119.009 <sup>b</sup>	8.000	278.000	.000	.989
	Wilks' Lambda	.011	3119.009 <sup>b</sup>	8.000	278.000	.000	.989
	Hotelling's Trace	89.756	3119.009 <sup>b</sup>	8.000	278.000	.000	.989
	Roy's Largest Root	89.756	3119.009 <sup>b</sup>	8.000	278.000	.000	.989
	Pillai's Trace	1.521	1.912	280.000	2280.000	.000	.190
SMU	Wilks' Lambda	.165	2.029	280.000	2189.524	.000	.202
	Hotelling's Trace	2.188	2.159	280.000	2210.000	.000	.215
	Roy's Largest Root	.844	6.875 <sup>c</sup>	35.000	285.000	.000	.458

a. Design: Intercept + SMU

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

As indicated in Table 4.4 above, multivariate analysis of variance was performed to investigate the influence of social media on psychological wellbeing and academic performance. Two dependent variables were used: psychological wellbeing and academic performance. The independent variable was social media usage. Preliminary assumption testing was conducted to check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no serious violations noted. There was a

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statistically significant difference on the combined dependent variables,  $F(8, 278) = 2.03$ ,  $p = .000$ ; Wilks' Lambda = .165; partial eta squared = .202.

Table 4.5. Test of between subjects effects

Dependent Variable	F	df1	df2	Sig.	Mean	Std. Error	Partial Eta Squared	95% Confidence Interval	
								Lower Bound	Upper Bound
Personal benefit	1.919	35	285	.002	3.589	.047	.294	3.495	3.682
Self esteem	2.231	35	285	.000	3.674	.055	.237	3.566	3.782
Social identity	2.482	35	285	.000	3.513	.067	.374	3.381	3.644
Content value	1.421	35	285	.210	3.992	.048	.129	3.899	4.086
Social value	2.541	35	285	.000	3.795	.047	.320	3.703	3.887
Independent self- construal	1.522	35	285	.000	3.885	.048	.234	3.791	3.979
Interdependent self- construal	1.674	35	285	.013	3.691	.055	.303	3.582	3.799
Academic performance	1.435	35	285	.000	1.876	.026	.249	1.825	1.927

As indicated table 4.5 above the results for the dependent variables were considered separately, personal benefit,  $F(35, 285) = 1.929$ ,  $p = .002$ , partial eta squared = .294, indicating that 29.4% of the dependent variable can be predicted by the independent variable. Psychological wellbeing (Self-esteem,  $F(35, 285) = 2.231$ ,  $p = .000$ , partial eta squared = .237, social identity,  $F(35, 285) = 2.482$ ,  $p = .000$  and eta squared = .374, Content value,  $F(35, 285) = 1.421$ ,  $p = .065$ , social value,  $F(35, 285) = 2.541$ ,  $p = .000$  and partial eta squared = .320, Independent self- construal,  $F(35, 285) = 1.522$ ,  $p = .000$  and partial eta squared = .234, Interdependent self- construal,  $F(35, 285) = 1.674$ ,  $p = .013$  and partial eta squared = .303) and academic performance,  $F(35, 285) = 1.435$ ,  $p = .000$  and partial eta squared = .249. This indicating that (29.4%, 23.7%, 37.4%,

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32%, 23.4%, 30.3% and 24.9% personal benefit, self-esteem, social identity, social value, independent self-construal, interdependent self- construal and academic performance respectively) of the depend can be predicted by the independent variable. And there is no statistical difference between content value and social media usage that is p-value is greater than .05.

## **CHAPTER FIVE**

### **Discussion**

#### **5.1 Introduction**

The purpose of this study was to examine the influence of Social Media Usage on Students Psychological Wellbeing and Academic Performance focusing Debre Berhan University graduating students. This chapter provides discussions based on the findings presented in the previous chapter.

The previous chapter described the result of statistical procedures performed on the data collected from participants involved in the study. This section reviews the finding of the study based on those specific objectives. And these discussions were made based on the available theoretical frameworks and empirical studies conducted by previous researchers.

#### **5.2 The Correlation among the Variables**

The second specific objective was to examine if there was a significant correlation among students social media usage, psychological wellbeing and academic performance. Findings showed that personal benefit, self- esteem, social identity, content value, social value, independent self-construal, interdependent self-construal and academic performance correlate with social media usage. However, a significant correlation was not observed among content value with personal benefit, self-esteem, social identity, social value, independent self-construal, interdependent self-construal and academic performance. Academic performance correlate with personal benefit, self-esteem and interdependent self-construal and on the other hand have no relation with social identity, social value, content value and independent self-construal. Psychological wellbeing and academic performance. As reported hereinabove, there is a positive relationship between social media usage, psychological wellbeing and academic performance. The finding opposed with findings of previous researchers (Beneyam, 2023; Fatima-Zahra et al., 2022) which reported social media usage negatively correlated with psychological wellbeing, academic performance and social anxiety. But the finding of the present study reported positive association among social media

usage, psychological wellbeing and academic performance. And it was supported by the finding of Heyam (2014) who argued that social media is useful tool for educational purpose. The justification for this finding may be attributed, students use social media for academic, entertainment and sharing information purpose which in turn enhance their academic performance and psychological wellbeing.

### **5.3. The impact of social media usage on student's psychological wellbeing**

The third objective of this study was to examine if students social media usage predicts their psychological wellbeing. The results from the multivariate analysis indicated that social media usage predicted (positively affect) students' psychological wellbeing. The result supported by finding of previous studies (Gonzales & Hancock, 2010; Kim & Lee, 2011) conducted on the influence of social media on psychological wellbeing. Yet, the present study found social media usage as a significant predictor of psychological wellbeing. This finding was also oposed by Undiyaundeye (2014) who pointed out that social media addiction can have effects on cyber bullying and online harassment, which spreads false negative information about others in an effort to upset people's moods.

### **5.4 The impact of social media usage on students' academic performance**

Examining if social media usage had impact on academic performance of students was another objective of the present study. The results from multivariate analysis portrayed that social media usage significantly (positively) predicted students' academic performance. The results of this study contradict with the findings of preceding researchers (Mushtaq, & Benraghda, 2018) which stated that social media had negative influence on students' academic performance. Kuppuswamy and Shankar (2010) argued that social media distracts the concentration of students toward learning and lead them to non-educational activities such as useless and unnecessary chatting. Gafni and Deri (2012) also claimed as social media had the power to divert attention from academic to nonacademic; it had negative impact on academic performance.

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However, consistent with the present study finding, Heyam (2014) due attention to social media as it is a useful tool for educational purposes which make learning simpler and more effective by obtaining knowledge quickly.

## **CHAPTER SIX**

### **6. Summary, Conclusion and Recommendation**

#### **6.1 Introduction**

The purpose of this study was to examine the influence of social media usage on psychological wellbeing and academic performance among graduating students of Debre Berhan University. This chapter provides summary, conclusions and recommendations of the study based on the findings presented in the previous chapters.

#### **6.2 Summary**

The general purpose of this study was to examine the influence of Social Media Usage on students Psychological Wellbeing and academic Performance in Debre Berhan University. To investigate this, three specific objectives were identified. Percentage, Mean, SD, Pearson Correlation and multivariate analysis were used to analyze these objectives. Percentage, mean and SD were used to analyze demographic characteristics of students and their exposure to Social Media.

The first objective examined if there was a significant correlation among students Social Media Usage, Psychological wellbeing and academic performance. Result showed that social media usage correlation with psychological wellbeing and academic performance; while content value not correlate with self-esteem, personal benefit, social identity, social content, independent self-construal, interdependent self-construal and academic performance. However, significant correlations were observed among Social Media Usage, Psychological Wellbeing and academic Performance.

The third objectives, investigated whether Social Media Usage predicted student's Psychological wellbeing and Academic Performance. To analyze this objectives multivariate analysis were performed and results indicated that Social media Usage positively influences students Psychological wellbeing and Academic Performance.



### **6.3 Conclusions**

The study focused on the impact of social media on psychological wellbeing and academic performance among graduating students of Debre Berhan University. In this study three objectives were identified to examine if (1) there was significant correlation between students social media usage, psychological wellbeing and academic performance, (2) social media usage predicts student's psychological wellbeing and (3) social media usage influences students' academic performance. These objectives were analyzed and discussed in light of the literature and previous empirical studies reviewed, and the following conclusions were made about the findings of the study.

The finding for correlation and multivariate analyses revealed that social media usage, psychological wellbeing and academic performance interacted with each other and influenced one another. Hence, it can be conclude that the interaction between good social media usage with worthy psychological wellbeing could facilitate students' academic performance.

### **6.4 Recommendations**

Based on the findings and conclusion made, recommendation for future practice and research were forwarded as follows:

The finding implied that Universities, particularly departments, providing courses for students, should take into account the impact of social media on their students' psychological wellbeing and academic performance. Moreover, it was also recommended university instructors provide trainings to students on the impacts (positive and negative) and benefits of social media had on students' psychological wellbeing and academic performance. This may help students to be aware of how, when, why and for what purposes they should use social media.

Parents who send their students should consider the age of their children when fulfilling tools necessary for social media use. They must be aware of the impacts of social media (positive & negative) on psychological wellbeing and academic performance.

## Impact of Social Media Usage on Psychological Wellbeing and Academic Performance

Further studies are necessary to validate the contradicting results (with other researchers) found in this study and in investigating the impact of social media usage on students psychological wellbeing and academic performance. Further studies should also include an in-depth qualitative investigation into the impact of social media usage on students' psychological wellbeing and academic performance to better substantiate quantitative findings with students views, opinions and suggestions.

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## Appendix

### Exploratory Factor Analysis

In this researcher was conduct to exploratory factor analysis (EFA). EFA provides information about the amount of constructs required to represent the data. Explored the factors of social networking usage through exploratory factor analysis. The total variance and numbers of factors extracted were examined after each iteration. Factors with low communalities which didn't correlate were deleted with the purpose of refining the factor structure to get a matrix with clearer loadings. I used the principal component matrix (PCA), and for rotation used the Varimax method. With this, we checked the factorability of the 65 statements. After performing the exploratory factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was calculated .750. According to Tabachnick and Fidell (1996) the minimum Kaiser-Meyer-Olkin (KMO) for a good factor structure should be 0.50. A negligible significance level was shown by Bartlett's test of sphericity. Both measures suggest that the sample data were adequate for the performing factor analysis. The detailed report is presented in Table 1.

#### **KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.750
Bartlett's Test of Sphericity	Approx. Chi-Square	5596.451
	Df	2080
	Sig.	.000

The factor analysis indicates a nine factor structure, explaining the variance, with all items loading above .60. The first factor comprised the social media usage (19 items), the second factor consisted of the items related to academic performance (14 items), and the rest of factor comprised items relating to the psychological wellbeing 32 items and it has 6 dimensions (personal benefit (5 items), self-esteem (5items), social identitiy (4 items), content value (5 items), social value (4 items), independent self-construal (4 items) and interdependet self construal (5 items).

## **Appendix**

**DEBERE BIRHAN UNIVERSITY**

**College of social science and humanities**

**Department of psychology**

**Post graduate program in developmental psychology**

**Questionnaires filled by students**

**Dear students,**

Thank you for your willingness to complete this questionnaires. This research is being conduct by a student of Debre Berhan University to comply with the requirements of the degree of Master of Arts in developmental psychology. This questionnaire is designed to collect data for a study that examine the impact of social media usage on student's psychological wellbeing and their academic performance at Debre Berhan University. There is no need of writing your name, ID No, or any other personal address. Your response is kept confidential so that nobody will identify you and your behavior.

The questionnaire has two sections. The first section is about you demographic characteristics. The second section is regarding your social media usage, psychological wellbeing and academic performance. This is not a test, so there is no correct or wrong answer. Respond only to what you practice or believe. Please cheek that you have completed all questions genuinely. Those who are not willing to participate in the study are not force to fill the questions.

Thank you so much for your cooperation in advance.

### **SECTION A: Sociodemographic data**

#### **Respondents` socio demographic background and online exposure**

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**Direction:** Please give your answer for the following questions by tick (✓) or filling in the blank by choosing the best item that represents you.

1. Sex: Male  Female

2. Age: 18 – 22  23 – 27  28 and Above

3. What is your current CGPA (Cumulative grade point average) \_\_\_\_\_

4. Mostly where do you get access to internet?

Mobile Data  Own Wi-Fi  Internet Café  Other  
(specify) \_\_\_\_\_

5. Which forms of social media do you use the most? (You can choose more than one?)

Facebook  YouTube  TikTok  other

6. For what purpose you use social media mostly?

To gain academic knowledge  To have good relationships with friends

To have entertainment  To like/share the post images and video

7. How much times spent do you visit social media in a day?

Less than 30 minutes per day

1-2 hours per day

30 minutes-1 hours per day

more than 2 hours per day

### **SECTION B: Measurement items**

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**Direction 2:** The items were rated on a five-point Likert scale: Dear respondents Please read carefully and tick (√) for the appropriate column for each statement as promptly as possible.

### Social Media Usage Scale

The scale measures on a 5-point, Likert-type (1-never, 2-rarely, 3-sometimes, 4-often, and 5-always).

s/n	Item	1	2	3	4	5
1	I use social media sites to become more sociable.					
2	I use social media sites to keep in touch with my relatives.					
3	I use social media sites to seek help from my teachers					
4	I use social media sites for getting jobs related information.					
5	I use social media sites to share new ideas.					
6	I use social media sites to create my social identity.					
7	I prefer using social media sites to attending social gathering.					
8	I use social media sites to get information regarding current social events.					
9	I use social media sites for online academic group discussion.					
10	I use social media sites for reading news.					
11	I use social media sites for sharing pictures.					
12	I use social media sites to do research work.					
13	I use social media sites to learn about my curricular aspect.					
14	I communicate with my friends via social media sites for preparation of exam.					
15	I use social media sites to get relief from academic stress.					

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16	I use social media sites for watching movies.					
17	I use social media sites for collaborative learning.					
18	I use social media sites to solve my academic problem.					
19	I use social media sites to look at funny sharing.					

### Psychological Wellbeing scale for social media users

- The scale measures on a 5-point, Likert-type: Strongly Disagree (1), Disagree (2) Neutral (3), Agree (4), Strongly Agree (5).

No	Item	1	2	3	4	5
	<b>PERSONAL BENEFIT SCALE</b>					
1	I lead a purposeful and meaningful life with the help of social media.					
2	My social relationships are supportive and rewarding in social media.					
3	I am engaged and interested in my daily activities on social media.					
4	I actively contributes to the happiness and well-being of others on social media.					
5	I am optimistic about my future with the help of social media.					
	<b>SELF-ESTEEM SCALE</b>					
1	I take a positive attitude toward myself in social media.					
2	I feel that I'm a person of worth, at least on an equal footing with others in social media.					
3	I am able to do things as well as most other people in social media.					
4	I feel that I have a number of good qualities while doing things in social media.					



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5	On the whole, I am satisfied with myself while doing things in social media.					
<b>Social identity scale</b>						
1	My group memberships in social media have much to do with how I feel about myself.					
2	The social groups I belong to in social media are an important reflection of who I am					
3	The social groups I belong to are important to my sense of what kind of a person I am in social media.					
4	In general, belonging to social groups is an important part of my self-image in social media.					
<b>Content value scale</b>						
1	I get my value by finding information about my interests in social media.					
2	I get my value by learning about new things in social media.					
3	I get my value by finding information about products and services in social media.					
4	I get my value by finding good deals in social media.					
5	I get my value by posting interesting information in social media.					
<b>Social value scale</b>						
1	I get my value by socializing with my friends in social media.					
2	I get my value by finding out what other people are doing in social media.					
3	I get my value by sharing photos, music, or videos in social media.					
4	I get my value by telling people what I am doing in social media.					
<b>Independent self-construal scale</b>						

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1	I act the same way no matter who I am with in social media.					
2	I prefer to be direct and forthright when dealing with people I've just met in social media.					
3	I enjoy being unique and different from others in many respects in social media.					
4	My personal identity independent of others in social media, is very important to me.					
<b>Interdependent self-construal scale</b>						
1	It is important for me to maintain harmony within my group in social media.					
2	I have respect for the authority figures with whom I interact in social media.					
3	My happiness depends on the happiness of those connected to me in social media.					
4	I should take into consideration my social media friends' advice when making some important plans.					
5	It is important to me to respect decisions made by the group in social media.					

### **Academic Performance Scale for Social Media User.**

Academic performance scale measure in Likert scale (1= to a great extent, 2= somewhat, 3=Very little, 4=Not at all)

No	Item	1	2	3	4	5
1	Social media helps in getting clarifications of academic exercises from friends.					
2	Social media helps in preparing for the seminar well.					

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3	All academic related information can be shared very easily in social media.					
4	Social media helps to know about the latest academic trends has become affordable nowadays.					
5	Apart from classroom, social media provides opportunities for innovative learning experience.					
6	Social media helps me to score more marks in my academics.					
7	Social media can be used to communicate with teachers for academic purposes.					
8	Sharing information to friends through social media helps and facilitates collaborative learning.					
9	Social media usage during exams makes one to score poor marks.					
10	By spending more time on social media students fail to complete their academic assignments on time.					
11	It is very difficult to limit the usage of social media activities.					
12	Instant message chatting via social media apps worsens spelling/writing skills and ability.					
13	The accessibility to social media (like WhatsApp, Facebook, twitter, etc.) has become much easier nowadays.					
14	Social media makes to spend more time than intended.					

**Appendix B**

**ደብረ ብርሃን ዩኒቨርሲቲ  
ማህበራዊ ሳይንስና ሥነሰብ ኮሌጅ**

**የስነ-ልቦና ትምህርት ክፍል**

**ውድ ተማሪዎች፣**

እነዚህን መጠይቆች ለመሙላት ፈቃደኛ ስለሆናችሁ አመሰግናለሁ። ይህ ጥናት በደብረ ብርሃን ዩኒቨርሲቲ ተማሪ በማስተር ኦፍ ኦርት በደብረ ብርሃን ዩኒቨርሲቲ ሳይኮሎጂ መስፈርቶችን ለማሟላት እየሁሰራ ነው። ይህ መጠይቅ በደብረ ብርሃን ዩኒቨርሲቲ የማህበራዊ ሚዲያ አጠቃቀም በተማሪዎች ስነ ልቦናዊ ደህንነት እና አካዳሚክ ውጤታቸው ላይ የሚያሳድረው ተፅዕኖ ለዳሰሰ የተዘጋጀ ነው። የእርስዎን ስም፣ መታወቂያ ቁጥር ወይም ሌላ ማንኛውንም የግል አድራሻ መጻፍ አያስፈልግም። ማንም ሰው እርስዎን እና ባህሪዎን እንዳይለይዎ ምላሽዎ በሚስጥር ይጠበቃል።

መጠይቁ ሁለት ክፍሎች አሉት። የመጀመሪያው ክፍል የጥናቱ ተሳታፊዎችን የግል መረጃ የሚመለከቱ ጥያቄዎችን አካቷል። ሁለተኛው ክፍል የተሳታፊዎችን የማህበራዊ ድህረ ገጾችን አጠቃቀም፣ ስነ-ልቦናዊ ደህንነት እና የትምህርት ውጤት መለኪያዎችን አካቷል። ይህ ፈተና አይደለም። ስለዚህ ትክክል የሆነ ወይም ያልሆነ መልስ የለም። ለሚሰሩት ወይም ለሚያምኑት ብቻ ምላሽ ይስጡ። እባክዎ ሁሉንም ጥያቄዎች በትክክል እንደጨረሱ ያረጋግጡ። በጥናቱ ላይ ለመሳተፍ ፈቃደኛ ያልሆኑ ሰዎች ጥያቄዎቹን ለመሙላት አይገደዱም።

**አስቀድሜ ለትብብራችሁ በጣም አመሰግናለሁ።**

**ክፍል አንድ፡ አጠቃላይ የግል መረጃ**

የዚህ ክፍል መጠይቅ የተማሪዎች የግል መረጃዎችን ያካትታል። ለሚከተሉት ጥያቄዎች መልስህን በምልክት (✓) እንደሁም ክፍት ቦታ ለተዘጋጀላቸው ጥያቄዎች መልስዎን በመፃፍ እንዴትተባበሩኝ በአክብሮት እጠይቃለሁ።

- 1. ፆታ                      ወንድ                            ሴት
- 2. እድሜ                      18 -22                            23 -27                            27 እና ከዛ
- 3. ያገኙት አጠቃላይ አማካይ ነጥብ (ዉጤት) \_\_\_\_\_

3. አብዛኛውን ጊዜ ማህበራዊ ሚዲያን እንደ ት ይጠቀማሉ (አብዛኛውን ጊዜ የሚጠቀሙትን ይምረጡ)።

- ዋይፍአይ (Wi-Fi)                            ሞባይል ዳታ                            ኢንተርኔትካፌ
- ሌላ ካለ ይጥቀሱ \_\_\_\_\_

4. ከታች ከተዘረዘሩት ማህበራዊ ሚዲያዎች ውስጥ አብዛኛውን ጊዜ የምትጠቀሙ/ሚው የትኛው ነው።

- ፋስቡክ                            ዩቲዩብ                            ቲክቶክ                            እባክዎት ሌላ ካለ ይጥቀሱ \_\_\_\_\_

5. ማህበራዊ ሚዲያን የምትጠቀሙበትን ተገቢ ምክንያት ይምረጡ? (ከአንድ በላይ መምረጥ ይቻላል)።

- እኔ ማህበራዊ ሚዲያን ትምህርታዊ እውቀትና መረጃዎችን ለማግኘት እጠቀማለሁ
- እኔ ማህበራዊ ሚዲያን ለመዝናናት እጠቀማለሁ
- ከጓዶቻቸው ጋር ጥሩ ግንኙነት እንዲኖረን
- ቪዲዎችን እና ፍቶግራፌ ለማጋራት እና የሌሎችን ሀሳብ ለመደገፍ

6. በአማካይ በየዕለቱ ምን ያህል ሰዓት በማህበራዊ ሚዲያ ላይ ያሳልፋሉ?

- በቀን ከ30 ደቂቃ በታች                            በቀን ከ1-2 ሰዓት
- በቀን ከ30 ደቂቃ እስከ 1 ሰዓት                            በቀን ከ2 ሰዓት በሊይ

**ክፍል ሁለት፡ የማህበራዊ ድህረ ገጾችን፣ ስነ-ልቦናዊ ደህንነት እና የትምህርት አፈጻጸም መለኪያዎች**

ጥያቄዎቹ በአምስት ነጥብ የሊከሩት ሚዛን ደረጃ ተሰጥቷቸዋል። የተቀመጠውን መለኪያ በመጠቀም አንተን/ችን የሚገልጸውን ቁጥር በተሰጠው ባይ ቦታ ላይ “√” ምልክት በማዳረግ ለሚከተሉት ጥያቄዎች ምሊሽ ይስጡ።

**የማህበራዊ ሚዲያ አጠቃቀም መለኪያዎች**

1=በፍጹም አልጠቀምም      2= አልፎ አልፎ      3= በጥቂቱ      4= አብዛኛውን ጊዜ      5= ሁልጊዜ

ተ/ቁ	ጥያቄ	1	2	3	4	5
1	የበለጠ ተግባቢ ለመሆን ማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					
2	ከዘመዶቼ ጋር ለመገናኘት የማህበራዊ ትስስር ገጾችን እጠቀማለሁ።					
3	ከመምህራኖቼ እርዳታ ለማግኘት የማህበራዊ ድህረ ገጾችን እጠቀማለሁ።					
4	ተዛማጅ ሥራዎችን ለማግኘት የማህበራዊ ድረገጾችን እጠቀማለሁ።					
5	አዳዲስ ሀሳቦችን ለማካፈል የማህበራዊ ትስስር ገጾችን እጠቀማለሁ።					
6	ማህበራዊ ማንነቴን ለመፍጠር የማህበራዊ ትስስር ገጾችን እጠቀማለሁ።					
7	በማህበራዊ ስብሰባ ላይ ለመገኘት የማህበራዊ ድረ-ገጾችን መጠቀም እመርጣለሁ።					
8	ወቅታዊ ማህበራዊ ሁነቶችን በተመለከተ መረጃ ለማግኘት የማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					
9	ለአንላይን አካዳሚክ ቡድን ውይይት የማህበራዊ ትስስር ገጾችን እጠቀማለሁ።					
10	ዜና ለማንበብ ማህበራዊ ድረ ገጾችን እጠቀማለሁ።					
11	ምስሎችን ለማጋራት የማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					

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12	የምርምር ስራዎችን ለመስራት ማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					
13	ስለ ሥርዓተ ትምህርት ገጽታዬ ለማወቅ የማኅበራዊ ድረ ገጾችን እጠቀማለሁ።					
14	ለፈተና ዝግጅት ከጓደኞቼ ጋር በማህበራዊ ትስስር ገጾች እገናኛለሁ።					
15	ከጭንቀት እፎይታ ለማግኘት ማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					
16	ፊልሞችን ለመመልከት ማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					
17	የማህበራዊ ድረ-ገጾችን ለትብብር ትምህርት እጠቀማለሁ።					
18	የትምህርት ችግራን ለመፍታት የማህበራዊ ትስስር ገጾችን እጠቀማለሁ።					
19	አስቂኝ ነገሮችን ለመመልከት የማህበራዊ ድረ-ገጾችን እጠቀማለሁ።					

**ለማህበራዊ ሚዲያ ተጠቃሚዎች የስነ-ልቦና ደህንነት መለኪያ**

1= በጣም አልሰማማም    2= አልሰማማም    3= እርግጠኛ አይደለሁም    4= እስማማለሁ    5= በጣም እስማማለሁ

ተ/ቁ	ጥያቄ	1	2	3	4	5
	<b>የግል ጥቅም መለኪያ</b>					
1	በማህበራዊ ሚዲያ እገዛ ዓላማ ያለው እና ትርጉም ያለው ህይወት እመራለሁ።					
2	የእኔ ማህበራዊ ግንኙነቶቼ በማህበራዊ ሚዲያ ውስጥ አስፈላጊ እና ጠቃሚ ናቸው።					
3	ማህበራዊ ሚዲያን በእለት ተእለት እንቅስቃሴዎቼ ላይ የመጠቀም ፍላጎት አለኝ።					
4	በማህበራዊ ሚዲያ ላይ ለሌሎች ደስታ እና ደህንነት በንቃት አስተዋፅዖ አደርጋለሁ።					
5	በማህበራዊ ሚዲያ እገዛ ስለወደፊት ምኞቴ ተስፋ አለኝ።					

	<b>በራስ መተማመን ጥያቄዎች</b>					
1	በማህበራዊ አውታረ መረቦች ውስጥ ለራሴ አዎንታዊ አመለካከት እወስዳለሁ።					
2	በማህበራዊ ሚዲያ ላይ ቢያንስ ከሌሎች እኔ ዋጋ ያለው ሰው እንደሆንኩ ይሰማኛል።					
3	በማህበራዊ አውታረ መረቦች ውስጥ እንደ ሌሎች ሰዎች ሁሉ ነገሮችን ማድረግ እችላለሁ።					
4	በማህበራዊ አውታረ መረቦች ውስጥ ነገሮችን በምሠራበት ጊዜ በርካታ ጥሩ ባሕርያት እንዳሉኝ ይሰማኛል።					
5	በአጠቃላይ በማህበራዊ ድህረ ገጽ ላይ ነገሮችን በምሰራበት ጊዜ በራሴ ረክቻለሁ።					
	<b>የማህበራዊ ማንነት መለኪያ</b>					
1	በማህበራዊ ሚዲያ ውስጥ ያለኝ የቡድን አባልነቴ ስለራሴ ካለኝ ስሜት ጋር የተያያዘ ነው።					
2	በማህበራዊ ሚዲያ ውስጥ ያሉኝ ማህበራዊ ቡድኖች የማንነቴ አስፈላጊ ነጻብራቅ ናቸው።					
3	በማህበራዊ አውታረ መረቦች ውስጥ ምን ዓይነት ሰው እንደሆንኩ ለመገመት የምገባባቸው ማህበራዊ ቡድኖች ለኔ ስሜት አስፈላጊ ናቸው።					
4	በአጠቃላይ፣ የማህበራዊ ቡድኖች አባል መሆን በማህበራዊ ድህረ-ገጾች ውስጥ ለእኔ አስፈላጊ ነው።					
	<b>የይዘት እሴት መለኪያ</b>					
1	በማህበራዊ ሚዲያ ውስጥ ስለ ፍላጎቶቼ መረጃን በማግኘት ጥቅም አገኛለሁ።					
2	በማህበራዊ ሚዲያ ውስጥ ስለ አዳዲስ ነገሮች በመማር ጥቅም አገኛለሁ።					
3	በማህበራዊ ሚዲያ ውስጥ ስለ ምርቶች እና አገልግሎቶች መረጃን በማግኘት ጥቅም አገኛለሁ።					



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4	በማህበራዊ ሚዲያ ውስጥ ጥሩ ስምምነቶችን በማግኘት ጥቅም አገኛለሁ።					
5	በማህበራዊ ሚዲያ ላይ አስደሳች መረጃ በመለጠፍ ጥቅም አገኛለሁ።					
	<b>የማህበራዊ እሴት መለኪያ</b>					
1	በማህበራዊ ሚዲያ ውስጥ ከጓደኞቼ ጋር በመገናኘቴ ጥቅም አገኛለሁ።					
2	ሎች ሰዎች በማህበራዊ አውታረ መረቦች ውስጥ የሚያደርጉትን በማወቅ ጥቅም አገኛለሁ።					
3	ፎቶዎችን፣ ሙዚቃዎችን ወይም ቪዲዮዎችን በማህበራዊ ሚዲያ ውስጥ በማጋራት ጥቅም አገኛለሁ።					
4	በማህበራዊ ሚዲያ ውስጥ የማደርገውን ለሰዎች በመንገር ጥቅም አገኛለሁ።					
	<b>ራሱን የቻለ ራስን መገንባት መለኪያ</b>					
1	በማህበራዊ ሚዲያ ውስጥ ከማንም ጋር ብሆንም ተመሳሳይ እርምጃ እወስዳለሁ።					
2	በማህበራዊ ሚዲያ ውስጥ ካገኛኋቸው ሰዎች ጋር በምገናኝበት ጊዜ ቀጥተኛ እና ግልጽ መሆንን እመርጣለሁ።					
3	በማህበራዊ ድህረ ገጾች ውስጥ በብዙ መልኩ ልዩ እና ከሌሎች የተለየ መሆን ያስደስተኛል።					
4	በማህበራዊ አውታረ መረቦች ውስጥ ከሌሎች ነፃ የሆነ የግል ማንነቴ ለእኔ በጣም አስፈላጊ ነው።					
	<b>እርስ በርስ በመደጋገፍ ራስን መፈጠር መለኪያ</b>					
1	በማህበራዊ አውታረ መረቦች ውስጥ በቡድኔ ውስጥ ስምምነትን መጠበቅ ለእኔ አስፈላጊ ነው።					
2	በማህበራዊ ድህረ-ገጾች ውስጥ ለምገናኛቸው ባለስልጣኖች ክብር አለኝ።					
3	የእኔ ደስታ የሚወሰነው በማህበራዊ አውታረ መረብ ውስጥ ከእኔ ጋር በተገናኙት ሰዎች ደስታ ላይ ነው።					

4	አንዳንድ አስፈላጊ እቅዶችን በምታደርግበት ጊዜ የማህበራዊ ሚዲያ ዳደሾቼን ምክር ግምት ውስጥ ማስገባት አለብኝ።					
5	በማህበራዊ ድህረ ገጽ ላይ ቡድኑ የሚያደርጋቸውን ውሳኔዎች ማክበር ለእኔ አስፈላጊ ነው።					

**ለማህበራዊ ሚዲያ ተጠቃሚ የትምህርት አፈጻጸም መለኪያ**

1= በከፍተኛ ደረጃ      2= በመጠኑ      3= በጣም ትንሽ      4= በፍፁም

ተ/ቁ	ጥያቄ	1	2	3	4	5
1	ማህበራዊ ሚዲያ ከዳደሾች የትምህርት ልምምዶችን ማብራሪያ ለማግኘት ይረዳል።					
2	ማህበራዊ ሚዲያ ለምርምር በደንብ ለመዘጋጀት ይረዳል።					
3	ሁሉም ከትምህርት ጋር የተያያዙ መረጃዎች በማህበራዊ ሚዲያ ውስጥ በቀላሉ ሊገኙ ይችላሉ።					
4	ማህበራዊ ሚዲያ ስለ የቅርብ ጊዜዎቹ የትምህርት ዝንባሌዎች በአሁኑ ጊዜ ጥቅሙ ተመጣጣኝ እየሆነ መጥቷል።					
5	ከክፍል ውጪ ማህበራዊ ሚዲያ ለፈጠራ የመማር እድል ይሰጣል።					
6	ማህበራዊ ሚዲያ በትምህርቱ ውስጥ ጥሩ ነጥብ እንዳስመዘገብ ይረዳኛል።					
7	ማህበራዊ ሚዲያ ለትምህርታዊ ዓላማዎች ከአስተማሪዎች ጋር ለመነጋገር ሊያገለግል ይችላል።					
8	በማህበራዊ ሚዲያ ለዳደሾች መረጃን ማጋራት የትብብር ትምህርትን ያግዛል።					
9	በፈተና ወቅት የማህበራዊ ሚዲያ አጠቃቀም ደካማ ውጤት እንዲያመጣ ያደርገኛል።					

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10	ተማሪዎች በማህበራዊ ሚዲያ ላይ ብዙ ጊዜ በማሳለፍ የትምህርት ስራቸውን በሰዓቱ ማጠናቀቅ ተስኟቸዋል።					
11	የማህበራዊ ሚዲያ እንቅስቃሴዎችን አጠቃቀም መገደብ በጣም ከባድ ነው።					
12	ፈጣን መልእክት በማህበራዊ ሚዲያ መተግበሪያዎች መነጋገር የፊደል/የመጻፍ ችሎታን ያዳብራል ።					
13	በአሁኑ ጊዜ የማህበራዊ ሚዲያ ተደራሽነት (እንደ ዋትስአፕ፣ ፌስቡክ፣ ትዊተር፣ ወዘተ) በጣም ቀላል ሆኗል።					
14	ማህበራዊ ሚዲያ ከታሰበው በላይ ጊዜ እንዲያሳልፍ ያደርጋል።					