



## The Influence of Social Media Usage on Adolescents' Identity Status and Academic Achievement: The Case of Woldia High School Students, North Wollo of Amhara Regional State

Dessalegn Asmamaw<sup>1</sup>; Demeke Binalf<sup>2</sup>; Dereje Mekonnen<sup>2</sup>

<sup>1</sup> Department of Psychology, University in Debre Marqos, Ethiopia

<sup>2</sup> Department of Psychology, Jimma University, Ethiopia

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### **Abstract**

The major purpose of the study was to investigate the influence of social media usage on adolescents' identity status and academic achievement among school adolescents. Correlational research design was used to address the core objective of the study. A total of 264 grade 10th students (124 male and 140 female) were randomly selected. Descriptive statistics and Pearson correlation were employed to describe data and to analyze relationships among variables respectively while multiple regressions was employed to determine whether sex, age and social media predict academic achievement or not. As a result, the variable sex, age and face book usage found significantly predict academic achievement by about 8.2% ( $R^2 = 8.2\%$ ,  $F = 7.09$   $p < 0.05$ ). Further, the study found that there were positively significant relationship among face book usage and adolescents' identity status. Therefore, the computed Pearson correlation identified that moratorium identity status of the students correlated with facebook usage with  $r = .434$  at  $p < .05$ ; identity diffusion correlated with face book usage with  $r = .354$  at  $p < 0.05$ . Contrary to this, the computed Pearson correlation found negatively significant relationship between face book usage and identity achievement with  $r = -.104$  at  $p < 0.05$ , and between face book and identity foreclosure with  $r = -.089$  at  $p < 0.05$ . In generally speaking, this study summarized that more than 70% of the adolescents in the study area are facebook users and most of them averagely use about 45 minutes to visit their facebook account per day while their facebook usage has direct relationship with their identity status. Based, on the findings, therefore, it was concluded that social media has both negative and positive influence on the identity status of adolescent and predicts adolescent's CGPA. Hence, stakeholders' due attention is highly needed to monitor the problem and create the way adolescents invest their time for their academic activities instead.

**Keywords:** *Magneticeria Puzzle Learning Media; Verbal Linguistic Intelligence*

## 1. Introduction

### 1.1. Background of the Study

Social media has become a major mode of sharing and communicating information for many people across the globe. The common social media sites like Facebook, Twitter, and YouTube often attract individuals at various developmental age level and social classes while they are sharing photos, texts, voice message and any other data. Social media has numerous functions including creating public awareness and mobilizing the masses (Stelzner, 2015).

Nowadays, face book takes the first place among the social media platforms. Facebook is a social network that allows users to connect and exchange information with both their friends and with people they meet within the virtual world. Over two billion individuals use face book in the world. The available literature shows that adolescents are the main users of face book (Boyd & Ellison, 2008; Lenhart & Madden, 2007). Along with the accessibility of high speed internet service, of adolescent FB users has been escalated more than ever before (Sarah, 2012). In Ethiopia face book users have reached four million five hundred thousand with a 4.2 % penetration rate (Social bakers, 2018).

Digital landscapes provide numerous opportunities for users to explore their identities because they allow them to customize various degrees of anonymity. Adolescents, therefore, are mostly influenced by the social media or network they subscribed that internet dependence significantly affect students' academic performance and emotional traits negatively. They reported that this negative influence is mostly on extreme users of internet and not on all individuals. Nowadays many secondary school students spend much time on social networking chatting with friends while less time is spending on studying, which leads to distraction and lower performance in terms of academic activities (Umar, T & Idris, M, 2018).

Concisely, almost all research findings mentioned above demonstrated that social media usage on adolescent identity and academic achievements have a positive and negative impact on students. Since these psychological variables are not well researched in Ethiopian context on identity status and academic setting, this study is designed to analyze the relationship between social media, identity status and academic achievements.

### 1.2. Statement of the Problem

Social media usage is found to be detrimental to students' progress in school activities. The reason behind is that most students prefer being in the virtual world than attending various extracurricular activities such as academic clubs and societies, quiz competitions, debates, sports etc. (Ivan Goldberg developed in 1995).

For instance, it would be appropriate to mention that internet addiction is a psychological disorder (Ivan Goldberg developed in 1995). This diagnosis of the disorder is inspired by the first pathological gambling diagnosis given by the American Psychiatric Association. The association defines sub-categories of this addiction. Pornography, enthusiastic and unreasonable passion for games, excessive consumption of time on social networking sites or web sites, and online shopping are among these sub-categories. Internet is not an addiction source by its own. Addiction is defined as the excessive use of internet that begins to ruin daily, social and working life (Kirik, 2015).

In Ethiopia, however, there is no well-defined cyber policy to use social media while the spread of internet addiction is highly enhancing. As a result, a number of Ethiopian on face book user adolescents is getting increase in a faster rate. Nevertheless, there are only few researches conducted

concerning this issue (Kirik, 2015). Moreover, even the conducted few researches were intended to examine the impact of face book on different aspects of adolescents' developments including gender variations, academic achievements, etc. Therefore, interest of this study is almost unaddressed by these studies. For instance, Gedion (2011) studied the role of face book in building the social capital of youth living in Addis Ababa; Gebremedhin (2014) also studied the relationship of social networking to adolescent students' psychosocial adjustment in selected preparatory schools of Addis Ababa; Dimwit (2014) looked at adolescent's perception of social media and their degree of engagement in relation to the undesirable outcomes on their behavioral health.

Contrary to this, most abroad researchers conducted on relationship of social media on adolescent psychosocial behavior and academic achievement of students focus on one of these psychological constructs across academic variables. For instance, Long and Chen (2007) conducted a research on the impact of internet usage on the self-identity development. On the other hand, Asemah, Okpanachi and Edegoh, (2013) studied the influence of social media on the academic performance of the Undergraduate Students of Kogi State University, Anyigba, Nigeria across in the university level. But those most studies used the scores of specific subject matter such as mathematics, physics, geography, chemistry and engineering departments rather than taking the average academic achievement scores.

In Ethiopia but there is dearth research on the influence of social media on adolescent identity status and academic achievement of high school students. Cognizant of such knowledge gap, the current study was designed to investigate the influence of social media on adolescent identity status and academic achievement in Woldiya secondary school grade 10 students under achieving these objectives:

1. To determine the prevalence rate of adolescents' facebook usage in Woldiya secondary school
2. To identify the relationship between social media in identity status and academic achievement of Woldiya secondary school students
3. To determine whether adolescence sex, age and social media usage significantly predict, student academic achievement in Woldiya secondary school.

## **2. Review of Literature**

### **2.1. Prevalence of Facebook Usage**

The young generation is spending more and more time online, and on face book (Jean Carrol D. Corral, 2017). A research conducted by Brittany Chan (2014) revealed that more than 22% of adolescent's log onto social media about 10 times and more than 50% log onto social media at least once a day. In the world more than 1.5 billion monthly active users (22 % of the world 's population), is face book social network users and has become an important part of many people 's daily routines (World Map of Social Networks, 2016).

According to World Map of Social Networks (2016), out of the analyzed 137 countries, Japan was the only country where twitter is the leader. As study conductive at November 2015, 35.6 % face book users were in Asia, 21.6 % were in Europe, 14.45% were in North America, 8% were in Africa and other continents contribute 20.4% of the total face book users. As many researches across the globe depicted that, adolescents are the main users of different media sources. For instance, 93% of teens in the age of 12-17 have an account on FB, with 64% of 12-13 year olds using FB in the U.S (Wenninger, 2014).

As a whole, Africa contributes only 8% of the global face book users mainly due to the continent's comparatively low internet service coverage. Egypt with more than 27 million users is the leading country, Nigeria is the second (15million) and Algeria is the third (11 million). In Africa, it is not only the number of face book users but also the time spent also increase. For instance, South Africa is among the leader in time spent on face book with an average of 3.2 hrs a day, compared to a global average of 2.4hrs. According to Ethio-telecom, In Ethiopia, there were about 1.27 milion users of face book with active accounts. Twenty-eight percent /28 %/ of these were women (Social bakers, 2014). In 2018, there were 4.5 million face book users that made the country the eighth largest face book use in Africa (Internet World Stats, 2014).

## 2.2. Social Media and Academic Achievements

Englander, Terregrossa, & Wang, (2010) the social media could be somewhat beneficial to students' academic achievement, the disadvantages seemed to outweigh over the benefits. There was a connection between how much time was spent on the social media and the grades students got. The more time students spent online, the worse the impact was on their academic performance (Englander et al., 2010).

In the reflection of the impacts of face book networking on students' performance, Tess (2013) argues that there is a variety of correlations that exist in the literature. Other studies though find a significant negative correlation between a student's performance and use of face book while others find no correlations or weak correlations. Only a few studies come up with positive correlations though not with high-level significance. Interestingly, the negative correlations for the face book usage and poor academic performance have been associated with personality traits or other behavioral or psychological aspects rather than solely with the use of these platforms. A study by Kirkpatrick (2010) done recently also ask questions on the assumed effects that are negative on face book use on the academic achievements of the students. Analysis of the collected data (Kirkpatrick, 2010) reveals that time spent on face book and frequency of visiting face book are negatively related to students' performance in terms of their GPA.

## 2.3. Media and the Development of Identity

Identity formation in a digital age increasingly involves constructing the self through online spaces. While time spent for watching and gathering a television set is declining. Personalized media consumption on laptops and mobile devices is surging. In the United States, 95% of 12- to 17-year-olds use the Internet and the websites. They gravitate to social networking sites, capturing 80% of adolescent Internet users (Lenhart, 2012). Young people use social networking sites to craft public personas, articulate their network of social connections, and consume and recycle media content from the World Wide Web. Social networking sites represent new kinds of social media landscapes traversed by young people coming of age in the millennial generation (Lenhart, 2012).

According to Erik Erikson's psychosocial model, coming of age requires constructing a coherent and stable identity that has meaning and value in society. Identity is achieved through exploration and then commitment, a process that is propelled by decreasing dependence on parents and increasing navigation of relationships in wider social spheres during adolescence and the transition to adulthood. Using social networking sites, youth collect massive webs of social connections, averaging in the hundreds, and sometimes reaching into the thousands. This trend, coupled with opportunities to broadcast a polished self-image to those large audiences of friends, have prompted concerns that youth are in peril of identity constructions that prioritize superficiality over substance. More sanguine perspectives see digital worlds offering youth valuable opportunities for self-elaboration. Polarized research findings speak to trade-offs entailed in the implications of social media for identity development (Erikson 1968).

According to the Media Practice Model Steele & Brown, (1995) and uses and gratifications theory Rubin, (1994) adolescents' daily media preferences and practices reflect unique navigations of their identity concerns and personal interests. They selectively embodied, reformulate, and appropriate entertainment media to express and affirm who they are, their tastes, their values, and what they believe in and stand for. Moreover, media converge with peer socialization. Youth culture draws from mass media to collectively construct what is valuable and worthwhile; adolescents develop identities by adapting to these peer cultures through social processes (Arnett, Larson, & Offer, 1995).

### 3. Methods

#### 3.1. Study Design

The researcher used quantitative research approach, specifically co-relational design. It is because, from the beginning, the nature of this study was for measuring the relationship between the predictor (social media) and outcome variables (identity status and academic achievement).

#### 3.2. Sample Size and Sampling Techniques

The required sample size was computed manually by considering the assumption of 95% confidence level, marginal error 5% and total population 866. The final sample size was 264. To achieve the objective of this study, the researcher was focus on north Wollo zone Woldiya high school. The study is conducted only on grade ten students because, they are more critical age of identity development and more experienced than grade nine students regarding to taking the course of ICT. So, this grade level was purposely selected from this ground. From the total population, representative sample size was taken by the systematic random sampling technique using student list as a sampling frame. From the total sample size, 140 are females and 124 are males.

#### 3.3. Instrument

The respondents' face book uses were measured by the Face book Intensity Scale is adopted from (Ellison, Stein field, and Lampe 2007). The face book intensity scale is used to measure face book use beyond simple measures of frequency and duration, incorporating emotional connectedness to the site and its integration in an individual's daily activities. Generally, the scale has fourteen questions designed to measure active engagement and emotional connection with face book. Each statement has scale values '5', '4', '3', '2' and '1' for five format ranging from strongly agree, agree, undecided, disagree and strongly disagree respectively.

The identity status scale questionnaire is adopted from the **Identity Status** (Bennion & Adams, 1986). The questions consist of 16 items, which was checked on five point likert scale. Each statement also has scale values '5', '4', '3', '2' and '1' for five response options such as, strongly agree, agree, undecided, disagree and strongly disagree respectively.

The academic achievement score of students (2011 E.C first semester) was taken from the recorded office of school and coding the lists of student's name.

#### 3.4. Data Analysis

The basic elements of analysis for this study were descriptive statistics (percentage and table), Pearson's correlation, and multiple regressions. Descriptive statistics were summarized by table and percentage analysis was performed to estimate the prevalence rate of face book usage. Pearson correlation analyses were done to see the relation between each independent variable and the outcome variable. Level

of statistical significance was declared at p-value <0.05. Finally, multiple regressions were used to determine whether sex, age and social media predict academic achievement.

#### 4. Result

##### 4.1. Demographic Characteristics of the Respondents

*Table 1:- Summary of respondent's demographic characteristics*

Variable	Category	f	%	M	SD
Sex	Male	124	47		
	Female	140	53		
Age	14-18	233	88.25	16.2	1.05
	19-22	31	11.75		

As table-2 indicated that from the total 264 samples, 264(100%) participants were gave responses. From this, 124(47%) were male and 140(53%) were female, respectively. It indicates that unequal size distribution of participants about their gender or the majority of female respondent were greater than male respondent by six percent of the total 264 respondents. Likewise, the majority (88 %) of participants were age categories between 14 to 18 years old while the least (12%) of participants were found between 19 to 22 years old age category. The mean and standard deviation of respondents' age was 16.2 and  $\pm 1.05$  years, respectively. Hence, the results of this study could be more reflective to the age category between 14 to 18 years old.

##### 4.2. Prevalence Rates of Adolescents to Social Media Usage

To answer this study's question number one (prevalence rate of adolescent's SM usage), descriptive statistics were used and its result presented as follows in table-3. This result is revealed by depending on the collected data from the questionnaire about adolescence social media usage.

*Table 2:-Summary of descriptive statistics on adolescents' prevalence rate of SM usage*

Issues	Alternatives	f	%	$\bar{X}$	SD
Are you social media user?	Yes	246	93.2		
	No	18	6.8		
	Total	264	100		
Which SM most often use	Facebook	172	69.9	1.51	.501
	you tube	14	5.5	1.57	.514
	Twitter	3	1.2	1.44	.527
	My Space	2	.8	2.00	.000
	Viber	7	2.8	1.20	.348
	WhatsApp	10	4.06	1.58	.515
	Telegram	38	15	1.53	.506
How you come to face book	Friends enforced	40	23.25		
	Current social life	61	35.46		
	Meet with friends	71	41.28		
Per day using face book	<15 minute	61	35.4		
	16-30 minute	28	16.2		
	31-45 minute	30	17.4		
	>45 minute	45	26.2		
	Never use	8	4.5		



Total face book friend	under100	26	15.1
	200-300	59	34.3
	400-500	35	20.3
	>500	52	30.23

This study finding presenting in table -3 indicated that the majority 93% of the respondents were responded as they are social media user. But, only 7% of the respondents were replied that they are not participating in social media network.

Similarly, this study finding showed that from the total participants 70% of them used Face book social media network, 15% of the participants were using telegram social media network, 6% used you tube, 4% were used What Sapp, 2% were used Viber, 1.2% were used Twitter, and the remaining 0.8% of adolescents were participating in social media network by using My space, orderly.

Regarding question number two (the reason behind why adolescent was participating in social media network), study finding revealed that 23% were participated in social media by means of friend enforcement, and 35% were by means of current social life and the majority of adolescence social media user. Whereas, 41% were using social media for meeting with his/her friends to face to face by using social media network online.

Besides, results on table-3 showed that among the respondents 35% were used face book for less than 15 minutes, 16% adolescence were used face book for 16-30 minutes, 18% of them adolescents were used for 31-45 minutes, 26% were used above 45 minutes, per day. However, 5% were does not used Facebook daily.

Similarly, when the respondents were asked about how many friends they have in the face book social media network, different results were brought. For example, this study finding indicated that 34 % of the responses of adolescent have 200-300 friends. Next to this, 30% of respondents were have above 500 friends and also 20% of adolescent were have 400-500 friends from face book social media world. But, the least 15% of the respondents were having fewer than 100 friends.

### 4.3. Correlation Analysis Among Social Media Usage, Identity Status and Academic Achievement

The second research objective of this study was to identify the relationship between social media, identity status and academic achievement. So, Pearson correlation analyses were conducted to identify whether there is significant relationship among face book, identity status and academic achievement.

**Table 3: summary of correlation analysis between social media, identity status and academic achievement**

Dependent variables	Independent variable (Facebook usage)	
FC	<i>r</i>	<b>-.089</b>
	<i>N</i>	264
MO	<i>r</i>	<b>.434**</b>
	<i>N</i>	264
DF	<i>r</i>	<b>.354**</b>
	<i>N</i>	264
AC	<i>r</i>	<b>-.104**</b>
	<i>N</i>	264
Academic/A	<i>r</i>	<b>-.086**</b>
	<i>N</i>	264

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

As table -4 indicated that there was positive significant relationship between face book usage and adolescence moratorium identity status i.e.,  $r = .434^{**}$ ,  $p = .000 < 0.05$ . Similarly, there was positive significant relationship between face book usage and adolescence identity diffusion at  $+ r = .354^{**}$ ,  $p = .000 < 0.05$ . On the other hand, the finding shows that there was negative significant relationship between face book usage and adolescence achievement identity status (where;  $r = -.104^{**}$ ,  $p = .023 < 0.05$ ). Likewise, face book and identity foreclosure have negative relationship ( $-r = 0.89$ ,  $p = 0.149$  which is  $> 0.05$ ).

The finding of this study also revealed the possible relationship among the four types of adolescent's identity statuses. For instance, there was negative and significant relationships among foreclosure and moratorium identity status (where;  $r = -.128^{**}$ ,  $p = .038$ ), and among diffusion and achievement identity status (where;  $r = -.218^{**}$ ,  $p = .001$ ). However, the study finding indicated that there was positive and significant relationship between diffusion and moratorium identity status (where;  $r = .279^{**}$ ,  $p = .000$ ). Similarly, there was positive and significant relationship among foreclosure and achievement identity status (where  $r = .282^{**}$ ,  $p = .000$ ).

Additionally, Pearson correlation analysis among face book usage, identity status and adolescent's academic achievement was conducted. This study finding revealed that there was negative and significant relationship between face book usage and academic achievement (where;  $r = -.086^{**}$ ,  $p = .001$ ). Contrary to this, foreclosure and achievement identity statuses have had positive and significant relationship with adolescent's academic achievement. Although the study finding showed that there was negative and significant relationship between identity moratorium and diffusion with adolescence academic achievement.

Finally, when we see the correlation analyses that academic achievement has with each identity statuses, there was negative and significant relationship between academic achievement and adolescence moratorium, academic achievement and diffusion identity status (where;  $r = -.086^{**}$ ,  $p = .016$  and  $r = -.092^{**}$ ,  $p = .002$ , respectively). In contrary to these, there was appositive and significant relationship among academic achievement with foreclosure, and achievement identity status with academic achievement (where  $r = .095^{**}$ ,  $p = .035$  and  $r = .328^{**}$ ,  $p = .001$ , respectively). That means the more adolescents are developing moratorium and diffusion identity statuses, their academic achievement also decreases, vice versa. On the other hand, as the adolescents are developing more foreclosure identity and achievement identity statuses or scale up their commitment, their academic achievement also increases.

#### 4.4. Multiple Regression Analysis

Multiple regression analysis was computed to check the third objective of this study. It was to determine whether adolescence sex, age and social media usage significantly predict student academic achievement. Regression analyses were conducted to identify significant predictor among study variables.

**Table 5: Summary of multiple regression analysis tables**

Predictor	$\beta$	$t$	$Sig$	$R$	$R^2$	$F$	$Sig$
Gender	.089	3.43	.154	.286	.082	7.09	.000
Age	.142	2.25	.026				
Facebook usage	-.225	3.56	.000				

The result in table 5 indicated that sex, age and face book usage significantly predict 8.2% of variation in adolescence academic achievement ( $R^2 = 8.2\%$ ,  $F = 7.09$ ,  $p < .05$ ). Therefore, this study finding indicated that gender, age and face book usage are important factors that influence adolescence academic achievement. Furthermore, table-5 shows that face book usage was negative and limited predictor for academic achievement ( $\beta = -.225$ ,  $p = .000$ ) and positive and limited predictor to age of adolescence ( $\beta$



=.142,  $p = .026$ ). It means that when the face book usage time increase academic achievement decrease and the reverse is true, similarly as adolescent's age increases their academic achievement also increases and vice versa.

### ***Conclusion***

Based on the major findings of the study, the following conclusions are drawn. The majority of respondents (93%) were social media user but, only seven (7%) of the respondents were not participating in social media network. This study finding indicated that there was positive and negative and strong significant relationship between face book usage and adolescence identity status. The study's finding indicated that there were both negative and positive significant relationship among identity statuses and social media.

Also, there was negative and significant relationship between face book usage and academic achievement. Furthermore, there was both positive and negative significant relationship among adolescence identity status with adolescence academic achievement. Again, sex, age and Facebook usage predicted /influenced 8.2% of variation in adolescence academic achievement.

Nonetheless, social media has both negative and positive influence on the development of adolescent's identity and social media predicted adolescent's CGPA to be lower. Also, adolescents spend above 45 minutes, averagely, to visit their face book accounts which need stakeholders' due attentions to monitor the problem and create the way adolescents invest their time for their academic activities instead. Here, the role of parents on their children's media utilization needs to be immense so as to save them from extra time devotion on social media.

### ***Recommendations***

Based on the findings of the study some important recommendations were identified as possible. Twenty-six (26%) of adolescents were used above 45 minutes per a day to visit their face book accounts. They may do this all either in school compound or at home or even may be at both settings. Therefore, it is mandatory for adolescent's family follow up the reason adolescents devote their time on face book/social media network.

It is the time when the schools must train life skills, technology management skills, time management skills, and the like for the adolescents early in the school. For instance, it may be the mandate our schools to set technology monitor committee and/or club in the school compound. Besides, the school must formulate mechanisms to control the adolescents' time investment on media than on academic activities. That means the schools must limit the time the students use for media even legally in the school.

Adolescent students must learn/share experiences from their role models and teachers in order to have well organized and effective time management habit in their academic life. Government must think over it to monitor the school adolescents' daily use of social media and create appropriate environment to upscale their academic performance instead. The researcher would like to suggest that this study shall be conducted in other research setting employing high number of participants across different schools in the country.

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