
THE INFLUENCE OF SOCIAL MEDIA USAGE ON COLLEGE STUDENTS' ACADEMIC ACHIEVEMENT: THE CASE OF MEKANE YESUS MANAGEMENT AND LEADERSHIP COLLEGE IN ADDIS ABABA, ETHIOPIA.

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ABSTRACT

This study was conducted to find out the influence of social media usage on college students' academic achievement of Mekane Yesus Management and Leadership College in Addis Ababa, Ethiopia. The cross-sectional research design was employed in order to identify the influence of social media on students' academic achievement. Purposive and stratified samplings were used in the selection of the study site and samples of the study, respectively. Two hundred and sixteen (216) participants (108 males and 108 females) were drawn and participated in this study from a total population of four hundred and eighty five (485). Self report questionnaire was distributed for the participants of the study. Descriptive statistics, independent t-test, One-way ANOVAs, and Pearson's Product-Moment Correlations tools were employed for statistical analysis of quantitative data. The findings revealed that majority of the participants spent 1-2 hours on social media per day; and majority of the respondents were indicated that the purpose of social media usage was to gain academic knowledge and new information. As the result of t-test indicated that there is no significant difference between males and females in frequency of usage of social media per day. The result of ANOVA indicated that there is no significant difference on age and department categories in frequency of usage of social media per day, but there is a significant difference on year level in college categories in frequency usage of social media per day. Post-hoc test indicated that social media is more used by third year level in college students. The finding of Pearson's Product-Moment Correlations showed that there is no significant weak negative correlation between social media usage and academic achievement ($r = -.117, p = .094$). Based on the findings it is suggested that the user (students) of social media should be aware of the negative and positive influence of social media on academic achievement; students' should minimize the time spending on social media to pay more attention for their education; and parents and school teachers should play vital role in creating awareness and orienting students how to use social media without affecting their education.

KEYWORDS: Academic Achievement, College Students, GPA and Social Media Usage

INTRODUCTION

Social media is a type of media which have many attributes and features that a lot of services on channel like as way of communicating, texting, picture sharing, audio and video sharing, quick publishing or posting, connecting with allover world, and lineal connecting. It is also cost-effective quick access to the world and very essential for all age of peoples. Its usage is growing day to day with speedy rate in across the earth. Most of college ages are changing rapidly from electronic media like as TV viewers, and radio listeners to the social media in all age group. College age rate is immensely shifting to social media and its effects are a great deal on students. This frenzy of social media has guide to raise question regarding its influence on society, while it is confirmed that the social media impacts people's living styles and it is continuous process to investigate the scenery of these impacts in whole society and country, particularly on students [23].

To address the issue of the influence of social media usage on the college students' academic achievement, the purpose and time spending on it are taken into account. Lack of time and place restriction led students to use social media unmanageably for multiple reasons. Even in academic settings or in settings where studying is taking place, students also divide their attention among various media sources. One study found that two-thirds of first-year college students reported using electronic media while in class, studying, or doing homework [11]. Another study found that college students frequently searched for content not related to

courses, used Facebook, corresponded by e-mail, talked on their cell phones, and texted while doing schoolwork [12]. According to Wood et al. (2012) students who used Facebook during a lecture scored significantly lower on tests on lecture material than those who were only allowed to manually take notes. This lack of focus by college students showed a negative impact on academic grades (as cited in [15]).

The usage of social media has influenced the academic achievement of college students' according to the studies on the effect of social media on students' academic achievement. Some researchers identified the outcome of social media usage among college students' and with their academic achievement. They got a poor effect and impact when the media is excessive use in such way that does not alter academically teaching and learning process [27]. Other study also investigated this same problem but found either no statistically significant relationship between social media usage and academic achievement of students' [1], or really a factor in students' academic achievement (Pasek & Hargittai, 2009, as cited in [2]). In addition, the study conducted in Ethiopia indicated that there is no significant relation between time spending on Face book with students' GPA [21].

Social media and academic achievement intertwined variables which are influenced each other. College students actively join social media sites that to be engaged with online endeavors which would influence their academic performance. According to Oye (2012) most of the students use social media particularly for socialization, rather than for academic intention; and majority of students think that social media have constructive influence on their academic achievement. According to Young (2006) the impact of social media usage depends large on the degree of usage (as cited in [5]).

The time spending on social media and the purpose of its usage influence academic achievement of students. Extensive and frequent usage of social media has negative effect on the field of education because of students keep in touch through social media by entertaining with virtual friends by chatting and commenting; looking for new information and watching videos; sharing, liking, uploading and looking images of others; and also searching for somebody to have friendship or to make new friends. Nature of social media which is easy and cost effectiveness by itself encourages individual to stay long time by using it and that deteriorates the study time of the students and also main factor for students not focus attentively on their education.

Currently, higher educational institutions are in fear of that student's academic performance might be influenced negatively because of social media disturbance on students' performance. In developed countries this area apprehends researchers' attention but in developing countries like Ethiopia, it is unexplored area.

The present study tried to reveal social media usage influence on academic achievement of college students. The researcher tried to see different international research works that were focusing on the relationship between social media usage and academic achievement in general and particularly researcher found few studies which were took place at Ethiopia relating social media usage and academic achievement in Ethiopian context. The main aim of this study was expand on previous research, explore the influence of social media usage on students' academic lives. In addition, to see in Ethiopia context that social media usage related with students' academic achievement or to find out the influence of social media usage and to fill gap of research work relating social media usage with college students' academic achievement in Ethiopia. In order to achieve the big aim of the study the following basic research questions were answered:

- ❖ To what extent do college students' use social media?
- ❖ What are the reportedly claimed purposes of college students' for using social media?
- ❖ Is there age, sex, year level in college, and department differences in frequency of social media usage among college students'?
- ❖ Does social media usage correlate with college students' academic achievement?

CONCEPTUAL FRAMEWORK

The researcher made a brief discussion on the contents in the suggested framework for the influence of social media use on academic achievement of the college students. This conceptual framework shows the dependent variable which is academic achievement and the independent factors which are age, sex, year level in college, and department. The usage of social media depends on above stated four variables which are age, sex, year level in college, and department which allows researcher to use social media as dependent variable. Whereas on other hand the students' academic achievement depend on the usage of social media this way makes academic achievement as dependent variable and social media usage as independent variable.

Generally, the conceptual framework indicated that the social media usage of students determined by their demographic characteristics of age, sex, year level in college, and department and also their academic achievement is influenced by using of social media.

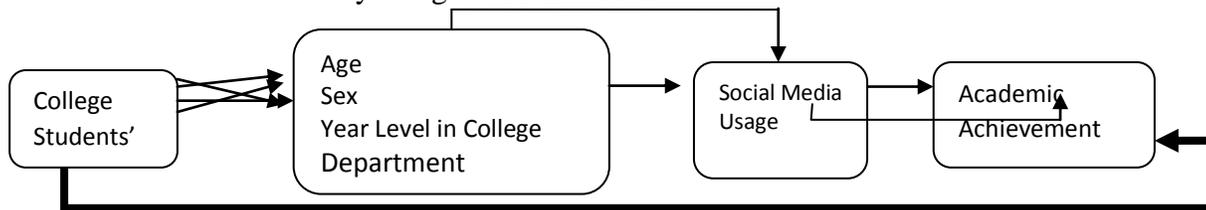


Figure: The Conceptual Framework

METHODS

A cross-sectional research design was used to identify the influence of social media usage on college students' academic achievement. In a cross-sectional study, data were collected at a single point in time to examine the relationship between the variables of interest. The researcher used descriptive and analytical cross-sectional study in order to assess the frequency and purpose of college students' social media usage and to investigate the association between social media usage and students' academic achievement, respectively.

POPULATION, SAMPLE SIZE AND SAMPLING TECHNIQUES OF THE STUDY

The target population of the study was Mekane Yesus Management and Leadership College (MY-MLC) undergraduate students (first, second and third year level in college) who were enrolled second semester at the college for 2016/17 academic year within four departments. Based on academic year of 2016/17 the total number of MY-MLC trainees were 485 (254 males and 231 females). In order to get genuine information, researcher expected to get subgroups or subsets of the population which is called sample. According to Krejcie and Morgan (1970) the random sample size determination out of 485 populations, 216 samples were possibly selected for the actual study. These samples were selected proportionally in sex, department, and year level in college from the MY-MLC of three undergraduate programs (namely Accounting and Finance Studies, Gender and Development Studies, and Management) by using probability sampling techniques of stratified sampling which was based on the strata (divided categories of population in sex, year level in college and departemets). After classification of homogeneous groups, the researcher randomly selected the actual samples of the study from the lists of students that got from the registrar's office of the MY-MLC. Before selecting samples, researcher excluded the students of Leadership and Development Studies departement from being participant of the study because of not having of students in the first and second year level in college. By randomization from each department seventy two (72) samples (36 male and 36 female) were selected ($72 \times 3 = 216$) or twenty (24) samples from each year level in college (first, second and third) which was $9 \times 24 = 216$; which means within three departments there were three level of year in college and the total of year level in college were nine (three department times three level of year in college which equals nine). Totally the samples of the study were 216.

DATA GATHERING INSTRUMENTS AND PROCEDURES

The primary and secondary data sources of data were collected for this study. The primary source of data were collected through Likert Scale questionnaire from strongly agree (1) to strongly disagree (5) but clear data were collected from 207 participants. The questionnaire contains three set of items (see appendix A). The first set consists of demographic characteristics of the respondents; the second set contains about college students' social media usage and the third set contains the questions related with influences of social media usage on academic achievement that based on the ideas found from the readings of the researcher in theses, journals, magazines as well as other sources in line with of social media on college students'. In addition, the secondary sources of data addressed by document analysis reviewing the GPA of the students that was brought from the registrar's office of the college in order to explore the influences of social media usage on college students' academic achievement.

The questionnaire related to demographic characteristics of respondents and about social media usage of respondents developed by the researcher. In addition, the questionnaire which was focused on social media usage and academic achievement; the Likert Scale questionnaire was constructed and modified by the researcher from [10], [16], [17], [23], & [26].

Before distributing the questionnaire the researcher made trust and rapport with respondent's and instructors' of the college as well as the administration of the college in order to have cooperation on collecting of the data. Next, the researcher dealt with instructors' when they will have class and how to address the participants of the study. The researcher agreed with instructors' to distribute questionnaire before starting usual class and to collect after the end of the class. Questionnaire was distributed for participants before starting the usual class through cooperation with the instructor's and after the end of the class, participants filled out the questionnaire in the presence of the researcher within thirty minute (30) and then researcher was collected questionnaire from the participants after finishing.

The three parts questionnaire (part-I, part II and Part III) were scored independently but not together. Part- I & II each questions were scored by using descriptive statistics (frequency and percentage). In part III, the positively stated seven items (4, 7, 12, 14, 18, 20, and 21) were reversed before summing of the Likert Scale questionnaire. Generally, Part-III, the Likert Scale questionnaire was scored from the range of [22 (1 for "strongly agree" x 22, the lowest value) which represents high influence to 110 (5 for "strongly disagree" x 22, the highest value) which represents low influence] to each participants of the study but the score of the respondents indicated that the low score is thirty six (36) and high score is ninety seven (97). In order to determine the cut-off point to the influence of social media on students' academic achievement, mean, media, frequency and percentage of sum of total scores were computed and the median (middle score) was considered as a cut-off point to classify the level of influence of social media as high, average, and low. Based on the descriptive statistics output of the total sum of the score Mean = 68.8696 and Median = 69. In this study the exact value of median is considered as average influence of social media and the above and below the median considered as low influence and high influence social media on academic achievement, respectively.

VALIDITY AND RELIABILITY

Content validity of the instrument was checked five experts of subject matter. The three experts were PHD candidates in School of Psychology at Addis Ababa University and rest two were MA Degree holders from School of Psychology at Addis Ababa University. The valuable comments and feedbacks from experts helped the researcher in validating of the instrument by taking into account the experts' suggestions through modification.

Pilot study was conducted to check the reliability of the instrument and to get insight about the instrument which measures what researcher intending to test and also to make modification based on the result of pilot study prior to administering the instrument for the main study. The questionnaire was carried out for pilot

study with students who were equal level in education or ability within the college with the main samples (participants) of the study. Those students who were included in pilot study was not included in actual part of the study. The researcher was carried out pilot study on fifty (50) students who were thirty (30) from the department of Theology, and twenty (20) from department of Jazz Music which were out of Mekane Yesus Management and Leadership College. The reliability of scale item was measured by Cronbach Alpha using SPSS version 20. The alpha value of pilot study was 0.783 (see apendix B1) before deducting three items form total of twenty five items those were more relative with existing items. The researcher computed alpha after deduction three items, and the alpha value is 0.793 which was acceptable (see appendix B2). In addition to this, the researcher checked the reliability of the re-established or modified instrument after pilot study on the actual participants of the study who were 207 and the Cronbach's Alpha of the main study was 0.814 which was acceptable (see appendix B3).

DATA ANALYSIS

The researcher was analyzed all data by the help of Statistical Package for Social Sciences (SPSS Version 20). Firstly, descriptive statistics which were frequency and percentage computed to analyze the demographic characteristics of the respondents as well as the purpose of student's usage of social media and the frequency of usage of social media among students.

Secondly, inferential statistics, like Independent t-test was employed to test sex difference in frequency of social media usage among college students' and also one-way ANOVAs was applied to test age, year level in college and department differences in frequency of social media among college students' by making comparison of Post-hoc test through Tukey's test. The magnitude of effect size was determined for both sample independent t-test and one-way ANOVAs. To test the effect size of independent t-test the SPSS output of *t*-value and degree of freedom (*df*) were used in order to compute the effect size of sample independent t-test formula:

$$r = \sqrt{\frac{t^2}{t^2 + df}} \quad t, t\text{-value and } df, \text{ degree of freedom}$$

In addition, the effect size of one-way ANOVAs was computed through SPSS by the analysis of General Linear Model analysis of Univariate of Estimate of effect size of tests between-subjects effects of partial eta squared. The researcher made interpretation of effect size according to Cohen (1992, 1988) constitutes of a large or small effect: $r = 0.10$ (small effect); $r = 0.30$ (medium effect); $r = 0.50$ (large effect).

Lastly, the researcher employed Pearson's Product-Moment Correlation Coefficient to examine the relationships between the social media usage and college students' academic achievement.

ETHICAL CONSIDERATION

First of all, the researcher was asked Mekane Yesus Management and Leadership College in order to get permission to conduct the study and the administration of the college warmly acknowledged to ahead the study. During data collection each study subject was informed on the assessments of the influences of social media usage among college students' academic achievement. All participants of the study informed willingly to participate on the study. Confidentiality of the information was kept and privacy of the respondents was maintained.

RESULTS

The researcher used different statistical methods to analyze the findings of the research by answering basic research questions.

DEMOGRAPHIC DATA OF THE PARTICIPANTS

The present study participants' demographic data was analyzed through descriptive statistics. Based on the selected characteristics of respondents' age, sex, year level in college, and department the analysis was made.

Table 4.1

Descriptive Statistics to Demographic Characteristics by College students'

Demographic Variables	Characteristics	Frequency	Percent
Age	18 – 21	72	34.8
	22 – 25	88	42.5
	26 – 29	47	22.7
	Total	207	100
Sex	Male	105	50.7
	Female	102	49.3
	Total	207	100
Year Level in College	First Year	70	33.8
	Second Year	68	32.9
	Third Year	69	33.3
	Total	207	100
Department	Accounting and Finance Studies	70	33.8
	Gender and Development Studies	68	32.9
	Management	69	33.3
	Total	207	100

According to data gathered from 207 participants as shown in Table 4.1, the age of respondents divided into three categories which were 18-21, 22-25, and 26-29. According to the Table 4.1, majority of respondents (42.5%) are found between 22–25 age categories. This is clear indication for researcher that majority of students at university in Ethiopian context are at the age brackets of 22–26 which would able the researcher to have good and vital information.

Concerning to sex, as indicated in Table 4.1, both sexes were approximately proportional which were 50.7% male and 49.3% female. This shows possibility to assess sex difference while both sexes were being proportional.

As the Table 4.1 shows the year level in college and departments were approximately proportional in numbers which were first (33.8%), second (32.9%) and third (33.3%) year level in college. In line with this the participants from three different departments were approximately proportional (Accounting and Finance Studies (33.3%), Gender and Development Studies (32.9%), and Management (33.8%).

EXTENT OF COLLEGE STUDENTS' SOCIAL MEDIA USAGE

The frequency of usage of social media per day depends on the experience of the individual that he/she might use it for different goals. As shown in Table 4.2, high percentage of participants (44%) spent the time on social media, 1-2 hours. As indicated in the Table students' were spending 1-2 average time on social media per day.

In line with the frequency of students' spending social media per day the researcher asked respondents how they usually access social media.

Table 4.2

Descriptive Statistics to Frequency of usage of social media per day by College students'

		Frequency	Percent
Valid	Less than 1 hour	82	39.6
	1-2 Hours	91	44.0
	3-4 Hours	26	12.6
	5-6 Hours	7	3.4
	7 and above hours	1	.5
	Total	207	100.0

According to Table 4.3, 66.7% majority of participants responded that usually they get access of social media through the Wi-Fi service of the college mostly without spending their money and that could be cost-effective while they are student.

Table 4.3

		Frequency	Percent
Valid	In college(University) Campus	138	66.7
	Internet Cafe	32	15.5
	Cellular data (Mobile)	36	17.4
	Total	206	99.5
Missing	88	1	.5
Total		207	100.0

Purpose of college students' social media usage

Table 4.4

	Responses		Percent of Cases
	N	Percent	
To have entertainment	147	23.3%	79.5%
To have good relationships with families and friends	105	16.6%	56.8%
To download, post, and look image and video	148	23.4%	80.0%
To gain academic knowledge and new information's	84	13.3%	45.4%
To share my personal beliefs and other helpful idea	148	23.4%	80.0%
Total	632	100.0%	341.6%

Generally, the intentions of individual for social media usage vary from person to person because of its multiple usages. One individual may use to have communication; others may use in search of information; and also somebody may use it to have fun with virtual friends.

According this study, the college students' purpose of social media usage is delimited to the pillars stated in the Table 4.4 that would include multiple functions of social media. As indicated in the Table, out of 207 responded participants, majority of participants 123(59.4%) responded that their purpose of social media usage was to gain academic knowledge and new information. This would indicate that students' using social media purposively for searching of new information and in need of academic knowledge.

Similarly, the respondents the study were stated on the blank space of the question that they were asked to jot down if any other reasons for using of social media, the response of participants indicated that they use social media to know new idea that was not known before; to post and announce or promote work and events; to solve problems by sharing idea with friends that would get time to get solutions for him/herself; and to follow and share spiritual things.

DIFFERENCES IN FREQUENCY OF SOCIAL MEDIA USAGE PER DAY

The researcher was analyzed what type of social media that students have been using before going to test the frequency of usage of social media per day among college students'. Table 4.5 presented about the different types of social media that were used by students through descriptive statistics.

The questionnaire distributed to 216 to collect data from entire samples of the study but two of samples were not engaged with any type of social media as they responded and for the matter of analysis they were automatically discarded from being part of the analysis of the study. This indicated that 99% of the samples were engaged with platform of social interaction. In addition seven participants (six of them did not fully fill out the questionnaire and one did not return questionnaire) were excluded from being part of the analysis. Generally, this implied that the researcher obtained full data from approximately 96% samples of the study and from those fully responded participants majority of respondents engaged with Facebook as indicated in Table 4.5 which is 87.4% and followed by Viber which is 38.6%. Other 26.1% and 26.6% of respondents were using You-Tube and WhatsApp respectively. Lastly, 27.7% respondents use Imo-Beta.

Table 4.5

Descriptive Statistics to Different Types Social Media Used by College Students'

	Responses		Percent of Cases
	N	Percent	
Facebook	181	43.4%	87.4%
Viber	80	19.2%	38.6%
WhatsApp	54	12.9%	26.1%
You-Tube	55	13.2%	26.6%
Imo-Beta	47	11.3%	22.7%
Total	417	100.0%	201.4%

The Table 4.5 shows that Facebook is popular social media among college students' students at Mekane Yesus Management and Leadership College because of its possibility to use even without smart phone while other types of social media (Viber, WatsApp and Imo-Beta) are mandatory need of modern smart phone. Students can get access to Facebook without smart phone by using at internet café.

In addition, the respondents of the study stated on the blank space of the question that they were asked to specify other type of social media they use, the participants of the respondents stated that they use Instagram, Twitter, Pinterest, Google+, and Snap chat.

Additionally, in this part the researcher was answered the research question which was; is there age, sex, year level in college, and department differences on frequency usage social media per day among college students'. To answer differences in the frequency of usage of social media per day, Independent sample t-test of *P*-value for sex and One-way ANOVAs *F*-test for age, year level in college, and department categories were used. The statistical tests were computed and presented as follows.

Table 4.6

Results of t-test and Descriptive Statistics for Frequency of Usage of Social Media per Day by sex Categories

Frequency of SMU	Male			Female			95% CI for MD		<i>r</i>	<i>t</i>	<i>df</i>
	M	SD	n	F	SD	n					
	1.90	.843	105	1.73	.785	102	-.054, .393	.007	1.498	205	

$P^* > .05$

As computed in Table 4.6, the results of the one-independent samples t-test shows (see appendix C1) that mean frequency of social media usage not different between males ($M = 1.90$, $SD = .843$, $n = 105$) and females ($M = 1.73$, $SD = .785$, $n = 102$) at the .05 level of significance $t(205) = 1.498$, $p > .05$, $d = .007$, 95% CI [-.054 to .393]. On average time spending on social media per day was not varied between males and females. This indicate that on the variable of sex, there might be the mental and emotional interests of both sexes on using social media in their everyday activities they were strongly exposed to social media.

Table 4.7

One-Way Analysis of Variance in Frequency Usage of Social Media per Day by Age Categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.960	2	.480	.716	.490
Within Groups	136.692	204	.670		
Total	137.652	206			

According to age category in the Table 4.7, analysis of variance showed no statistically significant difference at the $p > .05$ level in frequency of usage of social media per day for the three age categories: $F(2, 204) = .716$, $p = .490$, $\eta^2 = .007$ (see appendix C2 and C3). This indicated that all the age groups of college students' were strongly engaged with social media on their day to day activity.

According to year level in college category in the Table 4.8, analysis of variance showed a statistically significant difference at the $p < .05$ level in frequency of usage of social media per day or the three year in level college categories: $F(2, 204) = 4.804$, $p = .009$, $\eta^2 = .045$ (see appendix C4 and C5). Post-hoc comparisons using the Tukey HSD test (see appendix D1) indicated that the mean score for second year level in college ($M = 1.57$, $SD = .676$) was significantly different from third year level in college ($M = 1.99$, $SD = .883$).

Table 4.8

One-Way Analysis of Variance in Frequency Usage of Social Media per Day by Year Level in College Categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.191	2	3.096	4.804	.009
Within Groups	131.461	204	.644		
Total	137.652	206			

This finding indicates that advancement of college year level could encourage using social media. The more third year students' using of social media per day indicate that the graduating class students might use social media as job searching, entertaining, maintaining relationship and others.

Table 4.9

One-Way Analysis of Variance in Frequency Usage of Social Media per Day by Department Categories

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.466	2	.733	1.098	.336
Within Groups	136.186	204	.668		
Total	137.652	206			

According to department category in the Table 4.9, analysis of variance showed no statistically significant difference at the $p > .05$ level in frequency of usage of social media per day for the three department categories: $F(2, 204) = 1.098$, $p = .336$, $\eta^2 = .011$ (see appendix C6 and C7).

CORRELATION OF STUDENTS' SOCIAL MEDIA USAGE AND ACADEMIC ACHIEVEMENT

In order to compute the correlation between college students' social media usage and academic achievement, the response of Likert scale 22 items and the GPA of the students' were used.

Before ascertaining of the correlation, the influence of social media usage on students' academic achievement was analyzed based on 207 participants' responses of the questionnaire which was about social media usage and academic achievement. The Likert scale questions are aimed to determine and test students' social media usage in line with their academic achievement. The Median value (69) of frequency of sum of total score of Likert Scale was computed by descriptive statistics (see Appendix E1). As the derived median value (69) of total score of respondents indicated that total score which falls on median as Average Influence [6(2.9%)], above the Median defined as High Influence [103(49.8%)] of social media and those below the Median are defined as Low Influence [98(47.3%)] of social media (See appendix E3). This finding represents that there was high influence of social media usage on academics followed by low influence and average influence among the respondents participated in this study.

This implied that the High Influence (49.8%) of social media is approximately proportional to that of the sum of average (2.9%) and low (47.3%) influence of social media on academics. The findings indicated that social media usage has influenced academic achievement of the students' while the Likert Scale score of High Influenced is greater than that of Low Influenced.

In addition, the grade point average of the respondents first semester of 2016/17 academic year were collected from the MY-MLC registrars' office based on the ID numbers which were gathered from the respondents by the retrieval of questionnaire. The researcher used the Median value of the GPA in order to determine High, Average and Low academic achievement of the students.

The median value of the frequency distribution academic achievement (GPA) of the respondents is 2.8 (See Appendix E2). The respondents who have reached the Median 2.8 considered as Average Grade and above the Median and below the Median taken as Low and High Grade respectively. The hundred (48.3%) of the respondents were above the Median and seven (3.4%) have reached Average grade and also hundred (48.3%) of respondents' were below average academic performance from an Average Grade of 2.8 down to 4.00 (see Appendix E4). Based on the Median of 2.8 which is cut-off point, the findings indicated that Low (48.31%) and High (48.31%) Grade of the respondents were equal in percent.

The findings of the study revealed that social media usage is a factor of influencing academic achievement of college students' based on the findings of respondents while above the Median of sum of score (High Influenced) high in number. In addition, the GPA of students' (Low Grade) and (High Grade) are equal in percent. The researcher can say that social media usage may not be a leading factor while the variation between High Grade and Low Grade not that much exaggerated. There may be another extra factor that influencing the academic achievement of college students' that was not considered in this study which is the previous academic ability of the student, being engaging of other extra activities beyond education may be the spiritual and social activities, economic status and living standard of the student while they are determinant factor for affecting the academic achievement of the students.

The correlation between social media usage and academic achievement of students' two hundred seven (207) fully retrieved students' response was analyzed checking whether there is relationship or not between sum score of Likert scale items and GPA of the students'.

According to Table 4.10, the weakest Pearson product-moment correlation coefficient for the students' social media usage with academic achievement: $r(207) = -.117, p=.094$. There was no statistical significant relationship between social media usage and academic achievement. The findings of this study revealed that social media usage increases, the academic achievement of the students' decreases. Therefore, there is no significant relationship between social media usage and the academic achievement of the Mekane Yesus Management and Leadership College students.

Table 4.10

Pearson Product-Moment Correlations of the Social Media usage and Students' Academic Achievement

		GPA	Sum Score
GPA	Pearson Correlation	1	-.117
	Sig. (2-tailed)		.094
	N	207	207
Sum Sore	Pearson Correlation	-.117	1
	Sig. (2-tailed)	.094	
	N	207	207

DISCUSSION

In this chapter, the researcher made discussions based on the findings of the study in line with previous research findings. The results of the present study were discussed based on the basic research questions of this study.

The extent of college students' social media usage

The findings of this study showed that great percentage of participants 91(44%) were spend 1-2 hours on social media and the least spend 7 and above hours 1(0.5%) on social media per day. According to the findings of the present study students averagely spend, 1-2 hours on social media per day. The finding of the present study contradict that the research finding of [5] showed that great number of the participants were exhibited to the social media to extremely. A large percentage (68%) of the respondents was of the presumed that it was to a very great extent in Nigeria. In addition to this, the studies conducted in Negeria were speculated that most of students of higher institutions use SNSs for 2 to 4 hours daily [7]. The researcher can conclude that the time students' accessing social media is not that much exaggerated as they revealed according to this study.

Purpose of college students' social media usage

Generally, the present study indicate that the majority of students' reportedly claimed purpose of the usage of social media at Mekane Yesus Management and Leadership College was to gain academic knowledge and new information 123(59.4%) and others like to know new idea that was not known before; to post and announce or promote work and events; to solve problems by sharing idea with friends that would get time to get solutions for him/herself; and to follow and share spiritual things.

In general, the finding of the study was supported by different empirical evidences of the reason of students' social media usage. According to Majias (2005) people use social media for discussing and exchanging information, expression, creating and keeping spontaneous social interactions and helping of supporting not formal learning practices [4]. According to [1] the study showed that the advantages of social media is multiple for their users, it allows the society to keep in touch with their friend or family and re-connect with old and new ones friends according to users concern from all around the and a great number of individuals are connecting with these networks.

In particularly, discussing the usage of social media for academic purpose, as stated on present study the majority of participants use social media for academic purpose that agrees the finding of [20] that majority of the participants were look through social media for educational purpose.

The finding of this study contradicted that of using social media for academic purpose and supported that using of social media for social interactions in different research findings; Oye (2012), which stated that most of younger students use social media particularly for socializing, rather than for academic purpose; and the studies into the high level of social network site usage, particularly Facebook, among university students and the time students spend on it have revealed that the most common use is for social purposes. This includes keeping in touch with friends and maintaining existing relationships, while there is significantly little use for educational purposes (Kabilan et al., 2010, as cited in [2]. The finding of the study which was the majority respondents usage of social media for academic purpose contradict that of the finding of [6] which was found that not large number of the respondents (26.9%) use social media of Facebook primarily for academic purposes. Similarly, the study finding of [19] on the effects of social networking sites on students' academic performance in Lyceum of the Philippines contradicted the present study finding that showed that majority of the students use social media the intention of getting linked to acquaintances and only 17.16 percent of the students responded that they use social media academic purposes.

Difference in frequency of social media usage of college students'.

The second objective of the study was to investigate age, sex, year level in college, and department difference in frequency of social media usage among college students'.

The results of the one-independent samples t-test showed that mean frequency of social media usage not different between males ($M = 1.90$, $SD = .843$, $n = 105$) and females ($M = 1.73$, $SD = .785$, $n = 102$) at the .05 level of significance $t(205) = 1.498$, $p > .05$, $d = .007$, 95% CI [-0.054 to .393].

The present study seems to support that the finding of [14] which sated that among students' both boys and girls are equally likely to go online, but the finding of present study seems to contradict different study findings: research conducted by [25] which reported that women were four to five times prefer to utilize social media than men; and according to [22], starting 2009, in America women started using social media to some extent higher than men. The research conducted by [18] in Ethiopia, the finding which showed a significant difference in the mean frequency of use of social media per week between males and females which indicated that means the mean of females ($M=3.60$, $SD=1.221$) was significantly greater than that of males ($M=2.87$, $SD=1.441$). The study conducted by [24] on the usage and implications of social networking sites of college students indicated that the difference between sex and rate of social media usage was considerable.

In addition, an analysis of variance showed no statistically significant difference at the $p > .05$ level in frequency of usage of social media per day for the three age categories: $F(2, 204) = .716$, $p = .490$, $\eta^2 = .007$.

The finding of present study seems to contradict with different study findings: the study finding of [18] showed a significant difference in the mean frequency use of social media per week for the three age categories: [$F(2, 297) = 59.485$, $P < .05$]; and overall significant difference among each age categories, especially the 19 to 21 years old students frequently visited social media within a week than the other age categories. The study conducted by [24] on the usage and implications of social networking sites of college students indicated that a significant difference between age and the use of social media which showed the time spend on social media decreased as the age of the respondent increased.

In addition, an analysis of variance showed a statistically significant difference at the $p < .05$ level in frequency of usage of social media per day or the three year in level college categories: $F(2, 204) = 4.804$, $p = .009$, $\eta^2 = .045$. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for second

year level in college ($M = 1.57$, $SD = .676$) was significantly different from third year level in college ($M = 1.99$, $SD = .883$). The present study finding supported by the study finding of [11] which concluded that the two-thirds of first-year college students reported using electronic media while in class, studying, or doing homework. Additionally, the finding of [18] confirms that an advancement of grade level matters to the frequency use of social media.

Finally, an analysis of variance showed no statistically significant difference at the $p > .05$ level in frequency of usage of social media per day for the three department categories: $F(2, 204) = 1.098$, $p = .336$, $\eta^2 = .011$. The researcher couldn't find that any study which support or contradict the finding of the present study which was no significant difference in the frequency of usage of social media per day by department category of the students'.

CORRELATION OF STUDENTS' SOCIAL MEDIA USAGE AND ACADEMIC ACHIEVEMENT

Generally, the findings indicated allowed the researcher to compare High and Low Grade of students' with the sum of the responses of 22 items related with the influence of social media usage and academic achievement. As the finding of the present study the High and Low Grade achiever students are equal in percent. In addition, the findings indicated that High influenced is greater than Low Influenced. The findings indicated that social media usage somehow influenced academic achievement of the students'.

The finding of present study agree with various studies that multitasking with technology particularly using online social networking services decreases both efficiency and productivity in an academic setting. Their results provided valuable cautionary information about the impact of multitasking and using social media in a learning environment on university students GPAs [13]. The study of impact of social media on students' academic performance by [20] also confirmed that social media can also influence the academic performance of students negatively because they spend more time chatting and doing other activities than studying or carrying out academic research online. Contrary, the study of [6] conclude that the utilization of social media of Facebook by students of tertiary (higher) has a significant positive influence on, and limited danger to, the academic performance of students and also the study of [7] revealed that the students commit their times on the social media, their studies and academics are not influenced.

The present study findings indicated that the weakest Pearson product-moment correlation coefficient for the students' social media usage with academic achievement: $r(207) = -.117$, $p = .094$. Social media usage is negatively related to academic achievement of Mekane Yesus Management and Leadership College. The findings of this study revealed that social media usage increases, the academic achievement of the students' decreases.

The findings of present study agree with that of the findings of the study conducted by [9] on the effect of social media use on undergraduate students which showed that no significant negative correlation of student's GPA and social media use which interpreted as a student's GPA is more likely to decrease due to the amount of time spent using social media. Also the present study congruent with the finding of [8] which stated that the more students spend time on social media the poor they perform in university at a low level of significance. Social media has an inverse relationship with academic performance. Similarly, the finding of [19] agrees with the present study finding which indicated no significant a negligible relationship between social media and academic performance. The present study contradicts the study findings of [21] in Ethiopia which showed that there is no significant relation between time spending on Facebook with students' GPA.

CONCLUSIONS

To make conclusions, the researcher has taken into accounts the limitations of the present study. The specific limitations of this study were purposive selection of only one study site and random selection of samples which lacks consideration for diversified locations and samples; might be biased response of the self-report while disclosing personal issue of social media usage; and only focusing on social media usage as

variable to see the influence of academic achievement. Hence, the findings of the present study may not be generalized to the whole college students' of Addis Ababa as well as Ethiopia.

In defiance of the limitations, the findings of the study indicate some scientific and conceptual information about the college student's social media usage and effect on their academic achievement. The following conclusion has been made by considering the limitations of the study:

Generally, majority of respondents spending the time on social media is not that much exaggerated and their reportedly purpose of social media usage for looking of academic knowledge and new information, but their academic achievement is not that much good based on their GPAs. In addition, the social media usage negatively correlated with the students' GPA ($r = -.117$, $p = 0.094$). This finding indicated that somehow social media has negative influence on the academic achievement of the students. This might indicate that unfortunately the intention of students' use of social media changed from academic purpose to entertainment by spending long time not focusing on their education. So, social media could negatively influence the study time table, study habits and academic performance of students, but if the students are self-disciplined by spending small amount of time their educational performance might not be negatively influenced.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations have been made in order to minimize the influence of social media usage on academic achievement:

- The user of social media should be recognized the negative and positive influence of social media on academic achievement and which would help the user to maximize the positive influence of social media on academics and to minimize the negative influence of social media too.
- Students' should minimize the time spending on social media to pay more attention for their education that managing their study time table and other academic activities. Especially, students who want to see good/excellent academic performance they should guide themselves in the use of social media as self-disciplined that not spending long time on it. The students should create a balance between using the social media and academic activities. Social Media in moderate usage doesn't directly affect the students' learning process but anything in excess is harmful.
- Students should prioritize on searching for advance study aside from social media. Students would have self-determination on how and when will they use and what kind of social media pages should they visit. Students should search for social media when they have spare time and their usage should be focused on researching of or looking for academic pages on social media. It is better students, if students evaluate themselves; assess their ambitions in looking for friends; and intention of using social media for education.
- The parents in general should play role in aware of child/children to spend appropriate time on social media. Parents should follow the experience of their child's social media usage and academic achievement in order to help their children's that the study habit should not be influenced by the excessive use of social media which would affect the child's academic achievement.
- Teachers should keep on their shoulder the responsibility to aware and orient the students on how to use social media moderately without affecting their education by monitoring and encouraging students to get success on their academic life. Teachers should guide students how to use social media for academic activities as well as another technology inputs for the productive education.
- If it is possible, the academic institutions that are directly responsible for the students' academic achievement may regulate social media usage by providing strict rules and regulations in using social media in way of students use wisely by focusing and improving their education.
- The governments also take responsibility to make a policy on the students engagement to social media would guide students not to be disturbed on their social interaction, personal functioning and academic achievement.

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Appendix A: Survey Questionnaire
Addis Ababa University
College of Education and Behavioural Studies
School of Psychology
Questionnaire to be filled out by College Students'

I am a postgraduate student at Addis Ababa University at College of Education and Behavioral Studies; School of Psychology. I am doing master thesis on the title entitled: “*The Influence of Social Media Usage on College Students' Academic Achievement*”. This research is being done for the fulfillment of Master of Arts Degree in Developmental Psychology at Addis Ababa University. Dear respondents, you are kindly requested to give genuine responses for the questionnaire. Your responses have pivotal role on the success of this research. The researcher will keep the confidentiality of the responses of the participants.

Thank you in advance for your cooperation!

General Instructions

To achieve the aim of the questionnaire, please fill out overall given questions. You are requested to follow the instructions:

- ✓ You are allowed to fill out questionnaire within 30 minutes;
- ✓ There is no right or wrong answers except fact related questions like background information's;
- ✓ Respondents are kindly requested to follow the direction of each questions;

I. Part One: Demographic Characteristics

This part of the questionnaire includes personal information's of the respondents. You are kindly expected to give clear response by circling from the alternatives or filling out the blank spaces.

1. ID Number _____
2. Age: A) 18-21 B) 22-25 C) 26-29
3. Sex: A) Male B) Female
4. Year level in College: A) First year B) Second Year C) Third Year
5. Department: A) Accounting and Finance Studies B) Gender and Development Studies C) Management

II. Part Two: Social Media Usage

This part of questionnaire is aimed at, to gather information about reasons for using social media and the type of social media respondents' have been using. Please follow the instruction to respond.

1. Please circle any of the following social media websites that you use (it is possible to choose more than one).
 - A. Facebook B. Viber C. WhatsApp D. You-Tube
 - E. Imo-Beta F. None of any social media
 - G. Other-----

2. On average, how much time would you estimate that you spend on social media sites daily? **(Circle your answer)**
 - A. Less than 1 hour
 - B. 1-2 hours
 - C. 3-4 hours
 - D. 5-6 hours
 - E. 7 and above hours
3. How do you **usually** access/use the social media? **(Choose one only, using most of time the place you are using)**
 - A. By College Wi-Fi
 - B. In internet Café
 - C) By Cellular (Mobile) Data

If any other, please specify.....
4. Please select possible responses for reason for using social media? **(Selecting more than one is possible).**
 - A. To have entertainment.
 - B. To have good relationships in touch with friends and family.
 - C. To download, post, and look image and video.
 - D. To gain academic knowledge and new information.
 - E. To share my personal beliefs and other helpful idea.

If any others, it is possible to jot down here _____

III. Part Three: Social Media Usage and Academic Achievement

Lastly, this part questionnaire focuses on the identification of the influence of social media usage on students’ academic achievement from the view point of the respondents. Please respond to the following questions by putting “√” on your preferred response.

NB: 1= Strongly Agree 2= Agree 3= Uncertain 4= Disagree 5= Strongly Disagree

No.	Items	Responses				
		1	2	3	4	5
1.	My school performance is decreased because of social media usage.					
2.	To some extent, social media has negatively influenced my reading habit.					
3.	I spent more time on using social media rather than on reading.					
4.	I prepare myself for course examination by making discussion with friends on social media					
5.	I prefer to spend online with friends rather than physical contact.					
6.	I realize that staying online is longer than I intended.					
7.	I use social media to get academic knowledge and information for my study.					
8.	I spend time upon social media chatting, calling, sharing, and liking links.					
9.	Spending much time on social media is a serious problem that affects my education.					
10.	Social Media doesn’t improve my reading skills.					
11.	My grades will be improved if I stop using on social media.					
12.	Using social media improves my academic attainments in general.					
13.	Social media usage negatively affects my academic achievement because it distracts me from my studies.					
14.	Social media usage is beneficial for my education.					
15.	Social media usage negatively affects my study.					
16.	Social media’s are personal or social and cannot be used for educational purposes.					
17.	My grades or schoolwork degrade/decreases because of much time I spend on social media.					
18.	I use social media to facilitate academic activities through interchanging idea with friends.					
19.	There is no improvement in my grades since I began to use social media.					
20.	Using social media improves my ability to interact with classmates and lecturers.					
21.	Through social media I can exchange assignments, resources, and discussions around educational material and issues.					
22.	I find it hard to concentrate on my study knowing that I visit social media just by logging into them.					

NB: Make sure that you have filled out the 4 pages questionnaire.

The End!

Thank you again for your genuine contribution!!!

Appendix B: Pilot Study Results

Appendix B1

Cronbach's Alpha and if Item Deleted Total Statistics of Social Media usage and Academic Achievement Non-deducted Instrument.

Cronbach's Alpha	N of Items
.783	25

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	69.49	145.494	.517	.764
Item 2	68.91	150.086	.465	.768
Item 3	69.00	148.000	.494	.766
Item 4	69.60	158.435	.150	.785
Item 5	70.02	153.976	.338	.775
Item 6	70.33	163.034	.017	.791
Item 7	69.47	151.969	.346	.774
Item 8	68.53	158.398	.159	.784
Item 9	69.70	153.406	.349	.774
Item 10	70.16	153.997	.304	.776
Item 11	69.58	148.059	.442	.768
Item 12	70.12	147.486	.536	.764
Item 13	69.60	152.150	.339	.775
Item 14	69.47	162.064	.051	.789
Item 15	69.49	149.446	.423	.770
Item 16	68.86	158.456	.191	.782
Item 17	69.63	151.715	.406	.771
Item 18	70.35	162.423	.045	.789
Item 19	69.28	143.635	.609	.759
Item 20	68.93	157.209	.248	.779
Item 21	69.98	152.404	.349	.774
Item 22	69.44	157.395	.228	.780
Item23	69.65	160.375	.078	.790
Item24	69.14	149.790	.370	.773
Item25	69.33	152.368	.407	.771

Appendix B2

Cronbach's Alpha and if Item Deleted Total Statistics of Social Media Usage and Academic Achievement of Deducted Instrument

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	62.37	127.334	.545	.772
Item 2	61.79	131.693	.496	.777
Item 3	61.88	129.819	.520	.775
Item 4	62.49	140.351	.149	.796
Item 5	62.91	136.039	.342	.785
Item 7	62.35	135.090	.318	.786
Item 8	61.42	140.821	.141	.796
Item 9	62.58	135.154	.366	.784
Item 11	62.47	129.493	.477	.777
Item 12	63.00	131.190	.494	.777
Item 13	62.49	134.970	.320	.786
Item 14	62.35	143.518	.058	.800
Item 15	62.37	131.715	.428	.780
Item 16	61.74	140.528	.185	.793
Item 17	62.51	134.065	.405	.782
Item 18	63.23	143.564	.063	.799
Item 19	62.16	126.949	.591	.770
Item 20	61.81	139.393	.240	.790
Item 21	62.86	135.266	.328	.786
Item 22	62.33	139.606	.219	.791
Item24	62.02	131.880	.379	.783
Item25	62.21	133.979	.433	.780

Appendix B3

The Reliability Test of the Items on Actual study (Modified after Pilot Study)

Cronbach's Alpha	N of Items
.814	22

Cronbach's Alpha and if Item Deleted Total Statistics of Social Media Usage and Academic Achievement of Actual Study (Modified Instrument)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	60.29	161.325	.534	.798
Item 2	60.36	170.318	.310	.809
Item 3	59.95	157.444	.615	.793
Item 4	60.13	168.819	.303	.810
Item 5	60.12	167.045	.344	.808
Item 6	60.29	165.246	.427	.803
Item 7	61.00	175.029	.149	.816

Item 8	60.11	162.037	.494	.800
Item 9	60.34	161.759	.475	.801
Item 10	59.99	171.466	.235	.813
Item 11	60.32	164.599	.449	.802
Item 12	60.57	167.092	.357	.807
Item 13	60.27	163.354	.513	.800
Item 14	60.72	174.035	.186	.815
Item 15	60.22	167.873	.345	.807
Item 16	59.93	170.233	.238	.813
Item 17	60.04	160.362	.547	.797
Item 18	60.58	173.691	.182	.815
Item 19	60.11	166.546	.399	.805
Item 20	60.44	171.539	.259	.811
Item 21	60.72	174.319	.170	.815
Item 22	60.45	162.958	.510	.799

Appendix C: Independent Sample T-test and One-way ANOVAs Table

Appendix C1

Results of t-test and Descriptive Statistics for Frequency of Usage of Social Media per Day by sex Categories

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig.(2-tailed)	MD	SE	95% CI of the Difference	
									Lower	Upper
Frequency of usage of social media per day	Equal variances assumed	.099	.753	1.498	205	.136	.170	.113	-.054	.393
	Equal variances not assumed			1.500	204.654	.135	.170	.113	-.053	.393

Appendix C2

One-Way Analysis of Variance in Frequency Usage of Social Media per Day by Age Categories

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					18-21	72		
22-25	88	1.78	.850	.091	1.60	1.96	1	5
26-29	47	1.94	.791	.115	1.70	2.17	1	4
Total	207	1.81	.817	.057	1.70	1.92	1	5

Appendix C3

Tests of Between- Subjects Effects of Social Media Usage per Day by Age Categories

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	.960 ^a	2	.480	.716	.490	.007
Intercept	646.389	1	646.389	964.672	.000	.825
Age	.960	2	.480	.716	.490	.007

Error	136.692	204	.670
Total	817.000	207	
Corrected Total	137.652	206	

a. R Squared = .007 (Adjusted R Squared = -.003)

Appendix C4

One-Way Analysis of Variance in Frequency Usage of Social Media per Day by Year Level in College Categories

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					First Year	70		
Second year	68	1.57	.676	.082	1.41	1.74	1	4
Third Year	69	1.99	.883	.106	1.77	2.20	1	5
Total	207	1.81	.817	.057	1.70	1.92	1	5

Appendix C5

Tests of Between- Subjects Effects of Social Media Usage per Day by Year Level in College categories

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6.191 ^a	2	3.096	4.804	.009	.045
Intercept	678.174	1	678.174	1052.386	.000	.838
YRC	6.191	2	3.096	4.804	.009	.045
Error	131.461	204	.644			
Total	817.000	207				
Corrected Total	137.652	206				

a. R Squared = .045 (Adjusted R Squared = .036)

Appendix C6

One-Way Analysis of Variance in Frequency Usage of Social Media per Day by Department Categories

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					Accounting and Finance Studies	69		
Gender and Development Studies	68	1.93	.759	.092	1.74	2.11	1	4
Management	70	1.79	.899	.107	1.57	2.00	1	5
Total	207	1.81	.817	.057	1.70	1.92	1	5

Appendix C7

Tests of Between- Subjects Effects of Social Media Usage per day by Department categories

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1.466 ^a	2	.733	1.098	.336	.011
Intercept	679.763	1	679.763	1018.250	.000	.833
DPT	1.466	2	.733	1.098	.336	.011
Error	136.186	204	.668			
Total	817.000	207				
Corrected Total	137.652	206				

a. R Squared = .011 (Adjusted R Squared = .001)

Appendix D: Post-hoc Tests Comparison Table

Appendix D1

Tukey HSD Post hoc Comparison test to the Mean Frequency of Usage Social Media per Day by Year Level in College Categories

(I) Year Level in College	(J) Year Level in College	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
First Year	Second year	.298	.137	.077	-.02	.62
	Third Year	-.114	.136	.680	-.44	.21
Second year	First Year	-.298	.137	.077	-.62	.02
	Third Year	-.412*	.137	.008	-.74	-.09
Third Year	First Year	.114	.136	.680	-.21	.44
	Second year	.412*	.137	.008	.09	.74

*. The mean difference is significant at the 0.05 level.

Appendix E: Correlation Tables

Appendix E1

Descriptive Statistics of the Median Value of the Likert Scale of Total Responses

N	Valid	207
	Missing	0
Median		69.0000

Appendix E2

Descriptive Statistics of the Median Value of the GPA of the Students'

N	Valid	207
	Missing	0
Median		2.8000

Appendix E3

Summary of Descriptive Statistics of Frequency Distribution and Total Responses of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
	36.00	1	.5	.5
	39.00	1	.5	1.0
	44.00	1	.5	1.4
	45.00	2	1.0	2.4
	47.00	2	1.0	3.4
	48.00	3	1.4	4.8
	50.00	2	1.0	5.8
	51.00	2	1.0	6.8
	52.00	2	1.0	7.7
Valid	53.00	3	1.4	9.2
	54.00	4	1.9	11.1
	55.00	6	2.9	14.0
	56.00	3	1.4	15.5
	57.00	5	2.4	17.9
	58.00	2	1.0	18.8
	59.00	2	1.0	19.8
	60.00	4	1.9	21.7
	61.00	4	1.9	23.7
	62.00	7	3.4	27.1

63.00	5	2.4	2.4	29.5
64.00	9	4.3	4.3	33.8
65.00	8	3.9	3.9	37.7
66.00	8	3.9	3.9	41.5
67.00	11	5.3	5.3	46.9
68.00	6	2.9	2.9	49.8
69.00	6	2.9	2.9	52.7
70.00	10	4.8	4.8	57.5
71.00	8	3.9	3.9	61.4
72.00	2	1.0	1.0	62.3
73.00	5	2.4	2.4	64.7
74.00	5	2.4	2.4	67.1
75.00	8	3.9	3.9	71.0
76.00	4	1.9	1.9	72.9
77.00	6	2.9	2.9	75.8
78.00	7	3.4	3.4	79.2
79.00	4	1.9	1.9	81.2
80.00	5	2.4	2.4	83.6
81.00	5	2.4	2.4	86.0
82.00	4	1.9	1.9	87.9
83.00	5	2.4	2.4	90.3
84.00	3	1.4	1.4	91.8
85.00	3	1.4	1.4	93.2
86.00	2	1.0	1.0	94.2
87.00	1	.5	.5	94.7
89.00	4	1.9	1.9	96.6
90.00	1	.5	.5	97.1
91.00	1	.5	.5	97.6
92.00	2	1.0	1.0	98.6
94.00	2	1.0	1.0	99.5
97.00	1	.5	.5	100.0
Total	207	100.0	100.0	

Appendix E4

Summary of Descriptive Statistics of Frequency Distribution GPA of the Students

	Frequency	Percent	Valid Percent	Cumulative Percent
2.01	2	1.0	1.0	1.0
2.03	1	.5	.5	1.4
2.20	1	.5	.5	1.9
2.21	1	.5	.5	2.4
2.30	14	6.8	6.8	9.2
2.31	1	.5	.5	9.7
Valid 2.32	1	.5	.5	10.1
2.33	3	1.4	1.4	11.6
2.34	4	1.9	1.9	13.5
2.35	1	.5	.5	14.0
2.36	1	.5	.5	14.5
2.38	1	.5	.5	15.0
2.40	7	3.4	3.4	18.4

2.43	2	1.0	1.0	19.3
2.45	2	1.0	1.0	20.3
2.47	1	.5	.5	20.8
2.50	3	1.4	1.4	22.2
2.51	1	.5	.5	22.7
2.60	19	9.2	9.2	31.9
2.61	3	1.4	1.4	33.3
2.62	1	.5	.5	33.8
2.63	4	1.9	1.9	35.7
2.64	1	.5	.5	36.2
2.65	2	1.0	1.0	37.2
2.66	1	.5	.5	37.7
2.67	1	.5	.5	38.2
2.70	9	4.3	4.3	42.5
2.71	5	2.4	2.4	44.9
2.72	1	.5	.5	45.4
2.73	2	1.0	1.0	46.4
2.74	1	.5	.5	46.9
2.76	3	1.4	1.4	48.3
2.80	7	3.4	3.4	51.7
2.81	5	2.4	2.4	54.1
2.82	1	.5	.5	54.6
2.83	1	.5	.5	55.1
2.84	1	.5	.5	55.6
2.85	1	.5	.5	56.0
2.87	3	1.4	1.4	57.5
2.90	11	5.3	5.3	62.8
2.91	5	2.4	2.4	65.2
2.92	1	.5	.5	65.7
2.93	2	1.0	1.0	66.7
2.94	1	.5	.5	67.1
2.95	2	1.0	1.0	68.1
2.96	1	.5	.5	68.6
3.00	4	1.9	1.9	70.5
3.01	19	9.2	9.2	79.7
3.03	2	1.0	1.0	80.7
3.20	9	4.3	4.3	85.0
3.22	1	.5	.5	85.5
3.30	12	5.8	5.8	91.3
3.32	1	.5	.5	91.8
3.33	1	.5	.5	92.3
3.40	7	3.4	3.4	95.7
3.41	2	1.0	1.0	96.6
3.42	1	.5	.5	97.1
3.50	1	.5	.5	97.6
3.60	5	2.4	2.4	100.0
Total	207	100.0	100.0	