

RELATIONSHIP AMONG SOCIAL MEDIA USAGE, EMOTIONAL INTELLIGENCE,
ACADEMIC SELF EFFICACY AND ACADEMIC ACHIEVEMENT IN WACHAMO
UNIVERSITY, DURAME CAMPUS STUDENTS



COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

A THESIS SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATIONAL PSYCHOLOGY

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JULY, 2013/2021

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DECLARATION

I declare that this research is my original work and has not been presented to any other university or institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures, or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance and line with anti-plagiarism regulations.

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ACKNOWLEDGEMENTS

The completion of this thesis would not have been possible without the unyielding support, help, and encouragement of many people, friends, and relatives who have kindly offered their time, support, reassurance, advice, and words of encouragement in helping me professionally, emotionally, and financially. However, there are several individuals that deserve special mentioning. First and foremost, I would like to recognize my god who makes all things possible- for putting the enthusiasm in my heart, inspiration, and encouragement in my mind, and determination in my soul to complete this research work. Although words cannot fully express my gratitude to my Principal Supervisors, Aschalew Tefere and Nigatuwa Worku for offering there precious time and allowing me to advise into this research and continuously guided this work through all its steps, constant enthusiasm, encouragement at each step in this long and arduous process, flexibility, and most importantly, her normalcy.

Further, I would like to express my deepest love and appreciation to my wife, Mrs. Tigist Tumebo, for her undying and unconditional love, endless support, encouragement, strength, optimism, devotion, and patience through it all, whose credible support and sacrifice made the accomplishment of this work possible.

Besides, I would also like to express my appreciation and thanks to my sweet children, Yegeta, and Betelhem for displaying a tremendous amount of patience throughout the tenure of my studies. My children, you are my greatest inspiration and I feel blessed that you are my children.

Moreover, I extend my deepest gratitude to the study participants for providing me with invaluable information without any kind of inhabitations.

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ABBREVIATIONS AND ACRONYMS

AA	Academic achievement
ASE	Academic self-efficacy
EI	Emotional Intelligence
GPA	Grade point average
M	Mean
SD	Standard deviation
SMU	Social media usage
SPSS	Statistical Package for the Social Sciences
WUDC	Wachamo University, Durame campus

ABSTRACT

The aim of this study was to examine the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement in Wachamo University Durame campus students. This study employed a correlational research design. Data were collected from 219 students via multistage and simple random sampling. The social media usage, emotional intelligence, academic self-efficacy questionnaire scale, and the first-year CGPAs were used to collect the data. Preliminary descriptive statistics like mean, standard deviation, percentage, and inferential statistics specifically, Pearson correlation coefficient, independent t-test, and multiple regression were used to analyze the data. The results indicated that there was a weak positive significant relationship between social media usage and academic achievement ($r = .17, p < .01$). In addition, there was a weak positive significant relationship between emotional intelligence and academic achievement ($r = .267, p < 0.05$). Moreover, there was a positive significant relationship between academic self-efficacy and academic achievement ($r = .412, p < .01$). On other hand, there was a positive significant relationship between emotional intelligence and social media usage ($r = .51, p < .01$); emotional intelligence and academic self-efficacy ($r = .274, p = 0.000$); and social media usage and emotional intelligence ($r = .344, p = 0.000$). Further, analysis revealed that overall model explained that 19% of the variance in academic achievement was predicted from the social media usage, emotional intelligence, and academic self-efficacy and a significantly useful in explaining CGPA, $F(3, 211) = 16.248, p < .05$. The result also indicated that there was no significant difference between males and females on social media usage, emotional intelligence, academic self-efficacy, and academic achievement. Based on the major findings of the study recommendation were forwarded to educators should come up with training programs for the students to improve students' academic achievement.

Keywords: -social media usage, emotional intelligence, academic self-efficacy, and academic achievement

CHAPTER ONE

1.1.Introduction

In this chapter, the background to the study, statement of the problem, and objective of the study are discussed. The chapter also presents the significance of the study, the scope of the study, and the operational definition of terms.

1.2.Background of the Study

Academic performance at the university level is defined that considered up to the mark if the student has persistently maintained his/her GPA. However, external and internal variables affect the student's academic performance (Hira & Anum, 2015). Social media is web-based tools that allow users to interact with each other in some way by sharing information, opinions, knowledge, and interests online are shaping human interactions in varied ways (Akakandelwa et al., 2017 & Robinson, 2009). With regards to the definition of emotional intelligence Akmal et. al.(2013); Chamundeswari, (2013) defined that Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. On other hand, academic self-efficacy is a learner's judgment about one's ability to successfully attain one educational goal (Elias, 2007).

With regards to the relationship between social media usage, and academic achievement the researcher Kirkpatrick (2010) conducted a study on 1839 undergraduate students in residential institutes of north-eastern USA. This study reported that social media usage has negatively correlated with student academic achievement. The study also be noted time spent on social media and, frequencies of visiting social media are negatively related to student's performance in terms of their GPA. Besides, the students visit social media sites during study time and academic performance was negatively related, because the students have the victim of distraction from their study hours to use social media in Bangladesh (Rupok al et., 2009). Importantly, studies also consisted according to Naveen (2012); Roslina et. al.(2017); Gok (2016) stated that students who spent much time on social media sites chatting had a high probability of experiencing a decline in their academic performance in Malaysia and Eastern Finland Universities. However, contrary findings have been reported by researchers Ahmed and Qazi (2011) found that there is no significant relationship between times spends on social networking sites and students' GPA in Pakistan

With regards to emotional intelligence, the study by Fernandez et. al. (2012) reported that the capabilities of emotional intelligence have an excellent contribution to students' academic performance in Australian students. Similarly, there was a positive significant relationship between high level of Emotional Intelligence and academic achievement in Malaysian students (Akmal et al., 2013).

Regarding to the relationship between academic self-efficacy and academic achievement according to Elias and MacDonald (2007) revealed that the ability of prior academic self-efficacy has correlated with academic performance in the United States, Rocky Mountain University undergraduate students with a sample of 202. A similar study was conducted on 214 university students and revealed that academic self-efficacy has a positive and significant predictor of academic performance (Alyami et al., 2017 & Ebinagbome, 2016).

In Africa, Akakandelwa et. al. (2017) revealed that half of the Zambia University students found themselves saying “just a few more minutes” student when checked their social media sites before doing something else. Students used social media more for social information than for academic purposes. Therefore, students’ academic productivity suffered, failed to cut down on time spent on social media, received negative comments from others about their use of social media, and felt stressed out due to social media use. Similarly, social media usage and academic achievement have a negative relationship when the students visited their social media sites using their phones, and they spend between thirty minutes to three hours per day in Ghana (Owusu-Acheaw, 2015). However, the study of Celestine and Nonyelum (2018) claimed that students engagement in social media activities wasn't negatively related with academic performance in Nigerian.

Furthermore, according to Maiti and Bidinger (2014) revealed that emotional intelligence of students and academic achievement was positively and significantly related. Therefore, an increase in emotional intelligence results in higher academic scores. Consequently, students with high emotional intelligence are expected to have high academic achievement scores than those with low level emotional intelligence in Kenya (Muiga, 2020).

On other hand, the students have emotional intelligence like good interpersonal relationships, stress management skills, and adaptability to be significant predictors of students’ academic achievement (Jaeger & Eagan, 2007; Tajularipin & Rohaizan’s, 2009). This study also consisted of Christine et. al. (2020) the ability model of emotional intelligence, emotional awareness, ability to

generate use emotions, and emotional knowledge has positive significance interaction with academic achievement in Makerere University, Uganda.

With regards to academic self-efficacy and academic achievement, the study conducted by Carroll et. al. (2009) found that academic self-efficacy beliefs had a positive significant correlation with academic achievement. The students who were found to have high academic self-efficacy beliefs performed better in academics than those students with low academic self-efficacy beliefs. The findings of the positive significant relationship between academic self-efficacy beliefs and academic achievement support by Yazini, et.al. (2011); Aurah (2013); Maiti and Bidinger (2014); Ochieng' (2015) reported that self-efficacy belief is a significant predictor of academic achievement. Moreover, according to Schunk (2009) students' goals, drive levels, and scholastic performance affect their sufficiency beliefs in education and getting better academic grades. The descriptive statistics of this study revealed that the majority of the respondents had average academic self-efficacy beliefs. The same trend was observed in academic achievement scores. The findings imply that the dismal academic achievement among the majority of the students in Kiambu Sub County may be due to low academic self-efficacy beliefs.

In Ethiopia, Beyene (2018) noted that Telegram and Facebook were the most popular social media platforms whereas 97% of the students use Telegram, and 87% of Facebook users. The study revealed also social media usage has a negative relationship with academic achievement, since the major purposes behind the student's use of Social media for online chatting, connecting with friends, and entertainment than academic purposes, at St. Mary's University, Ethiopia. However, the study of Ketema (2014) revealed that two comparable results in the same study; first, there is no significant relationship between social media usage time and frequency of login to Facebook by a personal computer with student GPA in Jimma University. Second, there is a negative, moderate and significant relationship between using a mobile phone to visit Facebook and students' academic performance.

With regards to the relationship between emotional intelligence and academic achievement, the study of Dad (2010) assessed 53 item emotional intelligence measurement scales, while academic achievement was appraised by CGPA. This study reported that average scores in all university subjects have a positive and significant relationship between emotional intelligence and academic achievement among the students.

Besides, while previous academic self-efficacy experience and academic performance had a positive relationship in Adama University (Aboma, 2009). Similarly, Yalew (2003) conducted a study with the sample of 414 first-year and 156 second-year students in BahirDar University found that academic self-efficacy had a positive significant effect on academic achievement as measured by Grade Point Average. Hence, the aim of this study was to examine the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement in Wachamo University, Durame campus students.

1.3.Statement of problem

Research indicated that there are external and internal factors related to student's academic performance (Hira Hasnain & Anum Nasreen, 2015). The interims of this study social media usage, emotional intelligence, and academic self-efficacy. In recent years, higher educational institutions have a great fear that students' academic performance might be affect adversely because students are paying more attention to social networking sites. In developed countries, this area grasps researchers' attention nevertheless, in developing countries like Ethiopia, it is an unexplored area (Ketema, 2014).

The study conducted by Khan and Rizvi (2010) on 100 sample undergraduate students of two federal universities in Pakusage. The study reviled that social media use a negative relationship with students' academic performance. Conversely, Amin et. al. (2016) indicated that the majority of student respondents stated that social networking sites like Facebook, Twitter, and Google+ and, Skype capture the attention of students for study and affect a positive impact on their academic performance when students use social media for academic purposes. Similarly, the use of Facebook has a positive relationship with the academic performance the students with higher grades tend to spend more of their time on Facebook(Madge &Meek, 2012).

On other hand, according to Naveen (2017) the behaviours of social media usage have positively or negatively related to student academic achievement that come with the participation of students on social media networks for the academic purpose, and its misuse could affect the academic performance of the student. However, there is no considerable difference between times spent on social media networks and students' academic performance (Ahmed and Qazi 2011&Ketema, 2014)

With regards to the relationship between emotional intelligence and academic achievement, Belay et. al.(2018) assessed that the adolescent stage is characterized by the face of loads of pressures and challenges that create a spread of physical, social, and emotional difficulties. Besides, Maiti and Bidinger (2014) assessed that the relationship between emotional intelligence and academic performance. The study reviled that students with high emotional intelligence show better academic performance than students with low emotional intelligence. Further, Emotional intelligence has a significant positive correlation with academic achievement of students' age and gender (Mohzan et al., 2013).A Students who have high- emotional intelligence and their academic achievement similarly high.

Female undergraduate students had higher academic achievement than male undergraduate students did but their emotional intelligence level is equal. They concluded a significant, moderately, strong, and positive relationship between academic achievement and emotional intelligence.

With regards to the relationship between academic self-efficacy, and academic performance the studies evidence indicated that academic self-efficacy had a positively associated with students' academic achievement (Fenollar al et., 2007; Byrne al et., 2014). Moreover, students with a strong belief in academic self-efficacy generate a greater interest in academic activities through establishing demanding goals and act towards achieving them stated, and academic self-efficacy helped students easier to perform academically (Fenollar al et., 2007; Bandura, 1997). Academic self-efficacy may be useful as an intervention to increase flexibility for at-risk populations like undergraduates who may under scorers (Amitay, 2015). Moreover, the study of Yalew (2003) reviled that student's academic self-efficacy had a significant and positive effect on academic achievement, also students who have perceived themselves as competent scored higher GPA than those with a low level of academic self-efficacy in Bahir Dar.

With regards to previous studies, those studies were not assessing the relationship between social media usage, emotional intelligence, and academic self-efficacy with academic achievement at the same study. Further, this study examined the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement. In addition, the researcher conducted this study for reasons of locally no studies conducted in this area. Besides, this study examined and interpreted the results while educators, teachers, counsellors and, students them-self will build up student social media usage practice, develop emotionally intelligent and, academically self-efficient students in the University.

Therefore, the purpose of this study was to examine the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement, in the case of the Wachamo University, Durame campus students.

Therefore, this study attempted to answer the following basic research questions

1. What is the relationship between social media usage, and academic achievement of students in Wachamo University, Durame Campus students?
2. What is the relationship between emotional intelligence and academic achievement of students in Wachamo University, Durame Campus students?
3. What is the relationship between academic self-efficacy, and academic achievement of students in Wachamo University, Durame Campus students?
4. What are the relationships among social media usage, emotional intelligence, and academic self-efficacy in Wachamo University, Durame Campus students?
5. What is the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement of students in Wachamo University, Durame Campus students?
6. Are there gender differences in social media usage, emotional intelligence academic self-efficacy, and academic achievement of students in Wachamo University, Durame Campus students?

1.4.Objectives of the Study

1.4.1. General Objectives of the Study

The purpose of this study was to determine the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement, in the Wachamo University, Durame campus students.

1.4.2. Specific Objectives

Specifically, the study intends to:

1. To assess the extent of the relationship between social media usage, and academic achievement of students in Wachamo University, Durame Campus students
2. To identify the relationship between emotional intelligence and academic achievements of students in Wachamo University, Durame Campus students
3. To examine the relationship between academic self-efficacy and academic achievement of students in Wachamo University, Durame Campus students

4. To assess the relationship among social media usage, emotional intelligence, and academic self-efficacy of students in Wachamo University, Durame Campus students
5. To identify the combined effect of social media usage, emotional intelligence, academic self-efficacy on academic achievement, in the Wachamo University, Durame Campus students
6. To examine gender differences in social media usage, emotional intelligence, academic self-efficacy, and academic achievement, in the Wachamo University, Durame Campus students

1.5.Scope of the Study

Geographically, this study delimited to Wachamo University Durame campus (WUDC), which is found in Durame town. Due to time, money, and other factors this study delimited to WUDC second-year undergraduate students at the campus. Conceptually, the variables considered are only seen from their general perspective, i.e. Student's social medial usage, emotional intelligence, and academic self-efficacy relation with students' academic achievement.

1.6.Significance of the Study

The findings of this study will benefit the institution as they may provide useful information regarding the influence of student-related factors on academic achievement. The information will be used to enhance teaching methods and counselor the students on social media usage practice, emotional intelligence, and academic self-efficacy beliefs for better. The students also find the results useful on the personal factors that influence academic achievement. Future researchers will use the outcomes to come up with relevant studies to create new knowledge in the area.

1.7.The operational definition of terms

Academic achievement: refer to first-year cumulative *Grade-Point-Averages (GPAs)*

Academic Self-Efficacy: refer to belief in their academic abilities to perform academic tasks in the University

Emotional intelligence: student's self-perception of their emotional abilities that influence their academic ability to cope successfully in terrible pressures

Social media usage: those students who wish to use for academic or only for entertainment purpose

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1.Introduction

This chapter presents the review of previous research on the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement, in higher institutions. The review begins with the concept of social media, emotional intelligence, academic self-efficacy, and academic achievement. This follows my review of the key research that has addressed the correlation of individual variables with students' academic achievement, and the interrelationships between social media usage, emotional intelligence, and academic self-efficacy with academic achievement.

Further, the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement. Also, Gender differences in social media usage, emotional intelligence, academic self-efficacy, and academic achievement. To this end, the available previous studies were presented and discussed. Finally, the results of relevant studies were summarized. Following this, based on the review of available literature, the proposed model to test in the conceptual framework was presented.

2.2.Concepts of Social Media

According to Kaplan and Haenlein (2010), social media is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content". Social Media refers to activities, practices, and behaviors among communities, who gather online information, knowledge, and feedback to share and is based on web-based applications that provide the utility to create and transmit content in the form of text, pictures, videos, and audios (Safko and Brake, 2009). Most social media services provide features like chatting, commenting, voting, updating status, and sharing of information for their users. The primary feature of social media is staying connected continuously with more than one person at the same time. Social media made it easy to share photos, videos, ideas, likes and dislikes, with the world and also made it fast to know what people commented on them. Social networking sites often include social media platforms to facilitate interactions and conversations among people in a virtual community (Kaplan & Haenlein, 2010). The numbers of "Social media sites such as Facebook, Twitter, Instagram, LinkedIn and mobile instant messaging services (IM) such as WhatsApp, Viber and IMO and

video calling services like Skype have become a popular means of communication in the past few years" (Otu, 2015).

Facebook: It help you can make friends, search for people, and communicate with them as well as share photos and videos. Heiberger & Harper, (2008) have given a brief introduction of some of the popular functions of Facebook "Facebook is a synthesis of many Internet-based communication tools previously in wide but disconnected use. Today, Facebook has embraced almost all types of internet users, but students from universities and colleges are the largest percentage of active Facebook users, which is about 30% of all users (Insidefacebook.com, 2009).

Twitter: Twitter is also a social networking website launched in 2006. Twitter has founded in San Francisco, but people in nearly every country in the world use it. The service is available in more than 20 languages. Message posting on Twitter has called a tweet and each tweet is 140 characters long. Twitter is a real-time information network that connects you to the latest stories, ideas, opinions, and news about what you find interesting. You can see photos, videos, and conversations directly in Tweets. Simply find the accounts you find most compelling and follow the conversations (Twitter, 2013). Furthermore, as the social media and user-generated content phenomena grew rapidly, websites focused on media sharing start to begin implementing SNS features and converting themselves into SNSs. One of the examples is, Flickr, a photo-sharing website.FM, focusing on music listening habits, and YouTube, which is a video sharing website (Harshana, 2011)

Telegram: Tool Due to widespread popularity in application use, these tools are not only substituted with each other but also serve as an extension for each other in learning environments. The newly developed mobile application in this regard, which has been extensively utilized by users, is Telegram. A range of advantages such as sharing photos, videos, audio messages, marketing, connecting to web-based resources, and sending files (up to 1.5 gigabytes in size) as well as sending messages to other users individually or groups of up to 5000 members for broadcasting to infinite audiences (Sawers 2016&Vivienne, 2016). Make Telegram a better choice in place of its counterparts among users. In other words, Telegram is one of the messaging and call software that is used by millions of users around the world since it is free software (Pirouz, 2015). In sum, "Integrating Telegram channels into existing learning practices can provide informal learning contexts and create new opportunities for English learning (Mashhadi & Kaviani, 2016).

YouTube: YouTube is a website that enables free video sharing and makes it easy to watch videos online. It is also a public communications site online. The site is free for all registered users to upload and watch videos online. The uploaded videos also have been watched by anybody. The videos are anything from beginner videos to more professional videos including Educational Videos. YouTube being very popular has become one of the most used websites and a large resource for educational content. The site has millions of videos tagged as educational, many of them uploaded by teachers, students, and researchers (Fellicia & Mumuni, 2019). YouTube is not only meant for digital entertainment but it can also be a great environment for learning and should be used in eLearning, which can truly benefit your e-Learning audience. (www.elearningindustry.com)

Myspace: Myspace has been launched in 2003 and still not only available but also has become one of the prominent online social network sites. It gain rapid growth when rumors of possible fee implementation about Friendster were on air, as result Friendster users joined Myspace (Boyd & Ellison, 2008). As of the year, 2010 Myspace has features like bulletins, user groups, Myspace, Myspace TV (video), applications, Myspace mobile, Myspace news, Myspace classifieds, Myspace karaoke, Myspace polls, and Myspace forums. By late 2007 into 2008, Myspace has considered the leading social networking in the world (Harshana, 2011)

2.2.1. Social media usage globally

It is almost half a century since the first internet connection has been made in 1969. Since then the world has experienced rapid growth and improvement of technology. The services and products one can use from the internet are getting diversified as well as more user friendly. Having that in mind it is not surprising to see the number of internet users is rapidly increasing from time to time. From the total of over seven billion people living in the world, half of them use the internet, and close to 40 % are on social media according to an online digital overview of the year 2016.

According to the report released in January 2017, the overall internet users and active social media users of 2016 show a 10 % and 21 % growth from 2015 respectively. This indicates that the number of social media users is rapidly growing worldwide. If we see Facebook, for example, it has almost 1.9 billion monthly active users at the end of the year 2016, making it the leading social networking platform in the entire world. 55% of the aforementioned users use Facebook daily (Digital Overview..., 2017).

2.2.2. Social media usage in Africa

The internet penetration in Africa is still not as big as the population of the continent. Africa has a total of 362 million internet users among which 46 % are active social media users ("Digital Overview...". 2017). The number of internet users in 2016 shows a 4% growth with a penetration rate of 29 % while the number of active social media users shows 32 % growth from where it was 170 million in the previous year (2015). Additional 42 million Africans started to use social media in the year 2016 only ("Digital Overview...". 2017). The trend of internet and social media usage in the continent seems to start getting the attention of new media technology researchers.

A survey of Facebook addiction levels among selected Nigerian universities indicates a considerable amount of Facebook addicts with 23.3 % of the surveyed students reported to have moderate to high levels of Facebook addiction (Folaranmi, 2013). The survey also indicated that students of private universities are more prone to Facebook addiction which is attributed to the fact that many of the students in private universities are from a well-to-do family background (Folaranmi, 2013). The study further reveals that only 15% of the respondents use social media for academic-related activities (Folaranmi, 2013). Another study conducted in Ghana has also confirmed the existence of Social Media addiction among university students. 45% of the respondents happen to be addicted from moderate to a high level (Otu. 2015). Entertainment was the major reason for university student's use of social media among which 36% spend more than four hours on social media daily (Otu. 2015).

2.2.3. Social media usage in Ethiopia

As Social media is part of the various internet services the researcher looks into the background of the internet in Ethiopia. The overall internet usage in Ethiopia is still at a low level. Among the population which already hits the 100 million mark, the 2016 Ethiopia demographic health survey indicates that only five percent of women and 13% of men have ever used the Internet ("EDHS", 2016). The survey also indicates that "Men are slightly more likely than women to use the Internet daily; 36% of men report that they used the Internet nearly every day in the past month, compared with 34% of women" ("EDHS". 2016). Looking deeply in the survey the researcher also finds out that among women who have used the internet in the past 12 months the proportion of girls aged 15-19 and those who have used the internet daily is 22.8%.

Among boys in the same group, it is reported that 32.9% used the internet daily ("EDHS", 2016).

The mobile data network service provided by Ethio-telecom plays a significant role in increasing the number of people accessing social media on smartphones. As a result, it is common nowadays to see many Ethiopians participating in social media. From the young to adult, from scholar to ordinary public has engaged in the social media and social networking activity (Tesfaye, 2013). The availability of Wi-Fi hotspots in higher education institutions, hotels, cafes & restaurants is also playing an important role in making it easier for people to use social networking sites even for free. Ethiopia has 4.5 million Facebook subscribers based on the information acquired from the internet world state 2017 report. This indicates that social media needs a closer inquiry as many Ethiopians are evolving on it.

2.3. Concept of Emotional intelligence

According to Robins (2002), emotional intelligence “has its direct roots in the literature on social, practical, personal and multiple-intelligence”. The term Emotional Intelligence was coined by Salovey and Mayer in 1990 and popularized in 1995 with Goleman’s best-selling publication named by the same phrase. Since then, the field has developed greatly and become a focus for great research. Theoretically, emotional intelligence denotes an array of such skills as self-control, persistence, self-motivation, and sensitivity to the feelings of others. The concept of emotional intelligence is defined and explained by different scholars in the form of models consisting of a set of emotional skills

2.4. Academic self-efficacy

Academic self-efficacy has grounded in self-efficacy theory Bandura, (1977). According to self-efficacy theory, self-efficacy is an “individual’s confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task” (Eccles & Wigfield, 2002). Self-efficacy theory suggests that academic self-efficacy may vary in strength as a function of task difficulty some individuals may believe they are most efficacious on difficult tasks, while others only on easier tasks. The researchers conducted by Sharma(2018) have shown that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions, and achievement.

In the academic context, children's beliefs in their efficacy to control their educational processes and outcomes and to become proficient in challenging subject matter likely has a great impact on their scholastic impetus, interest, and educational performance. Students who are confident in their capability to organize, execute and regulate their problem solving or task performance at a designated level of competence are demonstrating high self-efficacy. Academic self-efficacy refers to individuals' convictions that they can successfully perform given academic tasks at designated levels. A similar definition is also expressed by Midgley et. al. (2000) as "academic self-efficacy refers to students' perceptions of their competence to do their class-work".

As outlined by Bandura (1993), students with high academic self-efficacy

- View problems as challenges to be mastered instead of threats and set goals to meet the challenges;
- Are committed to the academic goals they set;
- Have a task-diagnostic orientation, which provides useful feedback to improve performance, rather than a self-diagnostic orientation, which reinforces the student's low expectation about what he or she can accomplish;
- View failures as a result of insufficient effort or knowledge, not as a deficiency of aptitude; and
- Increase their efforts in cases of failure to achieve the goals they have set

i. Effects of Academic Self-Efficacy on Educational Performances

According to Bandura (1993) Academic self-efficacy beliefs affect student's educational performance and that produce through four psychological processes namely, the cognitive, motivational, and affective and selection processes:

At the cognitive level: the nature of beliefs students hold about their abilities to a given task influences the way they perceive their prospective future academic results. Students who believe in their abilities visualize successful positive outcomes while those who do not trust their capacities are likely to suffer from what Bandura (1997) names cognitive negativity (A state where they become somewhat obsessed by their shortcomings and to a skeptic about their capacity to succeed in the face of challenging learning situations)

At the motivational level: a high sense of self-efficacy increases students' readiness to invest efforts in their learning, serves them well to persist when facing difficulties, and helps them to recover

more quickly after negative attainment. Conversely, a perceived sense of inefficacy diminishes student's interest in their learning, lessens their capacity to resist when facing impediments and undermines their commitment to achieving their goals.

At the affective level: a strong perceived sense of competence is likely to reduce the number of stress students might experience in the course of their learning whereas a low self-estimation of capacity might result in high levels of anxiety and agitation that often lead to irrational thinking that ultimately impair their cognitive and intellectual effectiveness.

At the selection level: the conceptions that students develop about their academic abilities are likely to influence the type of decisions they take, the environment they opt for, and the kind of choices they select. It has often the case that students often engage in activities in which they feel efficacious while they avoid those in which they feel less competent.

2.5. Academic achievement

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence, which is also prevalent worldwide, has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshiba, 2009). Academic performance or achievement is the outcome of education, the extent to which a student, teacher, or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Naveen, 2017).

2.6. Relationship between Social media usage, Emotional intelligence, Academic self-efficacy and Academic achievement

This section examines the research about the relationship between social media usage, emotional intelligence, and academic self-efficacy with the academic achievement of students.

2.6.1. Social media usage and Academic Achievement

In many empirical studies, researchers have attempted to examine the relationship between social media usage, and academic achievement in higher education institutions. For instance, Helou et.al. (2014) examines that the use of social networking sites influences their academic performance. The results of the study indicate that majority of the respondents use SNSs for making friends (21%) and chatting (21%), majority of respondents indicated that SNSs can be used to discuss assignments (3.40), group discussions (3.70). The study found that the majority of respondents stated that social networking sites have a positive impact on their academic performance. Similarly, other studies have indicated that social media has a more positive impact on academic performance (Helou & Rahim, 2014).

Besides, the students with high GPAs have been found to spend much time on social media sites in the United Arab Emirates (Tayseer et al., 2014). Moreover, Tamayo et.al. (2014) studied the relationship between the use of Social Media sites and the Academic Performance of the students of Bachelor of Science in Information Technology at Centro Escolar University-Malolos. The study shows that using Social Media impedes student's learning and directly affects the students' attendance at school. The result of the analysis was plotted in a scatter diagram to show a clear view of the correlation or relationship between the variables. Social Media and Academic Performance affect each other. It only means that when a student gets too involved with the use of Social Media it affects his performance in-class activities and overall academic performance.

However, contrary findings have been reported by researcher Naveen (2017) that social media usage harms students' academic performance if not used properly. Facebook and WhatsApp are the most favourites social networks site, and 47(37.3%) participants spent up to one hour in a day, and only 12(9.4%) spent more than 6 hours on social networking sites. This study also consisted of Ullah (2020) examined that the use of social media and its correlation with student's academic performance in D.I. Khan Universities.

The study revealed that the use of social media and 2nd-semester student's GPAs are significantly negatively related. The students use SNS for expressing their course-related materials of SNS, also female students spend 3 to less than 4 hours on academics, but male students spend 2 to less than 3 hours per day. Most of the students view that SNS use has positive effects on their grades and GPA. A similar study revealed that there is a "significant negative

relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook (Alnjadat et al., 2019). Students who spent much time on social media platforms for chatting had a high probability of experiencing a decline in their academic performance (Alkaabi et al., 2017; Arekete et al., 2017; Gok, 2015; Mensah et al., 2016); Golub & Miloloza, 2010; Sharma, 2018)

In contrast to the above findings, Ahmed and Qazi (2011); Negussie and Ketema (2014) studies claimed that there is no significant relationship between times spent on social networks- Facebook with students' grade point average (GPA) in Ethiopia. Factors such as daily time spent and hourly time spent on social media have no significant effect on the students' academic performance (Arekete et al., 2017). This study has consistent with Ahmed et. al. (2011) whereas study spending time on SNSs, students handle their time efficiently and fulfil their study requirements productively, hence, the use of SNSs does not disturb their academic performance.

With regards to Gender deference on social media usage and academic achievement, Alnjadat et. al. (2019) conducted a study to measure Gender variations in social media usage and academic performance among the students of the University of Sharjah in UAE. The respondents were 61% female and 39% male students. The average time spent on social media usage was reported as 2-3 h per day. Additionally, females' academic performance was more highly influenced by the usage of social media than that of males. This study demonstrates a significant difference in the academic performance of students as influenced by social media usage. Another finding noted that the number of Facebook friends of male students related positively to academic performance, contrary to that of female students, which was related negatively (Skiera et al., 2015). Contrarily, 87.5% of the students have an account on Facebook, and no gender differences were found. Male and females on average spend equal time on the internet. Though female users spend more time on Facebook than their counterparts male users have more Facebook friends.

Facebook use, in general, adversely affecting the academic performance of students but this adverse effect is observed greater for male students (Chand, 2012). Many studies around the world confirmed that significant gender variations in social media usage and academic achievement among university students were determined by the purpose of using social media, and time spent on social media. For instance, the main purpose of using SNS for a male is

entertainment, but for a female is Academic (Muscanell and Guadagno 2012); (Naveen, 2017). The usage of Facebook has caused low academic performance in both genders if it was used in the classroom (Skiera et al., 2015)

2.6.2. Emotional intelligence and Academic Achievement

Concerning the relationship between academic achievement and EI, there are mixed findings. Far from consistent, the research that explored the link between EI and academic achievement has displayed different results. The study conducted by Akmal et al.(2013)investigates the influence of Emotional Intelligence on academic achievement among students. The data of this research has obtained using a questionnaire, which elicits information on the students' Emotional Intelligence level as well as their academic performance. The results of the study reveal that the respondents have a high level of Emotional Intelligence. However, no significant relationship has been found between emotional intelligence and students' academic achievement.

Similarly, another study shows no significant relationship between emotional intelligence and the academic success of students (Bastian, et al., 2005; Rode et al., 2007). In construct, the students with a high level of EI can manage their emotions in an antagonistic situation to plan their future efficiently and evade musing on pessimistic circumstances (Saklofske et al., 2012). Also, the studies of Kattekar (2010); Chamundeswari, (2013); Aysdamo (2007); Song et al., (2010) revile that a positive relationship between emotional intelligence and academic achievement of students. EI may not be the predictive factor for academic achievement but it mediates the coactions between perceptive capability and academic achievement (Petrides et al., 2004)

According to Yahaya et.al. (2012) reported that the five elements of emotional intelligence that (Self-Emotion Appraisal and Understanding of Emotion) of the Emotional Intelligence investigated are found to be significantly and positively associated with the respondents' academic achievement. Further, the five dimensions of emotional intelligence, namely self-awareness, emotional management, self-motivation, empathy, interpersonal skills, and academic performance. The results showed that the significant relationship between self-awareness ($r = 0.21$), emotional management ($r = 0.21$) and empathy ($r = 0.21$) at the level of $p < 0.05$ with academic achievement. Findings from multiple regression analysis (stepwise) showed that only three dimensions of emotional intelligence which is self-awareness ($\beta = 0.261$),

self-motivation ($\beta = -0.182$), and empathy ($\beta = 0.167$) accounted for 8.7% of the variation in criterion whereas academic performance.

In several practical studies, researchers have attempted to clarify the relationship between emotional intelligence in the academic performance of male and female students. Studies conducted with a sample of three hundred and forty (340) students were selected, 170 male and 170 female students from four out of twenty faculties of the University of Punjab randomly. In this study, hypotheses had formulated. The t-test was used to analyze the difference between emotional intelligence and academic achievement of male and female students. The results showed that there was a significant difference between the academic achievement of male and female students and an insignificant difference between the emotional intelligence of male and female students. There was no significant relationship between emotional intelligence and the academic achievement of male and female students at the University of Punjab (Javed & Nasreen, 2021). Moreover, the studies by Dimick (2017); Tapia and Marsh (2006) revealed that there was gender differences in Emotional Intelligence between males and females. Contrary, researchers Fida et.al. (2018); Harrod and Scheer 2005 had found that females score higher in Emotional Intelligence than their male counterparts. The above results Claimed by Kong (2017); Shi and Wang (2007) found that male's students were higher Emotional Intelligence. However, the study of Libbrecht et.al. (2014) found that there was no significant differences across the gender.

2.6.3. Academic self-efficacy and Academic Achievement

Several studies conducted in colleges/ universities have found that academic self-efficacy had a significant and positive relationship with academic achievement. Besides, the study conducted with a sample of 86 senior undergraduate is students. The results of the analyses show that there is a positive and significant relationship between academic self-efficacy and academic achievement. Moreover, the results of the regression analyses show that academic self-efficacy is a predictor factor for academic achievement (Güngör, 2020). In a similar vein Robbins et.al. (2004) in their meta-analysis of 109 early studies, reported that academic self-efficacy beliefs had a significant and positive effect on the academic achievement of college students.

These investigators concluded that academic self-efficacy beliefs account for variance in both retention and college academic achievement beyond that explained by more traditional (i.e., cognitive) academic predictors such as high school performance and standardized test scores. Interestingly, an empirical study in Africa has also documented similar findings. According to

Adeyemo (2007) study was conducted with a sample of 300 undergraduate first and second-year students at the University of Ibadan, Nigeria demonstrated that academic self-efficacy had a significant and positive effect on academic achievement.

Another study by Endawoke and Witruk (2006) conducted with a sample of 414 first-year and 156 second-year students of Bahir Dar University, it also demonstrated that students' self-efficacy had a significant and positive effect on their academic achievement, as measured by Grade-Point Average (GPA). Correspondingly, students who perceived themselves as competent scored higher GPAs than those with a low level of self-efficacy (Alegre, 2014). Further, Mulgeta (2009) found that prior academic achievement measures and psychological variables jointly explained 17% of the variance in students' academic achievement, and of which the sole contribution of achievement motivation and academic self-efficacy in combination was 4% (i.e., 2% for females and 5% for males). Besides, this researcher revealed that academic self-efficacy had a significant and positive effect on academic achievement for the overall sample and the sub-sample of male students.

Research findings of sex differences in academic self-efficacy beliefs are inconclusive. For instance, some studies conducted in higher education institutions have reported the significant sex differences in self-efficacy beliefs of students (Lent et al., 2005; Reisberg & Bailey, 2010; Vogt et al., 2007). Whereas other studies have not demonstrated such relationship (Vuong, et al. (2010)). To cite some empirical studies specifically investigated the effect of gender on support and self-efficacy beliefs with a sample of 990 (216 females and 774 males) undergraduate engineering students (Reisberg & Bailey, 2010). These researchers found that male students had significantly higher academic self-efficacy beliefs than their female counterparts.

Lent et al. (2005); Vogt et al. (2007) also reported similar findings, indicating that male college/university students have significantly higher academic self-efficacy when compared to their female counterparts. On the other hand, there are empirical studies, which did not find significant sex differences in self-efficacy beliefs of college/university students. For example, a study that examined the effects of self-efficacy on the academic success of 1,291 first-generation college sophomore students recruited from 5 of the 23 California State University campuses did not find a significant effect of sex on self-efficacy beliefs; (Vogt et al., 2007; Clutts, 2010)

2.7. Interrelationships among Social Media Usage, Emotional Intelligence, and Academic Self-Efficacy with Academic Achievement

2.7.1. Social media usage and emotional intelligence

Social media allows users to acquire information from all corners of the world quickly. However, on the other hand, social media has negative impacts, one of which is emotional instability. Therefore, the uses using social media require emotional maturity, which includes emotional intelligence Sani, et al., (2017). A study by Hamid, et.al. (2015) supports in line with the research of Moree and McElroy (2012) claimed that frequent use of social media such as YouTube and Instagram can affect emotional intelligence. In this case, it may be true because users can freely provide comments and feedback on these social media, and these features can cause them to feel anxious and upset, unable to control their anger and reduce their self-esteem.

Several studies correlated social media usage and emotional intelligence the results show a significant negative relationship in the sense that the duration of social media use, the lower the emotional intelligence. With regards to research subjects Annisty (2020) claimed that the duration of social media use does not affect emotional intelligence in students, because students have high emotional intelligence. In additional data in this study, regarding differences in emotional intelligence in students based on gender showed no significant differences in emotional intelligence between males and females.

2.7.2. Social media usage and Academic self-efficacy

With regards to the relationship between social media usage and self-efficacy, but these relationships have a variation based on social media sites and country to country. For example, the study examined the association between social media use and first-year college students' academic self-efficacy in two large, research-intensive universities in Flanders (N = 513) and the United States (N = 431). For the U.S., Twitter was directly and indirectly associated with self-efficacy. In the Flanders sample, both Facebook and Twitter had significant direct and indirect effects on self-efficacy. The results' opposite directionality (e.g., Twitter's positive direct effect, Facebook's negative direct effect) suggest the two media operate differently (McNallie, 2020)

The problematic use of social media studies has a negative correlation with academic self-efficacy among university students. The study group consisted of 398 students attending education, medicine, architecture, and economics programs at the Karadeniz Technical

University in Turkey. Pearson's correlation coefficient, multiple regression analysis, independent samples *t*-test, and one-way ANOVA were used to analyze the data collected. The results show a significant negative correlation between academic self-efficacy and problematic internet use. Furthermore, academic self-efficacy was determined to be a significant predictor of problematic internet use. However, when the students were seeking social media for information, and academic self-efficacy mediating they were positive students' academic performance. Academic self-efficacy, at the same time, moderates the relationship between Internet information seeking to academic performance such that students with low academic self-efficacy benefit more from Internet information-seeking about their academic performance (Zhu et al., 2011).

Concerning, the ways of using social media have a cornerstone to correlation with academic self-efficacy for instance; the average Social Media Usage frequency has a statistically high correlation with academic Self-efficacy. Social Media Usage for Download Media (DM), Searching Information (SI), and Entertainment and Motivation (EM) generally has a statistically medium correlation with academic self-efficacy for both male and female participant (Setiawan & Phillipson, 2020; Tella et al., 2009)

2.7.3. Emotional intelligence and academic self-efficacy

About the relationship between academic self-efficacy and achievement motivation, available studies have revealed that academic self-efficacy is positively significantly and related to achievement. For instance, Hamdy et.al. (2014) study investigated that Emotional intelligence and self-efficacy are two important structures to take into account while studying the causes of academic success or failure. These structures are flexible and improvable through necessary interventions. Also, this research has indicated that emotional intelligence has positively related to self-efficacy and both of these variables can predict each other. Severe anxiety can lead to decreased performance and consequently decreased feelings of self-efficacy. Therefore, a person with high emotional intelligence can necessarily control his emotions and deal with problems favourably (Rostami et al., 2010; Salovey et al., 2002).

Besides, researchers indicated that beyond the relationship between emotional intelligence and academic self-efficacy with academic achievement they could predict student academic achievement. The study by Yazōfō et .al. (2011) evaluated that combination of emotional intelligence and academic self-efficacy beliefs are significant predictors of academic success. The academic achievements of students differ by gender. Another study was conducted

to examine Emotional Intelligence and Academic Self-efficacy as Predictors of Academic Performance in Nigeria. The study revealed that multiple R square 53.3% of Emotional intelligence and academic self-efficacy accounting for variation in academic performance of the students; they have signs at the 0.05 level. This finding also emotional intelligence, gender, and academic self-efficacy were potent predictors of academic performance of students (Bhatia, 2009)

2.8. Effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement

2.8.1. Effect of social media on the academic achievement

The use of social media is increasing in a society that is reflecting human expression and recognition. According to (Duncan 2012) the social interaction with an educational process has been influenced the availability of modern techniques of social media. These techniques of social media result in good learning outcomes among students because it provides more than one channel to communicate with another party to gain and enhance knowledge, therefore it has a great role to develop the educational process. The study of Pechenkina et. al. (2017) revealed that Using a gamified mobile app has increase Students who used the app demonstrated an average grade/percentage mark of 65.19% compared to those who did not use the app, the latter averaging a grade/percentage mark of 58.16%.

Therefore, the app users on average achieved a mark 7.03% higher compared to students who chose not to use the app. Further, A hierarchical regression ($R^2 = .449$) demonstrated that Social media including cell phone use was significantly ($p < .001$) and negatively ($\beta = -.164$) related to actual college GPA. In other words, social media explained 44.9% of the variance in college GPA after controlling for demographic variables, self-efficacy for self-regulated learning, self-efficacy for academic achievement, and actual high school GPA, which were all significant predictors ($p < .05$). Thus, after controlling for other established predictors, increased cell phone use was associated with decreased academic performance (Lepp et al., 2015).

2.8.2. Effect Emotional intelligence on academic achievement

According to Preeti (2013) academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly

important for quality education; Emotional intelligence has got more significance for a person in reaching his/her goals than general intelligence (Joshi et al., 2012). The indication of emotional intelligence for academic achievement future success was also confirmed by several studies. For instance, emotional intelligence is a significant predictor of academic achievement. The results of regression analysis showed that the coefficient of correlation (R) between emotional intelligence and CGPA was 0.34 and R^2 was 0.12. This result indicated that emotional intelligence significantly predicts academic achievement ($F= 17.14$, $p< .01$), and it accounted for almost 12% variance in academic achievement as measured by CGPA ($R^2 = 0.12$) (Nasir & Masrur, 2010). These results are in line with the outcomes of the study conducted by Holt (2008) who found that 14% of the variance in the GPA of college students was accounted for by emotional intelligence.

Mayer and Salovey (1997) assert that a single personality factor explains only a small portion of life outcomes, so, even a 10% contribution of emotional intelligence would be considered very large. Besides, a study conducted by Yahaya et. al. (2012) to examine the impact of emotional intelligence element on academic achievement with a sample of 370, this study employed a survey correlational design and was analyzed by Pearson correlation or regression. Multiple regression analysis (stepwise) results showed that three elements of emotional intelligence which are self-awareness ($\beta = 0.261$), self-motivation ($\beta = -0.182$), and empathy ($\beta = 0.167$) accounted for by 8.7% of the variation in criterion (academic achievement). Similar findings reported that the emotional intelligence components also jointly contributed 48% of the variance in academic achievement (Fayombo, 2012; Malik & Shahid, 2016)

2.8.3. Effect of Academic self-efficacy on academic achievement

Various studies on self-efficacy that focus on students at universities as research subjects produce various findings. Sari & Mariah (2017) surveyed the effect of academic self-efficacy on student academic achievement. This study took a sample of 98 students. The results of the study were analyzed using simple linear regression, which proves that self-efficacy has a positive contribution to student academic achievement ($F = 16.507$, $p < .05$). This finding also consisted that academic self-efficacy can significantly determine academic achievement, with an F ratio = 391,877 at an alpha level of less than 0.05 with 1 and 221 degrees of freedom. The academic self-efficacy contributes 64% ($B = .085$) to the academic achievement. The results of statistical

analysis on a positive B value indicate that each one-time increase in academic self-efficacy is associated with .085 units of academic achievement (Abd Basith, Andi Syahputra, 2020).

Besides, the study of Richardson et.al. (2012) as cited in Honicke et.al. (2016) a meta-analysis of 39 academic self-efficacy studies comprising 41 different self-efficacy also found that self-efficacy beliefs had a significant and positive effect on the academic performance by explaining approximately 14% of the variances in academic performance. The consistency finding also from the meta-analysis conducted by Weiser and Riggio (2010) suggests that ASE beliefs account for up to 9% of the variance in the overall GPAs of University students. This academic self-efficacy contribution funded with a variation of r^2 Brown et.al. (2008); Zajacova et.al. (2005); Brady et.al. (2011); Choi (2005); Hsieh et.al (2007); Komarraju & Nadler (2013); Olani (2009); Partin & Haney (2012). Similarly, academic self-efficacy specifically from Mathematics contribution, Mathis academic self-efficacy can most likely be explained by the fact that in this study, the effect of MSE on students' math score was controlled for the difficulty level of their secondary studies, a variable which on its own explains 42.8% of the variance in math performance and is likely to be indicative of prior math knowledge, cognitive ability and general learning skills (Ferla, 2009).

2.9. The combined effect Social Media Usage, Emotional Intelligence, Academic Self-Efficacy on Academic Achievement

Concerning the effect of social media usage, emotional intelligence, and academic self-efficacy; Social media have become ubiquitous and extremely important platforms to facilitate individuals with social relationships building and information gathering or spreading (Luchman et al., 2014; Smith, 2014; Correa et al., 2010). Therefore, these platforms help students to comprehend and build up their deep emotions, other emotions, ability to regulate their emotions show the direction to personal performance, and people's judgment of their capabilities to organize and execute the course of action required to attain designated types of performances (Bandura 1986); (Yazōfō et al., 2011).

On other hand, When individuals are supposed to meet with unexpected uncertainties and risks that are may (emotional instability and low-level academic self-efficacy) wherein social media become their first consideration to search for assistance. To seek a comfortable psychological state and approaches to adapt to the new environment, individuals use social

media to search for related new information required for their survival and success. Selected information improves an individual's psychological state, refreshes thinking modes, and increases their confidence and motivation to cope with uncertainties. Furthermore, social media enable individuals with the information about others' successful experiences in similar situations (Hu, 2017; Hsu et al., 2015; Raacke et al., 2008; Naveen, 2017); Bhatia, 2009; Gilar et al., 2020; Javed & Nasreen, 2021; Nasir, 2011). In conclusion, emotional intelligence performs a very important role in improving student social media usage practices, and gaining the awareness of academic self-efficacy beliefs of their capabilities, and thus helps them to become academically successful.

2.10. Gender Differences in Social Media Usage, Emotional Intelligence, Academic Self-Efficacy, and Academic Achievement

The effect of students' sex on their social media usage, emotional intelligence, academic self-efficacy, and academic achievement has not been considered so far, but that it may be an important factor for the reason that in societies where there are rigid gender roles (i.e., gender marginalization), the societal stereotype threats are believed to be highly prevalent, and thus the stereotype effects may have substantial influences on the different developmental outcomes of females and males. According to Abesha (2015) traditional societies assume that there are observable differences between males and females (i.e., favoring males) in their capabilities in different activities. Therefore, these socially induced differences may result in discriminatory opportunities and rewards for the two sexes and may have a crucial effect on the different developmental outcomes of females and males. In understanding this, gender has consistently been researched about the different developmental outcomes, particularly social media usage, emotional intelligence, academic self-efficacy, and academic achievement in higher educational institutions. This section attempts to present studies that examined sex differences in social media usage, emotional intelligence, academic self-efficacy, and academic achievement in the WUDC.

2.10.1. Gender Differences in Social Media Usage

Research findings for the sex differences in emotional intelligence are argumentative. For instance, Mazman and Usluel (2011) consisted of 870 Facebook users who responded to an online survey designed by the researchers. Analyses of the results showed that usage purposes

can be categorized under four categories, namely maintaining existing relationships, making new relationships, using for academic purposes, and following specific agenda. Significant differences were found between genders in all of the purposes mentioned. While the difference in making new contacts was in favor of males, the differences in the other three user purposes were in favor of females. Females use Facebook for maintaining existing relationships, academic purposes, and following agenda higher than males while males use it for making new relationships at a rate higher than the females'. This finding shows that males use social networks mostly for making new friends and relationships while females use them mostly for finding their old friends and keeping in touch with the existing ones.

The reasons for this finding could be explained by the possibility that females tend to hide their identities and personal information to keep their privacy in an Internet environment. Research shows that females don't disclose themselves to people they don't know because of social pressure and traditional social roles associated with women. This study also confirmed by (Bölükbaş & Yıldız, 2005; Fallows, 2005). However, males were found to be more open to new relationships just as communication skills are important both for maintaining existing relationships and making new relationships (Mazman & Usluel, 2011). On other hand, a total of 328 students responded; with a response rate of 66%. The respondents were 61% female and 39% male students. The average time spent on social media usage was reported as 2-3 h per day. Furthermore, males were more addicted to social media than females (49.6%) and (32%), respectively. Additionally, females' academic performance was more highly influenced by the usage of social media than that of males, although males were more addicted to social media networks (Alnjadat et al., 2019)

Moreover, according to Mazman & Usluel (2011) there is a difference in the perception of university students towards male and female social media influencers. In general, respondents follow influencers from both genders but there is a difference in the purpose and perception. For male respondents, they follow female influencers that are attractive to admire them and male influencers for fashion and those that stream or post videos of them playing video games entertainment. Female respondents, meanwhile, follow female influencers to get information on the latest beauty and fashion trends. Besides, instead of video gamers, female respondents are more likely to follow male influencers who post funny sketches for entertainment.

2.10.2. Gender Differences in Emotional Intelligence

Emotional Intelligence does not respect gender. However, research findings concerning sex differences in emotional intelligence are indecisive. For instance, Ahmad et. al. (2009) investigated Emotional Intelligence among males and females. The research sample was comprised of one hundred and sixty subjects (N = 160) who were categorized into two groups. They were eighty males (n = 80) and eighty females (n = 80) from N.W.F.P. Emotional Quotient Inventory (EQ-i) were used to find out the level of emotional intelligence among the subjects. Gender difference on Emotional Quotient Inventory reveals that Males have high emotional intelligence as compared to females ($t=4.522$, $p<.01$). On other hand, Fida et. al. (2018) conducted a study to examine the Gender Comparison of Emotional Intelligence of University Students. The Wong and Law Emotional Intelligence Scale (WLEIS) developed by Wong and Law (2002) was used for data collection. The outcomes of the investigation showed that female learners were ahead of males in emotional intelligence. This superiority was seen prominent on all facets of emotional intelligence along with ‘overall emotional intelligence.’

Generally, a majority of the students were better on ‘self-emotion appraisal’ and poor on ‘regulation of emotion.’ Several studies conducted in higher education institutions have confirmed these findings for instance Makvana (2014); Rooyet.al. (2004) explored that females exhibited a superior level of emotional intelligence. Tariq et.al. (2013) found that female learners with a high emotional intelligence demonstrated superior confidence and lower mathematical anxiety. Similarly, Chaudhry et.al. (2013) also revealed that female students exhibited excellence in dealing with sentimental data. Conversely, Cakan et.al. (2005); Nasir and Masrur (2010); Shehzad & Mahmood (2013) did not find any difference in emotional intelligence in terms of gender, age, and job experience.

2.10.3. Gender Differences in Academic Self-Efficacy

Concerning sex differences in academic self-efficacy beliefs are inconclusive. For instance, Reisberg et.al. (2010) investigated the effect of gender on support and self-efficacy beliefs with a sample of 990 (216 females and 774 males) undergraduate engineering students. These researchers found that male students had significantly higher academic self-efficacy beliefs than their female counterparts. Other studies by Lent et.al. (2005); Vogt et.al. (2007) also

reported similar findings, indicating that male college/university students have significantly higher academic self-efficacy when compared to their female counterparts.

On the other hand, there are empirical studies that did not find significant sex differences in self-efficacy beliefs of college/university students. For example, a study that examined the effects of self-efficacy on the academic success of 1,291 first-generation college sophomore students recruited from 5 of the 23 California State University campuses did not find a significant effect of sex on self-efficacy beliefs (Vuong et al., 2010). Similarly, the study by Clutts (2010) demonstrated that there was a non-significant sex differences in the academic self-efficacy of students. In Ethiopia, a study conducted by Dawit (2008) with a sample of undergraduate first-year students of Bahir Dar University also demonstrated sex differences in both writing and reading self-efficacy beliefs in an English language course and the achievement of reading and writing tests of the English language course, favoring male students.

2.10.4. Gender Differences in Academic Achievement

As with research on social media usage, emotional intelligence, and academic self-efficacy beliefs, research findings regarding sex differences in academic achievement are inconclusive. The reasons behind these agreements or disagreements are varied according to the variables and predictors of every research study (Khwaileh & Zaza, 2011). For instance, DeBerard et.al. (2004) with a sample of 204 undergraduate first-year college students found significant sex differences in academic achievement, as measured by Cumulative Grade-Point-Average (CGPA), such that female students had significantly higher academic achievement than their male counterparts. Several studies conducted in higher education institutions have confirmed these findings (Chee, 2005; Dayıoglu et al., 2004; Sheard, 2009; Woodfield et al., 2006); Ismail &Othman (2006).

However, Sheard (2009) examined that whether gender differentiates and predicts university final degree grade point average (GPA) and final-year dissertation mark. Data for the study were reported from a total of 134 university undergraduate students. Final degree GPA and dissertation mark were the academic performance criteria. The female student's significantly outperformed their male counterparts in each measured academic assessment criteria. Female students also reported a significantly higher mean score on hardiness "commitment" compared to male students. "Commitment" was the most significant positive correlate of academic

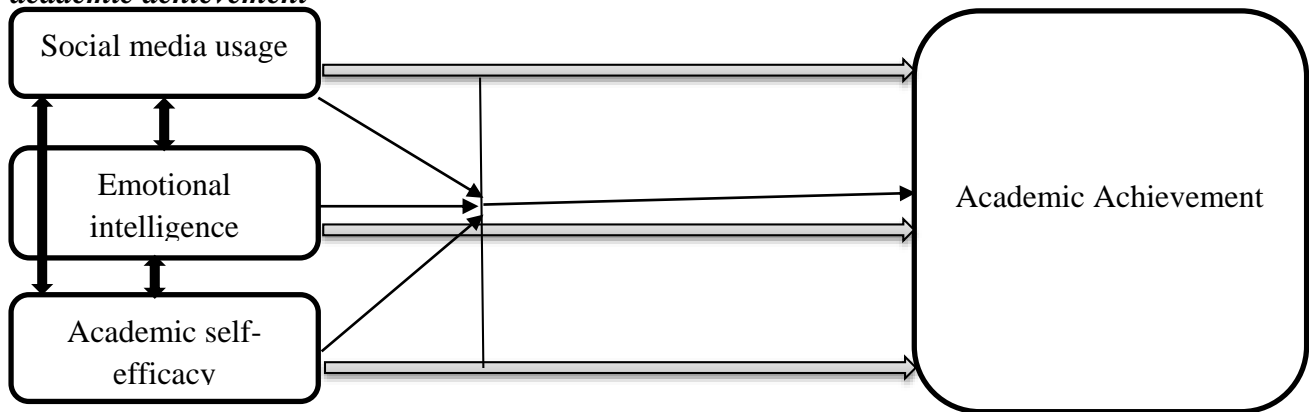
achievement. The GPA distribution of female and male undergraduate female undergraduates has higher GPAs than male undergraduates'(Khwaileh & Zaza, 2011).

Other studies conducted in Ethiopia colleges/universities also documented significant sex differences in academic performance, favoring male students (Demewez et al., 2005; Getaneh, 2004). Other studies claimed Adeyemo (2007) that students' sex did not have a significant effect on their academic achievement as measured by Grade-Point-Averages (GPAs). Several studies conducted in higher education institutions have confirmed these findings (Ajiboye & Tella, 2006; Naderi et al., 2009).

2.11. Conceptual framework

A source for a conceptual framework is the principal element forming the basis for the development of the framework, and there are three sources for the conceptual framework: experience, literature, and theory (Ravitch & Riggan, 2017). Besides, according to Maxwell, (2013); Robinson and McCartian (2016) advocated for rooting the conceptual framework in the literature associated with the topic of study. Therefore this study conceptualized based on the literature as follows.

Figure 1: linking among social media usage, emotional intelligence, academic self-efficacy with academic achievement



Based on the aforementioned literature on a relationship with academic performance of university students in the current study, it expected that positive relationship between social media usage and academic achievement, a positive relationship between emotional intelligence and academic achievement, a positive relationship between academic self-efficacy and academic achievement. Moreover, this study was expect a positive interrelationship among Social media usage, emotional intelligence, and academic self-efficacy with academic achievement. Finally,

this study expected significant gender differences among Social media usage, emotional intelligence, academic self-efficacy, and academic achievement

CHAPTER THREE: METHODOLOGY

3.1.Introduction

In this chapter, research design, study area, the population of the study, sampling techniques, and sample size. The chapter also presented the source of data, instruments of data collection, reliability, validity, method of data analysis, and ethical consideration.

3.2. Research design

This study was adopted quantitative research approach specifically a correlation research design. The Quantitative research approach allows the researcher to generalize real-world settings and it also can produce the results through the collection of numerical data with the help of statistical functions (Daniel, 2012). Moreover, Correlational design is used where conditions or relationships exist, opinions are held, processes are on-going and effects that are evident or trends that are developing (Mugenda & Mugenda, 2003). This design is used when the study aims to explore how the research variables are related without any manipulation. This design was successfully used by (Maiti & Bidinger, 2014). Therefore, it was considered a robust research design to be used to answer the research questions and achieve objectives. The correlational research design was appropriate because data were collected to establish the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement.

3.3. Study area

This study was conducted in WUDC which is one of the public higher educational institutions that instituted in 2009 G.C. The University has launched its campus in Kambata Tambaro Zone, nearby to Durame town and 62 Km away from the main campus, Hosanna, 287 km from Addis Ababa.

3.4. Population

The target population of this were all second year undergraduate Students College of Engineering and Technology, College of Medicine and Health Sciences, College of Agricultural Sciences, College of Business and Economics, and College of Social Sciences and Humanities. According to the data provided by the academic affair, the total numbers of second year's students enrolled at 2011 E.C were 548 students (380 were male and 168 were female students)

3.5. Sample and sampling technique

To determine sample size Yamane's (1967) sample size determination formula with a 95% confidence level, and 0.05% level of precision used. The older Yamane's sample size determination formula was employed that assist the study to select a sample size without biased. It also has been adopted in the study of (Wondimagegnhu et al., 2020).

$$\text{Yamane formula: } n = \frac{N}{1+N(e)^2} \quad n = \frac{548}{1+548(0.05)^2} \quad n = \frac{548}{1+1.5} \quad n = 219$$

n= sample size required,

N=number of people in the population,

e=allowable error

Following this, both multistage, and simple random sampling techniques were used to select samples. Multi-stage sampling is a process of moving from A abroad to a narrow sample, using a step-by-step process(Taherdoost al et., 2017). On other hand, simple random sampling techniques provided each population has an equal chance of being selected, i.e., each unit in any given population has the same probability of being selected in the sample by lottery method (Singh, 2020). To select representative respondents First, the College of Engineering and Technology, the College of Medicine and Health Sciences, the College of Agricultural Sciences, the College of Business and Economics, and the College of Social Sciences and Humanities and then to recruit the departments from the faculties. Finally, a simple random sampling technique was employed to select students from the selected departments for the study.

Table 1: Multistage sampling distribution for population and sample

<i>Collages</i>	<i>Population</i>			<i>Samples</i>			
	<i>Departments</i>	<i>Sex</i>		<i>Sex</i>			
		M	F	T	M	F	T

	Management	22	10	32	12	4	16
Business and Economics	Economics	29	4	33	13	2	15
	Accounting	27	6	33	11	2	13
Agriculture	NaRM	25	10	35	10	3	13
	Plant science	27	14	41	9	4	13
	Computer science	30	6	36	11	3	14
Engineering & Technology	CoTM	29	1	30	13	-	13
	IT	16	12	28	9	4	13
	Civil Eng	32	-	32	13	-	13
	Medical lab	38	8	46	12	3	15
Medicine & Health Science	Nursing	21	25	46	8	10	18
	Midwifery	18	11	29	8	4	12
	Kambatisa	32	23	55	11	7	18
Social Science & Humanity	Civic	8	26	34	4	10	14
	Geography	26	12	38	10	5	15
	Total	380	168	548	157	62	219

3.6.Sources of the Data

In this study, both primary and secondary sources of data were used to obtain the study

3.7.Data collection instruments

3.7.1. Questionnaire

The structured questionnaire of social media usage was designed by Gupta & Bashir, (2018)and adapted by several studies for instance (Kio, 2016; Mahajan et al., 2016). It had consisted of 19statements that could all be answered using a 5-point Likert scale: Always=5, Often=4, Sometimes=3, rarely=2, and Never=1. There are four sub dimensions in the questionnaire(Academic, Socialization, Entertainment, and In formativeness).The rule of thumb specified by George & Mallery (2003) for interpreting Cronbach's alpha is that "above 0.80 is

acceptable.” Hence, the present scale Cronbach’s alpha of social networking usage ($\alpha = .830$), indicates good internal reliability. On the other hand, Convergent Validity Pearson’s coefficient of correlation revealed that higher levels of significant positive correlations for all dimensions of social networking usage (Academic, Socialization, Entertainment, and Informativeness) with a total score of social networking usage Overbeek, al et. (2007)

Emotional intelligence scale was developed by WLEIS Law (2002) this scale contained 16 items. The response format of the WLEIS is a 7-point Likert-type scale (1 = strongly disagree, 7 =strongly agree). There are four subscales in the questionnaire: self-emotion appraisals, others' emotion appraisals, regulation of emotion, and use of emotion. The internal consistency reliability was assessed using Cronbach's found.87 for both males and females and concurrent validity of WLEIS was ($r = .79$, $p < .01$) (Shi & Wang, 2007).

Importantly, Libbrecht et. al. (2014) was measure WLEIS four subscales in the questionnaire of Self Emotion Appraisals, others’ emotion appraisals, regulation of emotion, and use of emotion with .81, .88, .82, .87 Cronbach's alpha respectively through a 5-point Likert-scale, with the following labels describing specific (but not all) answer categories: 1 = “*strongly disagree*”, 3 = “*neutral*”, 5 = “*strongly agree*”. (Libbrecht et al., 2014). Therefore, with regards to WLEIS Law (2002)original 7-point Likert-type scale this study was adopted WLEIS Law (2002) by Libbrecht et. al. (2014)5-point Likertscale than the original WLEIS because 5-point Likert-scale label of reliability is better than the 7-point Likert-type scale.

The academic Self-Efficacy Scale was developed by (Chemers et al., & Garcia 2001; Zajacova, & Espenshade, 2005). It has consisted of 21 items adapted from the academic self-efficacy scales. The items were designed to reflect in university education generally, and thus not focused on specific subjects. The item could all be answered using a four-point Likert-type scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

With regards to the psychometric property of this scale, the internal reliability of $\alpha = .81$ has been reported (Chemers et. al. & Garcia, 2001). On other hand, the internal reliability.85 was *reviled* by(Zajacova et al., & Espenshade, 2005). Moreover, recently this academic self-efficacy scale was employed by Abesha (2015) to measure the influence of academic self-efficacy on student academic achievement. With regards to the ASES designer, this study was adopted an

academic self-efficacy scale because this scale has adapted in Addis Ababa University, Kotebe College of Teacher Education, and Wolayta Soddo University by (Abesha,2015)

Academic performance, as measured by Grade-Point-Averages (GPAs) is still the most widespread performance measure(Robbins et. al. 2004 as cited in Abesha 2015). Therefore, this study will measure students' Academic Achievements by Grade-Point-Averages obtained by accessing the official records from the Registrars' Offices of the WUDC, based on the student ID numbers which students will be supplied on their self-report questionnaires. The grading system adopted by *Ethiopian Higher Education Institutions*, (CGPA) is measured on a 4-point scale, ranging from 0.00 to 4.00.

3.8.Procedures of Data Collection

For university students in Ethiopia, English is a foreign language and as a result, students may have considerable difficulty in English. Therefore, the questionnaire was translated into Amharic, the national language of the country, by two translators who were lecturers in the Department of English at WUDC. The introduction letter was obtained from the Head department of Psychology to conduct study at WUDC. Then, the letter of permission was given to Academic affairs in Durame Campus to carry out the study. Further, the study found out documents such as students' lists, and CGPA from registrar's office. Finally, the researcher administered the research questionnaires with the help of a research assistant to 219 respondents.

3.9.Pilot study

According to Mocerro(2017),a pilot study is very important in the success of the research. It is often recommended to address a variety of issues such as the validity and reliability of the instrument to be used in the study. Specific recommendations are made to the researchers in employing a pilot study before the conduct of the full research. Adapted, modified or enhanced instrument should also be pilot tested especially if it is adapted from foreign authors. Accordingly, the study of Maiti & Bidinger (2014) adopted that a pilot study was conducted on twenty students with similar characteristics to test the reliability and validity of the instruments. Therefore, the data were collected from twenty students.

The students were taken through the instructions and when they indicated that they had understood the instructions, they were allowed to fill the questionnaires. The data were coded into the SPSS computer program and then analysis was done. The survey has been revised according to students' suggestions and comments. Most students have given positive feedback and suggested slight changes in the survey. But a few students have given their strong opinion to add or modify a couple of questions. For example, from the social media scales, the statement of I use social networking sites transformed to I use social media sites. On other hand, I use social networking sites for collaborative learning, and I use social networking sites to create my social identity from social media usage scale; I have a good sense of why I have certain feelings most of the time, and I am a self-motivated person items from emotional intelligence scales were removed from the scales. The pilot study survey helped the researcher to formulate the questionnaire easy to understand for the participants.

3.9.1. Reliability of instrument

The reliability of a research instrument refers to the ability of the instrument to yield similar results when administered to the same group of respondents under similar conditions (Ochieng', 2015). Therefore, Cronbach Alpha was used to measure the reliability of the questionnaire. When using Likert scale questionnaires the most appropriate measure of reliability is Cronbach Alpha(Whitley, 20002 & Wyllie, 2021).

Table 2: Reliability Coefficients for social media usage, emotional intelligence

<i>Reliability Statistics</i>		
<i>Scales</i>	<i>Cronbach's Alpha</i>	<i>Number of Items</i>
Social media usage	.819	17
Subscales of social media usage		
Academic purpose	.788	6
Socialization purpose	.75	5
Entertainment purpose	.78	3

Information purpose	.75	3
Emotional intelligence	.90	14
The subscale of emotional intelligence		
Self-emotion appraisal	.79	3
Out self-appraisal	.768	4
Use self-emotion	.75	3
Regulation of emotion	.850	4

As indicated in Table 2, all the reliability coefficients obtained were within the acceptable range. The reliability coefficient of .70 or greater is considered "acceptable" for a scale that used to analyze their associations (Mugenda & Mugenda, 2003)

3.9.2. Validity of instrument

Validity is the most fundamental feature in the evaluation of any measurement instrument or tool for good research and views perceives validity as "the represented truthfulness of findings (Mohajan, 2017).Content validity ensures that the questionnaire includes an adequate set of items that tap on the concept; it depends on expert advice and judgment (LeCompte &Goetz; 2005). For this reason, validity evidence for the instrument was provided by review the questioners on clarity in wording, the relevance of the items clarity of instruction, absence of biased words and phrases, use of Standard English, and formatting (Flower, 2002). The questionnaire was reviewed by two lecturers from the English and Psychology departments.

3.10. Method of Data analysis

The questionnaires were serialized, then checked for completeness. When the questionnaires counted and checked, in total 4 questionnaires were not included in data analysis because some were not returned and others were discarded because they had more than 10 items not filled. The data coded into the SPSS version 23 for analysis. Before analysis, the researcher checked for missing values and outliers.

The study employed both inferential and descriptive statistical analyses as follows. Descriptive statistics support the study to indicate general tendencies in the data, the spread of scores, and grapes in the study (Stoltzfus et al., 2018). Therefore, descriptive statistics

specifically, mean standard deviation, percentage, and frequency were employed to assess demographic backgrounds of respondents, and to identify participants mean score and variation.

On the other hand, inferential statistics deals with making generalizations or inferences back to the population based on representative sample data (Gorman & Johnson, 2013). Therefore, the Pearson correlation (Correlation Coefficient r) was used to examine the relationship between social media usage and academic achievement, emotional intelligence and academic achievement, academic self-efficacy, and academic achievement. Further, multiple regression analyses were employed to examine the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement. Determinant coefficient R^2 was used to see the variation in a dependent variable accounted for by three independent variables. Finally, independent samples t-test was employed to examine sex differences in social media usage, emotional intelligence, and academic self-efficacy, and academic achievement.

2.1. Ethical consideration

This study employed the following ethical considerations: (i) researcher did not enter into multiple relationships with any person or group including student participants in the study that could exploit or harm others. (ii) Follow informed-consent rules: researchers ensured that participants understand the process that they are engaging in, why their participation is required, who used the research findings, and how it was reported. The researcher also informed participants that they have the right to, at any stage, withdraw from participating in the research process without providing any reasons for doing so. (iii) The integrity of research, ensure their research is trustworthy (valid and reliable), findings are based on evidence, arguments can be justified, follow acceptable guidelines for researching within the chosen, research paradigm; confidentiality, the extent to which data can be reported back and the extent to which research reports can be used by policymakers and in educational practice

CHAPTER FOUR: RESULTS

4.1.Introduction

This chapter presents the results of the study. It begins with presenting and describing the assumptions, and demographic characteristics of the study sample. This is followed by the results of the preliminary analysis on social media usage, emotional intelligence, academic self-efficacy, and academic achievement. Finally, sex differences in social media usage, emotional intelligence, academic self-efficacy, and academic achievement of the students are presented

4.2.Assumptions

Multicollinearity for regression required that independent variables are not highly correlated. The tolerance level is more than 0.1, and VIF (Variance inflation factor) is less than 10. This study was fulfilled the assumptions in table 3, because TL was more than 0.1 whereas social media usage .734, emotional intelligence .7, academic self-efficacy .87; on other hand, VIF was less than 10 whereas 1.4, 1.4, 1.2 respectively.

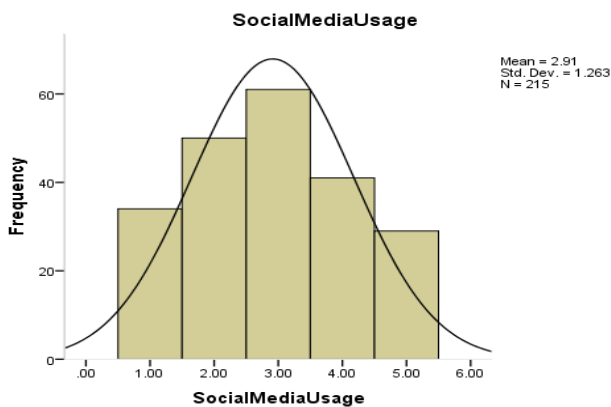
Table 3: Coefficients for Multicollinearity

Collinearity Statistics

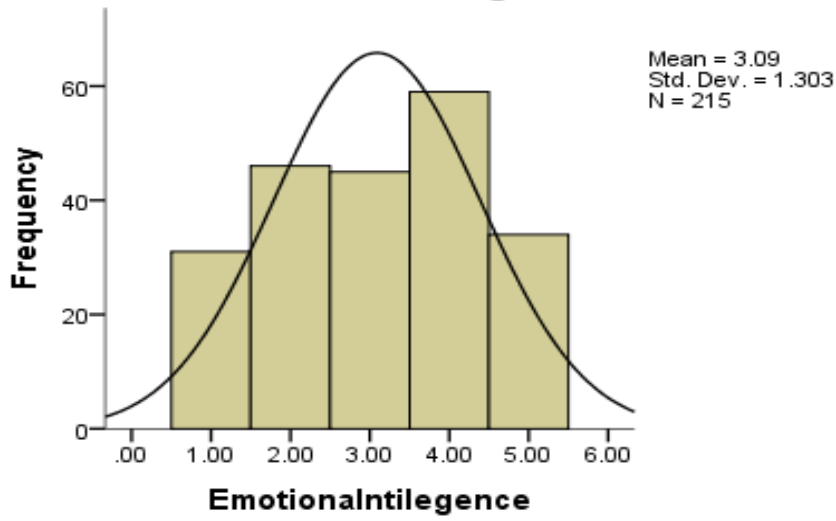
<i>Model</i>		Tolerance	VIF
1	Social Media Usage	.734	1.363
	Emotional intelligence	.700	1.429
	Academic Self-Efficacy	.868	1.152

Normality: assumption of normality required that the distribution of the test is normally distributed. This was checked the assumption by running **histogram**, **Kolmogorov-Smirnov** test in figure 2, 3, and 4 indicated that $p > 0.05$, and **P.P plot** revealed that plotted value conform more on a straight line.

Figure 2: Normality of independent variables



EmotionalIntelligence



AcademicSelfEfficacy

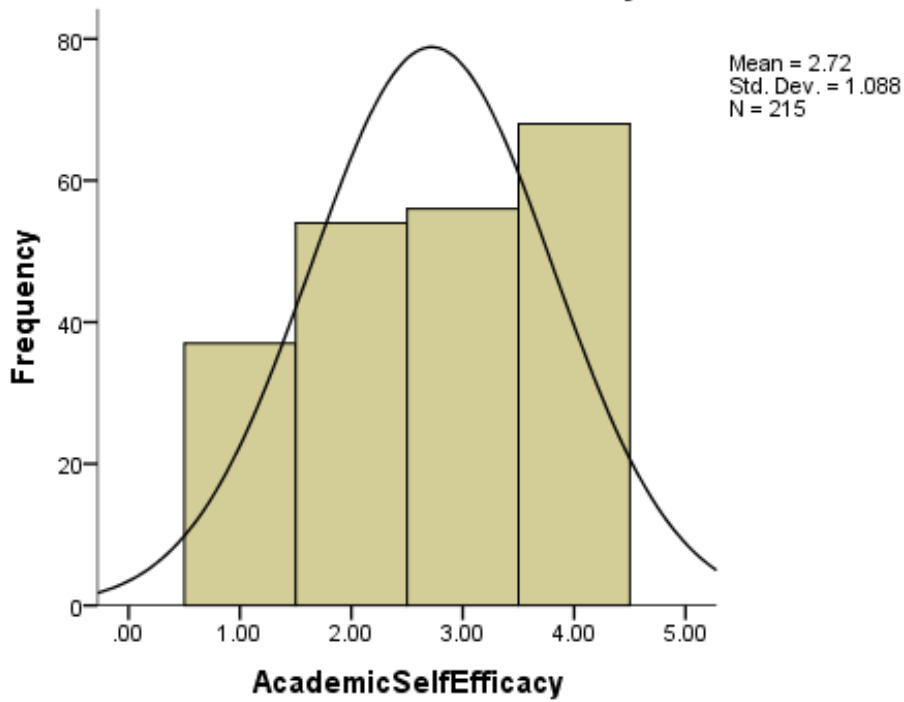


Figure3: Homogeneity of Academic achievement

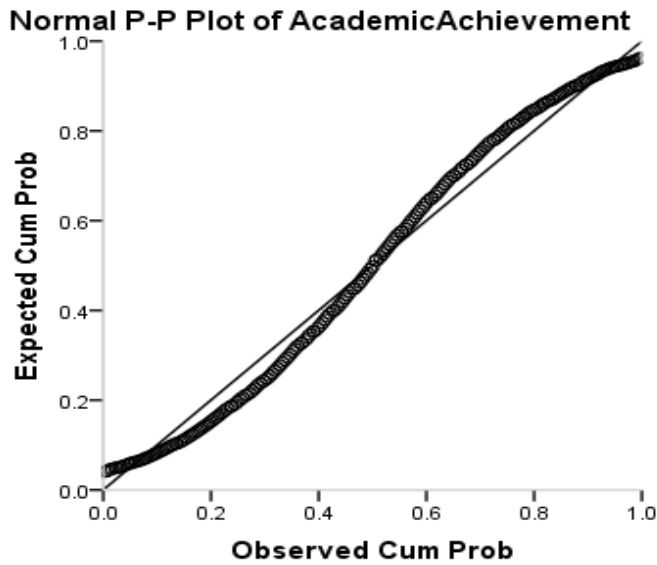


Table 4: Tests of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Academic Achievement	.060	215	.061

4.3. Demographics of the Study Sample

The demographic characteristics (i.e., expressed by frequencies and percentages) of the study sample were displayed in the table below. Table 5 revealed that out of 215 respondents 154(71.6%) of the respondents were males and the remaining 61(28.4%) of the respondents were females. As indicated, the number of boys was slightly higher than that of girls. The age range demographic revealed that 185(85.1%) belong to the 25-34 age group, 28(13%) were aged 34-44 years, 3(1.4%) were aged 45-54 years, and 1(0.5%) were aged 55-64 years. From the findings, the respondents were almost of the same age and therefore it would not have profoundly affected the academic self-efficacy, emotional intelligence, and academic achievement of the respondents. Moreover, most of the participants 54(25.1%) were College of engineering and technology students, 48(22.3%) were College of social science and humanity, 47(21.9%) were College of health and medicine, 42(19.5%) were College of business and economics, and remain 24(11.2%) were College of agricultural students.

Table 5: Demographic characteristics for respondents (N=216)

<i>Variables</i>	<i>N</i>	<i>%</i>
Gender		
Female	61	28.4
Male	154	71.6
Total	215	100.0
Age Rang		
12-17 years old	-	-
25-34 years old	183	85.1
35-44 years old	28	13
45-54 years old	3	1.4
55-64 years old	1	.5
Total	215	100.0
College		
College of health and medicine	47	21.9
College of social science and humanity	48	22.3
College of business and economics	42	19.5
College of engineering and technology	54	25.1
College of agricultural	24	11.2
Total	215	100.0

The participants reviled their favorite social media in Figure 4, Facebook seen as the most used social media site, with 102(47%) of respondents used this the most, after which Telegram 97 have the highest frequency of usage, with 45.1% of the respondents used these the most. YouTube was used after that by 11(5.1%) of the respondents, Twitter by 4(1.9%), and MySpace by (.5%).

Figure 4: most favorite social media site

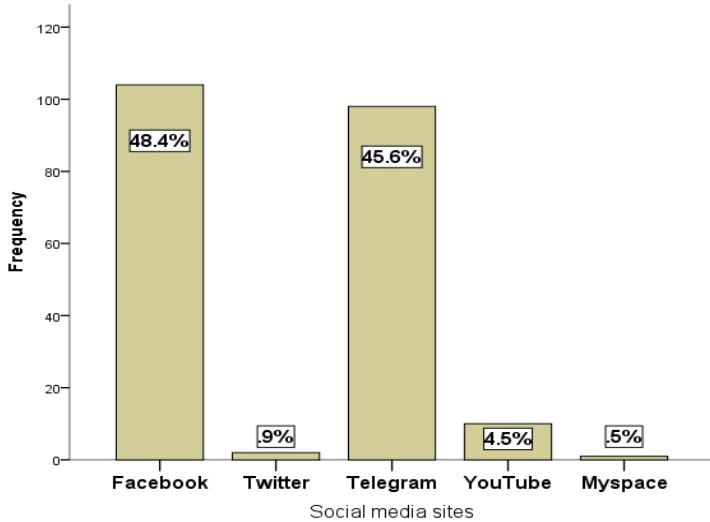
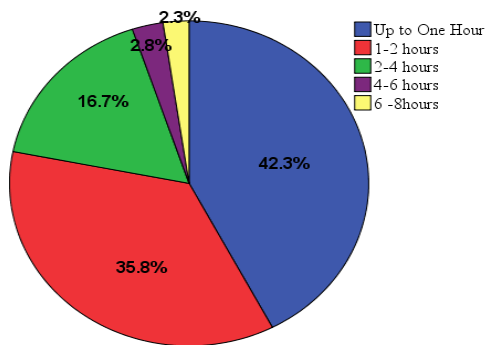


Figure 5 results show that 92 of the respondents representing 42.8% indicated that they spent thirty minutes to one hour, 76 respondents representing 35.3% spent between one to two hours, 6(2.8%) respondents spent four to six hours, and the last group of 5 respondents representing 2.3% said they spent between six to eight hours a day on the social media sites. The analysis replied that the majority of people spend 0-1 hours on Social media daily, comprising 42.8% of the respondent population. On another hand, the lowest percentage that participants spend more than 4-8 hours a day on Social media.

Figure5: Daily time spent on Social media distribution of respondents



As indicated in Table 6, the majority of the respondents were an excellent academic achievement level, 105 (48.8%), 63(29.3%) of the respondents were a good academic achievement level, 46(21.4%) were a very good academic achievement level and only 1(.46%) students were a satisfactory academic achievement level. The mean of excellent $M=3.47$, $SD=.28$, the mean of good $M=2.3$, $SD=.17$, and mean of very good $M= 2.8$, $SD=.12$. The mean

value of an excellent score was greater than the other three academic achievement scores. This means Durame campus students had excellent score levels. On other hand, Standard deviation indicated that relatively three levels of student academic achievement score were low variation in the response.

Table 6: Descriptive statistics for Level of academic achievement

<i>Variables</i>	<i>Excellent</i>	<i>Good</i>	<i>Very Good</i>	<i>Satisfactory</i>
N	105	63	46	1
%	48.8%	29.3%	21.4%	.46%
M	3.4792	2.3025	2.8046	2.0000
SD	.28233	.16932	.11627	

4.4.Result and interpretations

4.4.1. What is the relationship between social media usage, and academic achievement?

To establish the relationship between social media usage and academic achievement of the students the Pearson Moment Correlation Coefficient was used. Table 7 indicated that social media usage ($M=3, SD=1.3$), academic purpose ($M=3.40, SD=1.1$), socialization purpose ($M=3.40, SD=1.2$), entertainment purpose ($M=3.34, SD=1.22$), information purpose ($M=3.4, SD=1.31$), and CGPA ($M=3, SD=.56$) of the respondents were considered maximum mean value was observed in respondents. There was no meaningful difference among the social media usage, dimensions of social media usage, and CGPA. Standard deviations values indicated that there were high variations in the response.

On the other hand, the analysis of table 7, revealed that there was a weak positive significant relationship between students Social media usage and academic achievement ($r = .17, p < .01$). This means the usage of social media increases the student's weak performance in academic. Moreover, examination of the relationship between the four dimensions of social media usage as presented in Table 7, tells that out of the four, two-dimension: Academic Purpose ($r=.40, p < .05$), and Socialization Purpose ($r=.19, p < .05$); were weak positive and significantly associated with students CGPA. However, the two dimensions: Entertainment Purpose ($r=.13, p > .05$), and Information Purpose ($r=.12, p > .05$) were weak positive associated with students 'academic achievement measured by CGPA, but not significant. This result indicates that students who are using Social media for Academic purposes, Socialization purposes, Entertainment purposes, Information purposes were weakly scored in the academic achievement.

On other hand, the coefficient of determination indicated that 17% of the variation in academic achievement was accounted for by social media usage.

Table 7: Relationship between social media usage and CGPA (N=215)

<i>Variables</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1. Academic Purpose	215	3.4	1.1	-				
2. Socialization Purpose	215	3.4	1.2	.42**				
				.00				
3. Entertainment Purpose	215	3.34	1.22	.38**	.59**			
				.00	.00			
4. Information Purpose	215	3.4	1.31	.39**	.64**	.67**		
				.00	.00	.00		
5. Social Media Usage	215	3	1.3	.23**	.18	.21**	.21**	
				.00	.01	.00	.00	
6. CGPA	2115	3	.56	.40**	.19**	.13	.12	.17*
				.00	.00	.05	.08	.01

Table 8 analysis showed that there was a non-significant and negative relationship between academic achievement and social media time usage ($r = -.048, p > .05$).

The negative relationship between the variables states social media time usage increases academic achievement decreases.

Table 8: Pearson Correlations for the relationship between social media time usage and CGPA (N=215)

<i>Variable</i>	<i>r</i>
Time usage	-
Academic Achievement	-.048
	.484

4.4.2. What is the relationship between emotional intelligence and academic achievement?

To establish the relationship between emotional intelligence and academic achievement of the students the Pearson Moment Correlation Coefficient was used. Descriptive statistics in table 9 presented that the mean of students' CGPA ($M=2.99, SD= .565$), other emotional appraisals ($M=3.1, SD=1.2$), mean of regulation of emotion ($M=3, SD=1.2$) and mean emotional intelligence ($M=3.1, SD=1.3$) was greater than the mean of students' self-emotion appraisal ($M=2.8, SD=1.5$), the mean of use of emotion ($M=2.8, SD= 1.3$). Table 9 concluded that there

was a mean difference among the general emotional intelligence, components of emotional intelligence, and CGPA. Moreover, the Pearson correlation coefficient analysis in table 9 showed that there was a weak significant positive relationship between emotional intelligence and CGPA ($r = .267, p = <0.05$). The findings implied that student's emotional intelligence increase the students' academic achievement weakly increases.

Nevertheless, the relationship between the four domains of emotional intelligence and academic achievement was a non-significance weak positive relationship: the self-emotion appraisal and academic achievement ($r = .153, p > .05$), other emotion appraisal and academic achievement ($r = .052, p > .446$), use of emotion and academic achievement ($r = .106, p > .120$), and regulation of emotion and academic achievement ($r = .151, p > .027$). This finding implied that students had well aware of their feelings or emotions can understand those emotions as well as anticipate what emotions would transpire under certain circumstances were better able to cope effectively with the pressures for Academic achievement. On other hand, coefficient determination examined that 26.7% of the variation in academic achievement was accounted for by emotional intelligence.

Table 9: Descriptive statistics and Correlations for Emotional intelligence and CGPA (N=215)

Variables	N	M	SD	1	2	3	4	5
1. Self-Emotion Appraisal	215	2.8	1.5	-				
2. Other Emotion Appraisal	215	3.1	1.2	.626**	-			
				.000	-			
3. Use of Emotion	215	2.8	1.3	.710**	.624**			
				.000	.000			
4. Regulation of Emotion	215	3	1.2	.579**	.648**	.700**		
				.000	.000	.000		
5. Emotional intelligence	215	3.1	1.3	.148*	.136*	.162*	.159*	
				.030	.046	.017	.020	
6. CGPA	215	3	.56	.153*	.052	.106	.151	.267**
				.025	.446	.120	.027	.000

4.4.3. What is the relationship between academic self-efficacy and academic achievement?

To examine the relations between academic self-efficacy and academic performance the Pearson correlation was conducted for this purpose. Descriptive statistics Table 10 showed that the mean of CGPA ($M=2.99$, $SD= .565$) and the mean of academic self-efficacy ($M=2.7$, $SD=1.1$). There was no mean difference between academic self-efficacy and CGPA relatively. Moreover, there was a positive significant relationship between academic self-efficacy and academic achievement among university undergraduate students ($r = .412$, $p < .01$). These findings implied that an increase in academic self-efficacy results in to increase in moderate academic achievement. On other hand, the coefficient of determination revealed that 41% of the variation in academic achievement was accounted for by academic self-efficacy.

Table 10: Descriptive statistics and Pearson Correlations for the relationship between Academic Self-Efficacy and CGPA (N=215)

<i>Variables</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>r</i>
1. Academic Self-Efficacy	215	2.7	1.1	-
2. CGPA	215	2.9	.56	.412** .000

4.4.3. What are the relationships among social media usage, emotional intelligence, and academic self-efficacy?

To examine the relations between social media use, emotional intelligence, and academic self-efficacy. The Pearson correlation coefficient was conducted for this purpose. According to table 11, the mean of emotional intelligence ($M=3.1$, $SD=1.26$) was greater than the mean of Social media usage ($M=2.9$, $SD=1.26$) and Academic Self-Efficacy ($M=2.72$, $SD=1.3$). This indicated that there was a mean difference among social media usage, emotional intelligence, and academic self-efficacy. On other hand, the Pearson correlation coefficient presented that there was a moderate positive significant relationship between emotional intelligence and social

media usage ($r = .51, p < .01$); the relationship between emotional intelligence and academic self-efficacy was a weak positive significance ($r = .274, p = 0.000$); and the social media usage and emotional intelligence was a positive significant relationship ($r = .344, p = 0.000$). This demonstrated that the student had a social media user experience it was contributed to students had academic self-efficacy and emotional intelligence and vice-versa.

Table 11: Descriptive statistics and Correlation for relationship among social media usage, emotional intelligence, and academic self-efficacy (N=215)

<i>Variables</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. Social Media Usage	215	2.9	1.26	-		
2. Emotional intelligence	215	3.1	1.3	.505** .000	-	
3. Academic Self-Efficacy	215	2.7	1.1	.274** .000	.344** .000	-

4.4.5. What is the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement?

Multiple regression was conducted to determine the best linear combination of social media usage, emotional intelligence, and academic self-efficacy on the academic achievement (CGPA) scores. Assumptions of linearity, normally distributed errors, and uncorrelated errors were checked and met. Multiple regression analysed table 12 examined that the overall model explains 19% of the variance in academic achievement was predicted from the social media usage, emotional intelligence, and academic self-efficacy and it was significantly useful in explaining CGPA, $F(3, 211) = 16.248, p < .05$. With the one-unit increase in social media usage, the CGPA score decreased by $-.003$, which was not found significant change, $t(211) = -.088, p > .05$. With one unit increase in emotional intelligence, the CGPA score increases by $.063$, which was found to be a significant change, $t(211) = 1.99, p < .05$. With the one-unit increase in academic self-efficacy, the CGPA score increases by $.19$, which was found to be a significant change, $t(211) = 5.45, p < .05$.

Table 12: Multiple Regression Analysis for the combined effect of independent variables on the dependent variable (N=215)

<i>Variables</i>	<i>Model 1B</i>	<i>Model 2 Beta</i>	<i>t</i>	<i>p</i>
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(Constant)	2.293		19.751	.000
Social Media Usage	-.003	-.006	-.087	.931
Emotional intelligence	.063	.146	1.963	.051
Academic Self-Efficacy	.189	.364	5.460	.000
R ²	.19			
R ² change	.19			
F		16.25		
df	(3,211)			
F change	16.25			

4.4.6. Are there gender differences in social media usage, emotional intelligence academic self-efficacy, and academic achievement

An independent sample t-test was conducted to find out if there was any gender difference between social media usage, emotional intelligence academic self-efficacy, and academic achievement

The t-test results obtained in Table 13, the mean of social media usage for the male students ($M = 2.9, SD = 1.24$) were equal to the female students ($M = 2.9, SD = 1.24$). It indicated that there was no statistically significant difference between males and females on social media ($t(213) = .047, p > .05$). The mean of emotional intelligence for the males students ($M = 3.09, SD = 1.34$) were equal to the female students ($M = 3.08, SD = 1.23$). This revealed that there was no statistically significant difference between males and females on emotional intelligence ($t(213) = -.045, p > .05$). Moreover, the mean of academic self-efficacy for the male students ($M = 2.7, SD = 1.9$) were equal to the mean female students ($M = 2.7, SD = 1.12$). From finding this we understood that there was no statistically significant difference in academic self-efficacy among undergraduate students according to gender ($t(213) = -.136, p > .05$). With regards to the mean difference between males and females in CGPA, the current study found that CGPA for the male students ($M = 3.04, SD = .56$) was greater than the female students ($M = 2.87, SD = .57$). However, there was no statistically significant difference in social media usage among the gender ($t(213) = .047, p > .05$),

Table 13: Gender difference in social media usage, emotional intelligence academic self-efficacy, and academic achievement (CI =95%)

<i>Variables</i>	<i>Male (N=154)</i>		<i>Female (N=61)</i>		<i>F</i>	<i>p</i>	<i>t (213)</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Social Media Usage	2.9	1.24	2.9	1.24	.031	.860	.047
Emotional intelligence	3.09	1.34	3.08	1.23	1.4	.242	-.045
Academic Self-Efficacy	2.7	1.08	2.7	1.12	.29	.589	-.136
CGPA	3.04	.56	2.87	.57	.078	.781	-1.9

CHAPTER FIVE: DISCUSSION

In this chapter, the study was trying to discussed step by step the research questions according to the detailed analysis of chapter 4 and with regard to the findings of previous studies. The study was guided by the following objectives

1. To assess the extent of the relationship between social media usage, and academic achievement,
2. To find the relationship between emotional intelligence and academic achievement
3. To examine the relationship between academic self-efficacy and academic achievement,
4. To assess the relationship among social media usage, emotional intelligence, academic self-efficacy, and academic achievement,
5. To find the combined effect of social media usage, emotional intelligence, academic self-efficacy on academic achievement,
6. To examine gender differences in social media usage, emotional intelligence, academic self-efficacy, and academic achievement.

The relationship between social media usage, and academic achievement

The observation of finding reveals that there is a weak positive significant relationship between Social media usage and academic achievement measured by CGPA. This means the usage of social media increases the students' academic achievement also increase. The current finding is consistent with previous studies, Rathi (2020); Helou & Rahim (2014); Madge & Meek, (2012). The study of Hasnainet et.al. (2015); Tamayo et.al. (2014) reported that social

networking sites had a positive relationship with academic performance. Social media usage can help students to enhance their academic performance. Similarly, Naveen (2017) found that most of the respondents strongly agree & agrees that social networking sites provide enough opportunities to promote their academic activities.

On other hand, the result of this study was inconsistency of Kirkpatrick (2010) the study which reveals that social media usage negatively correlated with student academic achievement. Similarly, the study of Alnjadat et. al. (2019) revealed that the use of social media and 2nd-semester student's GPAs are significantly negatively related, and time spent on social media and, frequencies of visiting social media are negatively related to student's performance in terms of their GPA.

Besides, the coefficient of determination indicated that 17% of the variation in academic achievement was accounted for by social media usage. This finding is not consistent with the previous study of Lepp et. al. (2015) indicated that 44.9% of the variation in academic achievement was accounted for by social media usage

The relationship between emotional intelligence and academic achievement

The result of current study find that there is a weak significant positive relationship between emotional intelligence and academic achievement interims of CGPA. The result of this finding is similar of Akmal et. al. (2013); Fernandez et. al.(2012); Maiti & Bidinger (2014);Dad (2010) which revealed that the emotional intelligence and academic achievement had positive and significant relationships.

On other hand, the result of this finding is inconsistency by Bastian et.al. (2005); Rode et.al. (2007) which found that no significant relationship has been found between emotional intelligence and students' academic achievement.

Moreover, this study find out that the coefficient determination is 26.7% of the variation in academic achievement was accounted for by emotional intelligence. These results is inconsistent with the outcomes of the study conducted by Holt (2008) who found that 14% of the variance in the GPA of college students was accounted for by emotional intelligence.

The relationship between academic self-efficacy, and academic achievement

The finding of this study revealed that there is a positive significant relationship between academic self-efficacy and academic achievement. This finding is consistent with previous various studies Robbins et. al.(2004); Güngör (2020); Adeyemo (2007); Endawoke and

Witruk(2006); which documented that academic self-efficacy had a significant and positive relationship with academic achievement. Also, the study of Alegre (2014) reported that students who perceived themselves as competent scored higher GPAs than those with a low level of self-efficacy.

In addition, the current study find that coefficient of effect size is 41% of the variation in academic achievement was accounted for by academic self-efficacy. The current find is inconsistent with the previous studies that the academic performance by explaining approximately 14% of the variances in academic performance Richardson et al. (2012) as cited in (Honicke et al., 2016).

The relationships among social media usage, emotional intelligence, and academic self-efficacy

There is a positive significant relationship between emotional intelligence and social media usage. This findings are inconsistent with the findings of Moree and McElroy (2012) results showed the social media usage and emotional intelligence are a significant negative relationship in the sense that the duration of social media use, the lower the emotional intelligence. Annisty (2020) claims that the duration of social media use does not affect emotional intelligence in students, because students have high emotional intelligence. Therefore, the students in this study have a high emotional intelligence, because the find that positive significant relationship between emotional intelligence and social media usage.

Further, there is positive significant relationship between social media usage and academic self-efficacy. The finding in the present study is consistence with the results of previous study of Setiawan and Phillipson (2020); Tella et. al. (2009) reviled that social media usage and academic self-efficacy had significant direct relationship. Consequently, the finding in the current study is inconsistence with the finding of (McNallie, 2020).

On other hand, this study examines that there is a positive significant relationship between emotional intelligence and academic self-efficacy. These findings are consistent with different previous studies Hamdy et.al. (2014); Florin (2018); Rostami et.al.(2010) and Salovey, et.al.(2002) documented that academic self-efficacy was positively and significantly related to academic self-efficacy.

The combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement

This study examine that the overall model explains 19% of the variance in academic achievement was predicted from social media usage, emotional intelligence, and academic self-efficacy. There is no previous study in the context that examined the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement. However, some studies indicated the importance of the variables that emotional intelligence performs a very important role in improving student social media usage practices, and gaining the awareness of academic self-efficacy beliefs of their capabilities, and thus helps them to become academically successful(Hu, 2017; Hsu et al., 2015; Bonds, 2008; Naveen, 2017;Bhatia, 2009; Gilar et al., 2020; Javed & Nasreen, 2021; Nasir, 2011)

Gender differences in social media usage, emotional intelligence academic self-efficacy, and academic achievement

This study assess that there is no significant difference between male and female mean on social media usage ($t(213) = .047, p > .05$). The mean score of male $M=2.9$ is equal to the mean score of female $M=2.9$. The result of this study go in agreement with the study of Beyene (2018);Mazman & Usluel (2011); Bölükbaş and Yıldız (2005); Fallows, (2005) female students are more likely to use Social media for entertainment, Connecting with Family or relatives, and Sharing. Relatively fewer Male students are using social media for those purposes. On the other hand, male students take the lead in using social media for Connecting with friends, sharing videos, sharing the photo, Meeting new people, playing the game, Flirting, and watching pornography. Relatively fewer Female students are using social media for those purposes. However, there is no statistically significant difference between Male and Female students in terms of daily time spent on social media and social media usage.

In addition, there is no significant gender difference between males and females on emotional intelligence ($t(213) = -.045, p > .05$).The mean of male $M=2.1$ equal to the mean of female $M=2.1$.This result consistent with previous studies by Cakan et.al. (2005); Nasir & Masrur (2010); Shehzad and Mahmood (2013); Annisty (2020) reviled that no significant differences in emotional intelligence between males and females. On other hand, this finding is inconsistent with previous studies of Fida et.al. (2018); Harrod and Scheer (2005) females was higher in emotional intelligence than male. Also, study of Kong (2017); Shi and Wang (2007) reviled that male's students had higher emotional intelligence than females.

Besides, there is no statistically significant difference in academic self-efficacy among undergraduate students according to gender ($t(213) = -.136, p > .05$). The mean of male $M=2.7$ equal to the mean of female $M=2.7$. This study is consistent with different studies by Clutts (2010); Vuong et.al. (2010) that did not find significant gender differences in academic self-efficacy beliefs of University students. On other hand, the result of this finding is inconsistency of Lent et.al. (2005); Vogt et.al. (2007); Reisberg and Bailey (2010) documented that male students have significantly higher academic self-efficacy when compared to females. Finally, there is no significant difference between male and female students on academic achievement ($t(213) = .047, p > .05$). The mean of male $M=3$ equal to the mean of female $M=3$. This result is similar to the previous study Adeyemo (2007) found that no significant gender difference in academic achievement as measured by Grade-Point-Averages. Several studies conducted in higher education institutions have confirmed these findings (Ajiboye & Tella, 2006; Naderi et al., 2009). On other hand, finding of this is not agreement with Parajuli & Thapa (2017) indicated that female students had high in academic achievement than females.

CHAPTER SIX: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

6.1.Summary

The general purpose of this study was to examine the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement in Wachamo University, Durame campus second year students.

The current study was answer the following basic questions.

1. What is the extent of the relationship between social media usage, and academic achievement?
2. What is the relationship between emotional intelligence and academic achievement?
3. What is the relationship between academic self-efficacy, and academic achievement?
What are the relationships among social media usage, emotional intelligence, academic self-efficacy, and academic achievement?
4. What is the combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement?
5. Are there gender differences in social media usage, emotional intelligence academic self-efficacy, and academic achievement?

Demographic questionnaire, social media usage scale, emotional intelligence scale, and academic self-efficacy scale were administered and completed by the campus students. In addition, students' academic achievement (CGPA) document was analyzed. Representative samples were selected from the population with multistage random sampling.

To analyze the data percentages, frequency, independent t-test, Pearson correlation, and multiple regression were employed. This means that the researcher generated themes following the themes available in previous quantitative literature. Accordingly, out of 215 respondents,

71.6% of respondents were males, and the remaining 28.4% of the respondents were females from different colleges and departments.

The following major findings were evident in the study: Facebook 47% was the most used social media site and followed by Telegram 45%. Regarding the time used in this study, participants were spent up to one hour on social media sites, and the majority of the respondents had an excellent score level in academic achievement or CGPA of Wachamo University, Durame campus students. To examine the relationship between social media use, emotional intelligence, academic self-efficacy with academic performance Pearson correlation coefficient was employed. The GPA results for the last two semesters cumulative were taken into account. Therefore, descriptive statistics results were indicated that there were no mean differences among social media usage, dimensions of social media usage, and CGPA.

On other hand, Pearson correlation coefficients were revealed that there was a weak positive significant relationship between students Social media usage and CGPA ($r = .17, p < .01$). That means the usage of social media increases the students' academic achievement increase. Moreover, social media usage for entertainment purpose ($r = .13, p > .05$), academic purpose ($r = .40, p < .05$), socialization purpose ($r = .19, p < .05$) and information purpose ($r = .12, p > .05$) were weak positive associated with students CGPA. Further, academic achievement and social media time usage ($r = -.048, p > .05$) was a negative non-significant relationship. A negative relationship among the variables states that they change together and one increases when the other one decreases.

With Regard to emotional intelligence and academic achievement relationship, the current study was found that a weak significant positive relationship between the respondents' emotional intelligence and CGPA. The findings implied that students' emotional intelligence increase also student academic achievement weakly increase.

Consequently, the relationship between the four domains which, of emotional intelligence self-emotion appraisal, other emotion appraisals, use of emotion, and regulation of emotion and CGPA ($r = .267, p < .05$) were weak positive relationship. This finding indicates that students who are well aware of their feelings or emotions and can understand those emotions as well as anticipate what emotions would transpire under certain circumstances are better able to cope effectively with the pressures for academic excellence in Academic achievement.

With regards to academic self-efficacy and academic achievement relationship, the present study examined that there was a positive statistically significant relationship between academic self-efficacy and academic achievement among university undergraduate students. The findings imply that an increase in academic self-efficacy results in moderate academic achievement also increases. The students with moderate academic self-efficacy expected to have moderate academic achievement scores than those with low levels of academic self-efficacy.

Accordingly, the current study revealed a positive significant relationship between social media usage, emotional intelligence, and academic self-efficacy. However, the mean of student Emotional intelligence was greater than the mean score of student Social media usage and Academic Self-Efficacy. This indicated that there was a mean score difference among social media usage, emotional intelligence, and academic self-efficacy. Multiple regression was examined that the overall model explains 19% of the variance in academic achievement was predicted from the social media usage, emotional intelligence, and academic self-efficacy.

An independent sample t-test was conducted to find out if there was any gender difference between social media usage, emotional intelligence academic self-efficacy, and academic achievement. From the results of this study, it was observed that there was no statistically significant difference in social media usage, emotional intelligence, academic self-efficacy, and academic achievement among undergraduate students according to gender.

6.2.Conclusion

Based on the major finding of the study the following conclusions were given:

1. The study showed that there was a positive significant relationship between social media usage and academic achievement. Students had more experience on social media usage were found to perform better than those who had less experience on social media usage.
2. The findings revealed that there was a significant positive relationship between emotional intelligence and academic achievement. The findings like it concluded that implied that students with high emotional intelligence were found to perform better than those who had low emotional intelligence.
3. The results showed that there was a positive significant relationship between academic self-efficacy and academic achievement scores. The implication of these findings is that the students who had higher score in academic self-efficacy beliefs performed better in academics compared to those students who had a lower academic self-efficacy beliefs.

4. The finding presented that there was a significant positive relationship between social media usage, emotional intelligence, and academic self-efficacy. The students who had higher experience in social media usage were found to have in emotional intelligence and academic self-efficacy and vice versa.
5. The outcomes displayed that social media usage, emotional intelligence, and academic self-efficacy significantly effect on academic achievement. These variables were found to explain 19 % variance in academic achievement measured by CGPA.

Based on these findings, social media usage skills, better in emotions intelligence and academic self-efficacy that contributed to enhance academic achievement.

6. The study revealed that there was no a significant gender difference in social media usage, emotional intelligence, academic self-efficacy, and academic achievement. The finding concluded that males and females students can performed on social media usage, emotional intelligence, academic self-efficacy, and academic achievement measured by CGPA.

6.3.Limitations

In the current certain limitations should be acknowledge and kept in mind when sampling selection, analysis, and interpreting the findings. It should be noted that these limitations do not invalidate the results of the current study but should be addressed to strengthen future work.

1. This research used a quantitative methodology, which can provide limited information about social media usage, emotional intelligence, and academic self-efficacy
2. In this study many more males than females participated, this may have resulted in an imbalanced representation of female/male experiences. However, since there were no gender differences in the variables employed in the present study, this is not likely.
3. Since, this study has been limited to regular undergraduate second-year WUDC findings cannot be generalized to the students to the other campus.
4. Finally, lack of related literature on the area of combined effect of social media usage, emotional intelligence, and academic self-efficacy on academic achievement.

6.4.Recommendations

Recommendations for students and parents

1. Parents should provide a supportive home environment to encourage the development of social media usage, emotional intelligence skills, and high academic self-efficacy to enhance academic achievement.
2. Students themselves should focus on learning experiences to enhance the development of social media usage, emotional intelligence, and academic self-efficacy for better academic achievement.

Recommendation for educators

Based on the findings, the researchers made some recommendations as follows;

1. Educators should come up with training programs for students on the development of social media usage skills for academic, socialization, entertainment, and information purpose effectively.
2. Educators should provide training to raise emotional intelligence specifically, the feeling of Self-emotion appraisal, Others' emotion appraisal, use of emotion, and Regulation of emotion.
3. Educators should help students to progress academic self-efficacy believe like view problems as challenges to be mastered instead of threats and set goals to meet the challenges.
4. Those above all programs will enhance the social media usage, emotional intelligence, and academic self-efficacy of students to improve their academic achievement.

Recommendations for Future study

1. The value of R square shows that there is a limitation and need for more in-depth study in this field. As, apart from these three main variables discussed in this study, there are some other variables included also which affects
2. This study found that the variables are significantly related to each other, further research on the predictors of emotional intelligence and academic self-efficacy should be carried out to find out the factors that can be manipulated to enhance them.

3. In this study quantitative research design was employed, however, this design was limited to gather data through the interview, and group desiccation. Further, qualitative research is necessary to identify contributors and inhibitors of this construct.
5. Future research could move some steps forward to examine the relationship between social media usage, emotional intelligence, academic achievement, and academic performance by involving other campus students.
6. Finally, it is also recommended that upcoming researches have to focus on a deeper and wider inquiry on the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement among the youth nationwide.

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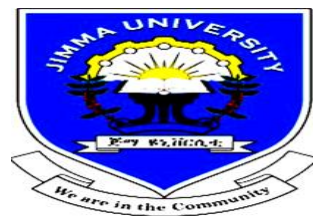
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Appendices

Appendix Questionnaire



COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

Dear Student, I am Mihretu Bekele, an MA student of Educational Psychology at Jimma University. The purpose of this questionnaire is to get relevant information for the MA in Educational Psychology research entitled the relationship between social media usage, emotional intelligence, academic self-efficacy, and academic achievement, in the Wachamo University Durame campus undergraduate students. You have been systematically selected as one of the participants in this survey. The data you provide will be used exclusively for my master's thesis. Your responses to the questions below shall be strictly kept confidential and managed with utmost

ethical care. I alone will have access to the data, for which the overall result will later be presented to my thesis advisor and examiners only for academic purposes. Should you feel uncomfortable you can stop your participation in this survey at any point.

Therefore, the information and responses obtained from you are very important for this research to meet its prime objective. The study can be accomplished only when you complete all the items honestly, frankly, and genuinely. Importantly, the information and responses obtained from you will be kept confidential and used only for this research. You are not required to write your name at any place in the questionnaire.

Thank you very much being you Kind Corporation!

Part I: Background Information (BGI)

Direction: The following are some items about your background information. In some of the items you are required to write the necessary information in the blank space provided but in others, you are required to indicate your response by encircling the number of your appropriate answer(s).

1. ID. No.: _____
2. Sex: (1) Female (2) Male
3. What is your age?
 - A. 12-17 years old (1)
 - B. 18-24 years old (2)
 - C. 25-34 years old (3)
 - D. 35-44 years old (4)
 - E. 45-54 years old (5)
 - F. 55-64 years old (6)
 - G. 65-74 years old (7)
4. What College of attending your education?
 - A. College of health and medicine (1)
 - B. College of social science and humanity (2)
 - C. College of business and economics (3)
 - D. College of engineering and technology (4)
 - E. College of agricultural (5)
5. What a device used frequently to visit social media?
 - A. Personal Laptop Computers (1)
 - B. Mobile Phones (2)
 - C. Library computers (3)
 - D. Have No device (4)
3. How much time do you spend on Social Media daily?
 - A. Up to One Hour (1)
 - B. 1-2 hours (2)
 - C. 2-4 hours (3)
 - D. 4-6 hours (4)

E. 6 and above (5)

6. Which Social network sites do you use the most?

A. Facebook (1)

B. Twitter (2)

C. Telegram (3)

D. YouTube (4)

E. Myspace (5)

F. Whats App (6)

Part II Social media usage scale (SMUS)

INSTRUCTIONS: This is a questionnaire that attempts to measure the social networking usage of an individual. The items of the scale are given in statement form. You are requested to read each statement carefully and give your response by putting a tick (✓) mark only on that option which you find is most appropriate and true in your case. There is no right /wrong answer.

Example: Always Often Sometimes Rarely Never

I use social networking sites for sharing pictures.

In the above statement, if you feel the correct response could be Always, then put a tick (✓) in that column. Please do not leave any statement attempt. There is no time limit. Your responses will be used for research purposes only and the responses will be always kept confidential.

(Always=5, Often=4, Sometimes=3, Rarely=2 and Never=1).

Diminutions	No	Statements	Responses				
			Rate				
			5	4	3	2	1
Academic purpose	1	I use social media sites to solve my academic problem.					
	2	I use social media sites to do research work.					
	3	I use social media sites for online academic group discussions.					
	4	I communicate with my friends via social media sites for exam preparation.					
	5	I use social media sites to learn about my curricular aspect.					
	6	I use social media sites to seek help from my teachers.					
Socialization purpose	7	I use social media sites to become more sociable.					
	8	I prefer using social media sites to attending a social gathering.					
	9	I use social media sites to keep in touch with my relatives.					
	10	I use social media sites to get information regarding current social events.					
	11	I use social media sites for sharing pictures.					
	12	I use social media sites to look at funny sharing.					

Entertainment purpose	13	I use social media sites to get relief from academic stress.						
	14	I use social media sites for watching movies.						
Informativeness	15	I use social media sites for reading news.						
	16	I use social media sites to share new ideas.						
	17	I use social media site for getting job-related information						

Part III: Emotional Intelligence scale (EIS)

Direction: Please read each of the following statements carefully and for each item from 1-16, think about your emotional feeling about Self-emotion appraisal (SEA), Others’ emotion appraisal (OEA), use of emotion appraisal, and regulation of emotion raising within you, and rate them using the scale below by encircling the number that indicates the alternative which you believe best describes your response. Note that there is no right or wrong answer.

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

WLEIS subscales	No	Item	Responses				
			1	2	3	4	5
Others’ emotion appraisal (OEA)	1	I have a good understanding of my own emotions					
	2	I really understand what I feel					
	3	I always know whether or not I am happy					
	4	I always know my friends’ emotions from their behavior					
	5	I am a good observer of others’ emotions					
	6	I am sensitive to the feelings and emotions of others					
	7	I have good understanding of the emotions of people around Me					
	8	I always set goals for myself and then try my best to achieve Them					

Use of emotion (UOE)	9	I always tell myself I am a competent person					
	10	I would always encourage myself to try my best					
Regulation of emotion (ROE)	11	I am able to control my temper and handle difficulties Rationally					
	12	I am quite capable of controlling my own emotions					
	13	I can always calm down quickly when I am very angry					
	14	I have good control of my own emotions					

Part IV: Academic Self-Efficacy Scale (ASES)

Direction: Please read each of the following statements carefully and for each item, think about your beliefs regarding your competence and ability to be successful in university education and rate yourself using the scale below by encircling the number that indicates the alternative which you believe best describes your answer. Note that there is no right or wrong answer.

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

No	Items	Responses			
		1	2	3	4
1.	I ask questions in class				
2.	I participate in class discussions well.				
3.	I talk to my teachers and other university staff well				
4.	I make friends at university well.				
5.	I understand university rules and regulations well.				
6.	I study very hard to perform well on assignments, tests, and examinations.				
7.	I am good at research and writing papers.				
8.	I keep up well with the required readings.				

9.	I understand my course materials very well.				
10.	If I have a problem in doing assignments and writing term papers I ask my friends and/or teachers.				
11.	I take very good class notes.				
12.	I do well on assignments, tests, and exams.				
13.	I am a very good student.				
14.	I usually do very well in university and academic tasks.				
15.	I usually get the grades I want.				
16.	I understand my teachers very well.				
17.	I schedule and manage time efficiently to accomplish my tasks.				
18.	I find my university academic work interesting and absorbing (important).				
19.	I meet my parents' expectations of my grades.				
20.	I usually get along with family members well.				
21.	I usually get along with my friends very well.				

Amharic version

ጅማ ዩኒቨርሲቲ

የትምህርት እና የባህሪ ለማሳደግ ኮሌጅ

የስነ-ልቦና ክፍል

ውድተማሪዎች፣ እኔ ምህረቱ በቀለ፣ ሳይኮሎጂያዊ የትምህርት MA ተማሪነኝ ፡ የዚህ መጠይቅ ዓላማ የማህበራዊ ሚዲያ አጠቃቀም፣ ስሜታዊ የማሰብ፣ የትምህርት ራስን መተመማን፣ እና የትምህርት-ውጤት መካከል ያለውን ግንኙነት፣ የ ዋቅም ዩኒቨርሲቲ ዱረሜ ካምፓስ ተማሪዎች፡፡ . በዚህ የዳሰሳ ጥናት ውስጥ ካሉ ተሳታፊዎች ውስጥ በስርዓት ተመርጠዋል ፡ እርስዎ የሚሰጡት መረጃ ለዚህ ጽሑፍ ብቻ ጥቅም ላይ ይውላል ፡ ከዚህ በታች ላሉት ጥያቄዎች የሚሰጡ ምላሾች በጥብቅ በሚስጥር የተያዙ እና በከፍተኛ የስነምግባር እንክብካቤ የሚተዳደሩ መሆን አለባቸው ፡ እኔ ብቻዬን አጠቃላይ ውጤት በኋላ ብቻ የትምህርት ዓላማ የእኔን ተሰጠ አማካሪ እና ምርመራ ይቀርባል ፡ የማይመች ሆኖ ከተሰማዎት በማንኛውም ጊዜ በዚህ የዳሰሳ ጥናት ውስጥ ተሳትፎዎን ማቆም ይችላሉ፡፡ ስለሆነም ለዚህ ምርመራ ዋና ዓላማውን ለማሳካት ከእርስዎ የተገኙት መረጃዎች እና ምላሾች በጣም አስፈላጊ ናቸው ፡ ጥናቱ ሊከናወን የሚችለው ሁሉንም በሐቀኝነት እና በእውነት ሲያጠናቅቁ ብቻ ነው፡፡ በጣም አስፈላጊ፣ መረጃው እና ከእርስዎ የተገኙ ምላሾች በሚስጥር የተያዙ እና ለዚህ ምርመራ ብቻ ያገለግላሉ፡፡ መጠይቁ ውስጥ በማንኛውም ቦታ ስምዎን እንዲጽፉ አይጠየቁም፡፡

ክፍል I: የግል መረጃ (ቢ.ጂ.አይ)

መመሪያ- የሚከተሉት ስለ እርስዎ የግል መረጃ አንዳንድ ንጥሎች ናቸው፡፡ አንዳንድን ጥሎች ውስጥ ያቀረቡ ትባዶቦ ታላይ ሳይሆን በሌሎች ላይ አስፈላጊውን መረጃ ለመጻፍ የሚያስፈልገው ነው፡፡ , የእርስዎን ተገቢ መልስ () ቁጥር የሚከብስ ማድረግ ምላሽ ለማመላከት ያስፈልጋሉ፡፡

1. መታወቂያ ቁጥር _____
2. ጾታ(1) ሴት(2) ወንድ
3. ትምህርታቸውን የሚከታተለዎ ምን ኮሌጅ ነው

- ሀ. የጤና እና ህክምና ኮሌጅ (1)
- ለ. ማህበራዊ ሳይንስ እና ሰናሰብ ኮሌጅ (2)
- ሐ. የንግድ እና ኢኮኖሚክስ ኮሌጅ (3)
- መ. የምህንድስና እና ቴክኖሎጂ ኮሌጅ (4)
- ሠ. የግብርና ኮሌጅ (5)

4. በየቀኑ በሰሻል ሚዲያ ላይ ምን ያህል ጊዜ ያጠፋሉ?

- ሀ. እስከ አንድ ሰዓት (1)
- ለ. 1-2 ሰዓታት (2)
- ሐ. ከ2-4 ሰዓታት (3)
- መ. ከ4-6 ሰዓታት (4)
- ሠ. 6 እና ከዚያ በላይ (5)

5. የትኛውን የማኅበራዊ አውታረ መረብ ጣቢያዎች በጣም ይጠቀማሉ?

- ሀ. ፌስቡክ (1)
- ለ. ትዊተር (2)
- ሐ. ቴሌግራም (3)
- መ. ዩቲዩብ (4)
- ሠ. Myspace (5)
- ረ. ኢንስታካፕ (6)

ክፍል II:- የማኅበራዊ ሚዲያ አጠቃቀም ልኬት (SMUS)

መመሪያዎች: -ይህ አንደኛ መጠይቅ አንድ ግለሰብ ማህበራዊ አውታረ መረብ አጠቃቀም ምን ለመለካት የመለኪያው ዕቃዎች በመግለጫ ቅጽ ተሰጥተዋል፡ እያንዳንዱን መግለጫ በጥንቃቄ እንዲያነቡ እና በእርስዎ ጉዳይ ላይ በጣም ተገቢ እና እውነት ሆኖ ባገኙት አማራጭ ላይ ብቻ የ (✓) ምልክት በማድረግ የርስዎን ምላሽ እንዲሰጡ ይጠየቃሉ፡ ትክክለኛ / የተሳሳተ መልስ የለም።

ምሳሌ- ሁል ጊዜ፣ ብዙውን ጊዜ፣ አልፎ አልፎ፣ በጭራሽ ስዕሎችን ለማጋራት የማኅበራዊ ትስስር ገጾችን እጠቀማለሁ።

ከላይ በተጠቀሰው መግለጫ ውስጥ ትክክለኛ ውም ላሽ ሁል ጊዜ ሊሆን እንደሚችል ልክተሰማዎት በዚያ አምድ ውስጥ ምልክት ያድርጉ፡ እባክዎን ማንኛውንም መግለጫ መከራ አይተ

ወ። የእርስዎ ምላሾች ምርምር ዓላማ ይውላል ዎች ብቻ እና መልሶች ሁልጊዜ ሚስጥራዊ እንደ ሆነ ይቀመጣል።

መጠኖች	ተ.ቁ	መግለጫዎች	የምላሽ መጠን				
			5	4	3	2	1
ትምህርታዊ	1	የአካዳሚክ ችግራን ለመፍታት የማኅበራዊ ትስስር ገጾችን እጠቀማለሁ።					
	2	እኔ የምርምር ስራ ለመስራት ማህበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
	3	እኔ የመስመር ላይ አካዳሚክ የቡድን ውይይት ማህበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
	4	ለፈተና ዝግጅት ከጓደኞቼ ጋር በማህበራዊ ትስስር ገጾች በኩል እገናኛለሁ።					
	5	ስለ ሥርዓተ ትምህርቱ ገጽታ ለማወቅ የማኅበራዊ አውታረ መረብ ገጾችን እጠቀማለሁ።					
	6	ከአስተማሪዎቼ እርዳታ ለመፈለግ ማህበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
ማህበራዊነት	7	እኔ ይበልጥ ተግባቢ ለመሆን ማህበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
	8	እኔ ከምግባታቸው በማኅበራዊ ድረገጾች በመጠቀም ይመርጣሉ አንድ በግብዣ.					
	9	ከዘመዶቼ ጋር ለመገናኘት የማኅበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
	10	ወቅታዊ ማህበራዊ ዝግጅቶችን በተመለከተ መረጃ ለማግኘት ማህበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
	11	ስዕሎችን ለማጋራት የማኅበራዊ ትስስር ገጾችን እጠቀማለሁ።					
መዝናኛዎች	12	አስቂኝ ማጋራትን ለመመልከት ማህበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					
	13	አካዳሚክ ጭንቀት እፎይታ ለማግኘት የማኅበራዊ ትስስር ገጾችን እጠቀማለሁ።					
	14	ፊልሞችን ለመመልከት የማኅበራዊ ትስስር ገጾችን እጠቀማለሁ።					
መረጃ ሰጪነት	15	ዜና ለማንበብ የማኅበራዊ ትስስር ገጾችን እጠቀማለሁ።					
	16	አዳዲስ ሀሳቦችን ለማጋራት የማኅበራዊ አውታረ መረብ ጣቢያዎችን እጠቀማለሁ።					

17	እኔ ስራ ለማግኘት በማኅበራዊ ድረገጽ እንድትጠቀም - ተዛማጅ መረጃ						
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ክፍል III: ስሜታዊ ብልህነት መጠያቅ (EIS)

አቅጣጫ: በጥንቃቄ 1-16 ጀምሮ ለእያንዳንዱ ንጥል የሚከተሉትን መግለጫዎች እያንዳንዱን ለማንበብ እባክዎ የእርስዎ ስሜታዊ በማሰብ ኢራስን ስሜት ስቀርተው (ባሕርይ), ሌሎች 'ስሜት-ስቀርተው (OEA), ስሜት-ስቀርተው-መጠቀም, እና ደንበስለ ሊንግወ ውስጣች ሁስሜትን ማሳደግ እና የእርስዎን ምላሽን በተሻለ ሁኔታ ይገልጻል ብለው የሚያምኑትን አማራጭ የሚያመለክት ቁጥርን በመክበብ ከዚህበታች ያለውን ሚዛን በመጠቀም ደረጃ ይስጡ።

(1) በጣም አልሰማማም (2) አልሰማማም (3) ዝምተ (4) እስማማለሁ (5) በጣም እስማማለሁ

WLEIS ንጥል	No	መግለጫዎች	ምላሾች				
			1	2	3	4	5
የራስ-ስሜታዊ ምግግር	1	እኔ አለኝ አንድ የራሴን ስሜት ጥሩ ግንዛቤ					
	2	እኔ የሚሰማኝን በትክክል ተረድቻለሁ					
	3	ደስተኛ መሆን አለመሆኔን ሁልጊዜ አውቃለሁ					
	4	የንደኞቼን ስሜት ሁል ጊዜ ከባህሪያቸው አውቃለሁ					
	5	የሌሎችን ስሜት በደንብ ታዛቢ ነኝ					
	6	ለሌሎች ስሜቶች እና ስሜቶች ስሜታዊ ነኝ					
	7	በአካባቢው ያሉ ሰዎችን ስሜት በደንብ ተረድቻለሁ					
የሌሎች የስሜት ምዘና	8	የንደኞቼን ስሜት ሁልጊዜ ከባህሪያቸው አውቃለሁ					
	9	የሌሎችን ስሜት በደንብ ታዛቢ ነኝ					
	10	ለሌሎች ስሜቶች እና ስሜቶች ስሜታዊ ነኝ					
	11	በአካባቢው ያሉ ሰዎችን ስሜት በደንብ ተረድቻለሁ					
ስሜታዊነት	12	እኔ ሁልጊዜ ግቦችን ለራሴ አውጥቻለሁ እና ከዚያ ለማሳካት የተቻለኝን ሁሉ እሞክራለሁ					
	13	እኔ ብቁ ሰው እንደሆንኩ ሁሌም ለራሴ እላለሁ					

	14	ተቻለኝን ሁሉ ለመሞከር ሁልጊዜ እራሴን አበረታታለሁ					
የስሜት ደንብ (ROE)	15	ጣዬን መቆጣጠር እና ችግሮችን መቋቋም ችያለሁ በምክንያታዊነት					
	16	የራሴን ስሜት ለመቆጣጠር በጣም ችሎታ አለኝ					
	17	በጣም ስናደድ ሁልጊዜ በፍጥነት መረጋጋት እችላለሁ					
	18	የራሴን ስሜቶች በጥሩ ሁኔታ እቆጣጠራለሁ					

ክፍል አራት - የአካዳሚክ የራስ-ውጤታማነት ልኬት (ASES)

መመሪያ- እባክዎን እያንዳንዱን የሚከተሉትን መግለጫዎች በጥንቃቄ ያንብቡ እና ለእያንዳንዱ ነገር፤

በዩኒቨርሲቲት ምህርት ውስጥ ስኬታማ የመሆን ችሎታዎን እና ችሎታዎን በተመለከተ ስለ እምነቶችዎ ያ

ስቡ እና በተሻለ የሚገልፀውን አማራጭ የሚያመለክት ቁጥርን በመክበብ ከዚህ በታች ያለውን ሚዛን በ

መጠቀም እራስዎን ይገምግሙ፡ ያንተ መልስ. ምንም ትክክል ወይም ስህተት እንዳለልብብል አንድ አንድ

መልስ።

- (1) በጣም አልስማማም (2) አልስማማም (3) እስማማለሁ (4) በጣም እስማማለሁ

ተ.ቁ	መግለጫዎች	ምለሾች			
		1	2	3	4
1.	በክፍል ውስጥ ጥያቄዎችን እጠይቃለሁ				
	በክፍል ውይይት ውስጥ በሚገባ እሳተፋለሁ፡				
2.	ከአስተማሪዎቼ እና ከሌሎች የዩኒቨርሲቲ ሰራተኞች ጋር በደንብ አነጋግራችኋለሁ				
3.	በዩኒቨርሲቲ ውስጥ ጥሩ ጓደኞችን አፍርቻለሁ።				

4.	የዩኒቨርሲቲ ህጎችን እናደንገጥን በደንብ ተረድቻለሁ።				
5.	በምደባዎች፣ በፈተናዎች እና በፈተናዎች ላይ በደንብ ለማከናወን በጣም ጠንክራ አጠናለሁ።				
6.	በምርምር እና በጽሑፍ ወረቀቶች ላይ ጎበዝ ነኝ።				
7.	እኔ ጋር በደንብ እንዲቀጥሉ ወደ ያስፈልጋል ንባቦችን.				
8.	የኮርስትምህር ቴንበደንብ ተረድቻለሁ።				
9.	የቤት ሥራዎችን ለመስራት እና የቃል ወረቀቶችን ለመጻፍ ችግር ከገጠ መኝ ጓደኞቼን እና / ወይም አስተማሪዎቼን እጠይቃለሁ።				
10.	በጣም ጥሩ የክፍል ማስታወሻዎችን እወስዳለሁ።				
11.	እኔ የቤት፣ ፈተና ላይ መልካም ማድረግ ዎች፣ እና ፈተናዎች.				
12.	እኔ በጣም ጎበዝ ተማሪ ነኝ።				
13.	ብዙውን ጊዜ በዩኒቨርሲቲ እና በአካዴሚክ ተግባራት ውስጥ በጣም ጥሩ እ ሰራለሁ።				
14.	ብዙውን ጊዜ የም ፈልገውን ውጤት አገኛለሁ።				
15.	አስተማሪዎቼን በደንብ እረዳቸዋለሁ።				
16.	ተግባሮቼን ለመፈጸም ጊዜ ንብብ ቃት እመድባለሁ እና አስተዳድራለሁ።				
17.	የዩኒቨርሲቲ ትምህርታዊ ሥራዬ አስደሳች እና ትኩረት የሚስብ ሆኖ አግኝቻለሁ (አስፈላጊ) ።				
18.	እኔም "ይጠባበቁ ወላጆቼ የሚያሟሉ ዎች ውጤቱን ነው.				
19.	ብዙውን ጊዜ ከቤተሰብ አባላት ጋር በደንብ እግባባለሁ።				
20.	እኔ ብዙውን ጊዜ ከጓደኞቼ ጋር በደንብ የምግባባው።				