

**THE RELATIONSHIP BETWEEN SOCIAL MEDIA USAGE,
PSYCHOSOCIAL FACTORS, AND ACADEMIC ACHIEVEMENT OF
STUDENTS IN WACHEMO UNIVERSITY.**

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Declaration

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I declare that this thesis has not been submitted for partial fulfillment of any degree in this university or any other university.

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Abbreviations and Acronyms

CGPA	Cumulative Grade point average
ID	Identification Card
FB	Facebook
GPA	Grade point average
SAT	Standardized achievement test
SPSS	Statistical Package for Social Science
PC	Personal Computer
WCU	Wachemo University
WCUMC	Wachemo University-Main Campus

Abstract

*The main purpose of the study was to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University. The study employed the correlational research design method. To draw the sample both stratified and systematic random sampling techniques were used. For this study out of 952 total population, 281 sample sizes 179 (Male), and =102 (Female) were selected. The self-designed and adapted/modified closed-end questionnaires were employed for data collection. To analyze the data both descriptive and inferential statistical methods were used. Descriptive statistics include frequency, percentage, mean and standard deviation. Specifically, multiple linear regression, Pearson correlation coefficient (r), and independent t -test were employed to analyze the data. SPSS version 25 software was used for data analysis. The finding of the Pearson correlation coefficient (r) shows that a negative relationship between social media and academic achievement ($r = -.707^{**}$; $p < .001$). The finding of the Pearson correlation coefficient (r) shows there was a positive relationship between psychosocial factors and academic achievement ($r = .728^*$; $p < .001$). The result of the independent sample t -test indicated that there was a significant difference between male and female in social media usage ($t = -1.306$; $df = 266$; $p = .193$) and psychosocial factors ($t = .703$; $df = 266$; $p = .482$) in the present study. Finally, the result was summarized, concluded, and recommended based on the analyzed data result. Based on the finding it was recommended that students to aware of the positive and negative impact of social media usage on academic achievement. The students minimize spending more time on social media and pay attention to their education.*

Keywords: Social media usage, psychosocial factors, academic achievement, and university students

CHAPTER ONE

1. Introduction

1.1 Background of the study

There are hundreds of definitions of the term “social media” that is frequently used in a broad context to cover a wide variety of internet site or types of platforms and application used by media devices like smartphones, tablets, computers/laptops, and other connected devices(Harvey, 2014). The platforms that create user-generated digital environments allow individuals or organizations to communicate with each other and take information, ideas, personal messages, and services. (John & John, 2017). Modern technological development in the mid-1990s in the world created an important leap and a real revolution in the world of communication through social media platforms(Arnold & Paulus, 2010). Social media is an online communication and share information among individuals and groups (Rauniar et al., 2014). Psychosocial factors are aspects that affect an individual psychologically and/or socially(Malefo, 2020). Psychosocial factors like Students’ academic motivation and social support have a great part in students’ academic achievement and are important for the delivery of high-quality education and the learning process(Powell et al., 2003). Psychosocial factors state the positive or negative relationship to students’ academic performance. For instance, a positive psychological factor will probably increase academic performance (e.g., high levels of motivation), but a negative psychological factor will probably decrease academic performance (e.g., low levels of social support)(Robbins et al., 2004).

Today in the world social media users have increased rapidly from time to time in 2021, there are 4.48 billion people actively using social media in the world, 233 million people actively using social media in Africa, and 6.7 million people actively using social media in Ethiopia (Sümen & Evgin, 2021). Furthermore, using social media such as Facebook, YouTube, IMO, WhatsApp, Viber, FB Messenger, Instagram, and, telegram have become fundamental components of different social media in today’s digital world for individual users how social, psychological, communication, and academic aspects positivity as well as negatively(Mim & Science, 2018). The most used online social network is Facebook. Launched in 2004 at Harvard University, Facebook is the speediest developing online social utility worldwide(Ahmad, 2011).

The use of social media plays a great role in the education setting in schools and universities every day, not only in leisure time but also in the teaching-learning process (Buzzetto-More, 2012). The use of social media technology has multitasked in education, which has a positive or negative relationship with academic tasks, especially among students (Gikas & Grant, 2013). The important application students during their studies can access, create and share knowledge by downloading course materials, videos, and other learning materials that can improve their academic work in higher education (Parry & Roux, 2021). Psychosocial factors are behaviors that affect individuals socially or psychologically (Malefo, 2020). Psychosocial factors, such as academic motivation and student social support, play a major role in students' academic success and are important in providing high-quality education and learning process (Powell et al., 2003). Psychosocial factors express a positive or negative relationship to students' learning outcomes. For example, a positive psychological factor can contribute to academia. but a negative psychological factor can reduce learning outcomes (eg, low levels of social support) (Robbins et al., 2004).

According to (Jacobsen & Forste, 2011) the main benefits of using social media recognized by university students included; improving relationships, developing motivation to learn, offering course materials, and developing collaboration skills. The Lectures are mediated through social media technologies and academic interactions such as sharing academic materials with students, developing collaboration, and intellectual discussion can now be achieved through social media (Raut & Patil, 2016). Social media has greatly contributed to accelerating learning in the 21st century. (Kaplan & Haenlein, 2017).

Although most undergraduate students spend the majority of their time on social media. They spend a critical sum of time on these sites daily (Rashid & Asghar, 2016). According to (Kolhar et al., 2021), studies, college students are among the most dynamic users of social media among the different age groups of students. Social media too has an impact on some University students spending a lot of their time on social media both during the day and at night time students waste much of their considerable time using social media instead of managing their time for studies and academic activities (Alexander et al., 2012). Different international studies have reasoned that frequent visits to social media have a negative relationship with students' academic achievement (Shahzad et al., 2014).

According to Beyene (2018) in international and African context studies, Telegram and Facebook are the most popular social media platforms whereas 87% of the students use Telegram, and 97% of Facebook users. The major purposes behind the student's use of social media are academic activity than online chatting, connecting with friends, and entertainment(Mim&Science,2018). For this reason, social media usage has a negative relationship with academic achievement.

Academic achievement is the result of education, the extent to which a student, teacher, and organization have succeeded in their educational goals(Cook, 2011). Academic achievement is universally measured by examinations or continuous assessments such as skills or knowledge of a student's academic performance on all courses as indicated by the average score obtained from the student's academic records(Onyanha et al., 2015). Universities used GPA to measure student academic achievement because they mainly focus on the student achievement for a particular semester(Mushtaq & Khan, 2012).

In the Ethiopian context, the population of social media in Ethiopia is quickly expanding from time to time for a decade(Bojago, 2021). Social networking like Facebook, IMO, Viber, WhatsApp, Instagram, and YouTube have become most widely used nowadays(Abebe &Gedion,2020). In these cases, some students are more concerned about social media or social networking education, which will cause influence their academic achievement of the students either positively or negatively(Skjerdal & Gebru, 2020).

Constantly, the purpose of this study was to examine the relationship between social media usage, Psychosocial factors, and academic achievement of Students at Wachemo University

1.2 Statement of the Problem

Nowadays the use of modern advanced technologies, particularly social media, is become progressively increase in everywhere in students' day-to-day life(Sobaih et al., 2016). Free or inexpensive apps distributed through app stores have given rise to a social-media-focused culture that offers assistance on how we ought to communicate, instruct, and learn(Giunchiglia et al., 2018). Youthful adults are as of now more engaged with social media in comparison to the past year. 78% of youthful adults (18-25-year-old) use Facebook, and 71% of that age group use Instagram within the World(Tamayo et al., 2014). Social media have a positive and negative relationship with the academic achievement of students (Alam & Aktar, 2021). Psychosocial factors have a positive or negative relationship to students' academic achievement socially and psychologically which factors influence the academic achievement of students, but they change from one society to another (Oxford & Mar 2002). The negative psychosocial factors discourage education and the learning process, and positive psychosocial factors encourage academic performance positively and outright expression of both lecturers and students' insights since colleges or universities have no esteem without students or teachers as they are the most prominent foremost quality for any instructive institution. The advancement of any society is straightforwardly associated with students' academic performance (Thawabieh, 2016).

Currently, social media is attracting the attention of high school, college, and university students who are interested in interacting with various social media through smartphones, computers, and other technologically advanced electronic devices(Naqvi et al., 2020). (Naqvi et al., 2020). Some college students, after being reliant on non-educational and obscene activities, including spending a lot of time in unnecessary conversations and engaging in unnecessary social activities, the network is considered a victim of students on social networks who are more negative than others. A group of people in their academic performance (Abdullahi, 2019). Effectively attracting students to use various social media sites when trying to obtain teaching materials online (Leask, 2004). In most cases, some students spend most of their time on social networks and forget about study materials reduces their learning outcomes and have a negative attitude toward the use of social networks (Ahn, 2011).

Some university students spend more time on social networking and chatting with friends while less time is spent on studying, which leads to diversion and lower performance in terms of academic activities. Studies conducted by (Raut & Patil, 2016) showed that students who spend more time on social media are likely to perform ineffectively in their academics this is because instead of reading books, they spend time chatting and making friends impact students' academic performance. Many students are aware of social media usage for academic activities (Maqableh et al., 2015). Some students are also seen pressing their phones during classes, seminars, and also in the libraries (Hamid et al., 2011). Some of them will even plug in their earphone and hum out the songs they are listening to when studying which reduce their rates of assimilation and act as a source of disturbance to others around them (Hamid et al., 2011).

Recent research has focused on various aspects of social media use and student performance and behavior and had both positive and negative results. Whether social media sites are used for specific course purposes, such as for students to connect and communicate with each other or for teachers to connect and communicate with students, the use of social media contributes positively (Milošević et al., 2015), such as greater face-to-face interactions (Jacobsen & Forste, 2011); higher social learning (Yu et al., 2010); increased engagement and performance (Junco et al., 2011); and increased motivation, engagement, and course satisfaction (Kalpidou et al., 2011). Thus, social media skills and attributes have the potential to improve learning and education when these tools are used for specific purposes and learning (Yu et al., 2010); increased engagement and performance, and increased motivation, involvement, and satisfaction with courses (Lepp et al., 2014). Social media skills and qualities, therefore, have the potential to improve learning and education, if these tools are used for specific purposes and learning.

Moreover, some students have to use social media to waste their time on it by chatting and surfing the web for non-educative data. If students consider it, the results are likely to be negative. (For exceptions to negative findings, (Alloway & Alloway, 2012). Increased use of social media is relevant to less academic performance (Wood et al., 2012), low involvement, and condensed information in memory (Ali, 2018). In addition, when you look at students' cell phone use, higher utilization correlates with lower grade averages and higher anxiety. (Lepp et al., 2014).

Some researchers' results show that students who spend more time on social media become negatively correlated with their academic achievement (Barks et al., 2018). Others Studies found a positive relationship between social media usage and academic performance(Amin et al., 2019). According to (Negussie & Ketema, 2014), a study in Ethiopia Jimma University also showed that there is no significant relationship between time spent on social networks such as Facebook, among students with an average of 13 degrees (GPA). This is also consistent with the study of (Ahmed & Qazi, 2011), who conducted a study in Pakistan among six universities. They found that there was no significant difference between time spent on social networks and students' academic performance.

Hence, the researcher was interested to conduct this study in the Ethiopian context most previous research on social media usage focuses more on Facebook usage, so the researcher includes other social media platforms like Telegram, and Youtube particularly at Wachemo University, to examine the relationship between social media usage, psychosocial factors and academic achievement of students. The reason that motivates the researcher was as one who studied and worked at Wachemo University, the researcher observed many people, especially students, who spend a lot of time on social media online; some students have been facing psychosocial problems. However, as far as the researcher knows there was no study examining the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University. Students. Therefore, conducting the research was particularly important for the reasons. The past research does not address the title on the relationship between social media usage, psychosocial factors, and academic achievement. Since the issue could be recent some previous studies have been conducted in Ethiopia, but there were no previous studies have been conducted yet on this issue, particularly at Wachemo University. Thus, the researcher conducted this topic to fill that gap.

The purpose of this study was to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University. In expansion, to see in Ethiopia context that social media usage, and psychosocial factors, have a positive, negative, and no relationship on academic achievement students' and to fill this gap of research work relating to social media usage, psychosocial factors with university students' academic achievement.

1.3 Research Questions

This study was intended to answer the following specific research questions:

1. What is the relationship between social media usage, and the academic achievement of students, at Wachemo University?
2. What is the relationship between psychosocial factors, and the academic achievement of students, at Wachemo University?
3. Is there a gender difference in social media usage, psychosocial factors, and academic achievement of students at Wachemo University?

1.4 Objectives of the Study

1.4.1 General Objective of the Study

Generally, the purpose of this study was to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University.

1.4.2 Specific Objectives of the Study

The Specific objectives of this research study would be:

1. To examine the relationship between social media usage and the academic achievement of students, at Wachemo University.
2. To investigate the relationship between psychosocial factors, and academic achievement of students, at Wachemo University.
3. To examine the gender difference in social media usage, psychosocial factors, and academic achievement of students, at Wachemo University.

1.5 Significance of the Study

The significance of this study was to increase awareness about the relationship between social media usage, psychosocial factors, and academic achievement among students. The study was to educate second-year students that they are aware, of the relationship between social media usage, psychosocial factors, and academic achievement of students. It was useful in helping students grasp the many types of social media, and help students to know psychosocial factors. It provided useful information for students and other scholars working on comparable projects. The study provided more information to academics about the relationship between social media usage, psychosocial factors, and the academic achievement of students. The findings of this study were useful to a variety of people, including students, instructors, department heads, college deans, administrators, parents,

media organizations, and the general public. In general, this research contributes to the building of conscientious information society and the reduction of exposures associated with student use of social media and psychosocial factors.

1.6 Scope of the Study

This study was at Wachemo University (WCU), which is found in Hosanna Town. This study was delimited due to financial problems, time limits, and other factors for WCU second-year students who were enrolled in the 2014 E.C academic year. Moreover, this study was delimited to students who have joined the regular undergraduate programs. Then, delimited undergraduate second-year Agricultural Science, Business and Economics, Natural and Computational Science, and Social Sciences and Humanities students are the focus of this study. Furthermore, undergraduate first year, third year, and above-year students', extension students, post-graduate students, and the students 'who came for a temporary time from different universities in the case of war were excluded from the study due to time and financial limits. The study variables focus only on the relationship between social media usage, psychosocial factors, and academic achievement. The Study does not include other variables that have a relationship to the academic achievement of the students, because of time, finances, energy, and other factors. This study was demarcated geographically at Wachemo University.

1.7 Limitation of the study

This study had certain limitations. From these limitations, a correlational research design was used to investigate the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University. The correlational research design does not explain the cause and effect relationship between the variables, social media usage, psychosocial factors, and academic achievement. Of the distributed total, two hundred eight one (281) questionnaires and thirteen three(13) questionnaires were not completed. Moreover, only second-year regular undergraduate students were the focus of the present study so; the finding of this study cannot generalize to students who enrolled in 1st, 3rd, 4th, 5th, 6th, and 7th-year regular undergraduate students and 1st, and 2nd year postgraduate in the academic year 2014 E.C. many variables had the relationship to students academic achievement, the researchers focus only on social media usage and psychosocial factors.

1.8 Operational definition of the Study

As terms have different definitions in different contexts, the following definitions were given the terms used as intended to be understood for this study.

Social media: refers to a collective term for websites and applications that focus on communication, interaction, and sharing of different information.

Psychosocial factors: refer to the characteristics that influence an individual psychologically or socially.

Academic Achievement: refers to the outcomes that indicate the extent to which a person has accomplished specific goals of activities specifically in school, college, and university.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Concept of social media

Social media has emerged as a term that is often used or widely defined as the online communications and interaction channel, and mechanism for content sharing and collaboration(Boyd & Ellison, 2007). The media became one of the methods of communicating with other humans socially and has been used especially by students(Guy, 2012). Social media has emerged as a worldwide phenomenon and a very essential way of communication among students, families, and all manner of people around the globe(Schlagwein & Prasarnphanich, 2014). Social media sites consisting such as Facebook, YouTube, IMO, Telegram, and others linked in and mobile immediate messaging services (IM) such as What's App, Viber, and IMO and Video calling services like Skype has become a famous way of communication in the past few years information show that active social media users the world over are estimated at two thousand two hundred and 6 billion social media users in the world (Othman et al., 2016).

Currently, the use of social media amongst students is so widely widespread because of the upward push of transportable devices which includes smart telephones, tablets, and laptops which might be easy to get access to using Wi-Fi connectivity(Mojela & Booysen, 2013). In the examination of the effect of social media on scholars, there's evidence to show the existence of some effect on students' existence whether in their educational or social lifestyles (Iorliam & Ode, 2014). Social media way employs mobile and web-based technology to create exceptionally interactive platforms through which people and the community share, co-create, speak, and modify consumer-generated content(Tess, 2013). A website that doesn't just give you information for anyone; however, social media is interacting with you while providing you with information. It is a group of net-based applications that permits the creation and exchange of users generated content material. It is simple to confuse social media with social news due to confusion and the fact we often refer to members of the news as the media (Kaplan & Haenlein, 2010).

2.2 Social media usage in the World

The first recognizable social media website, six degrees, was created in 1997. It enabled users to add a profile and make friends with different users. In 1999, the primary blogging websites became popular, growing into a social media sensation that's still popular these days (Udo & Edoho, 2000). The emergence of social media helped its users to create profiles. The duration of six degrees of the internet helped to precede blogging and spot messages and people to exchange information through communication with others (Dessart, 2017). The -Robot Wisdom edited and -Web blog become made via early blogger John barge. Most participants of Generation X remember ICQ which changed into newly borne. While American AOL's online instant massager became famous in social media in 2000, Myspace was turned set up as a profile and lead many to Facebook (Gülbahar, 2014). But LinkedIn became created to achieve people connect to be socialized and find jobs. It changed into quite common that around hundred (100) million users access to the internet to be engaged socially during the year (12) months of 2000 (Yebowaah, 2018). Social media have become a completely common conversation tool among university or college students in latest years that is because of the availability of cheap-priced internet-enabled gadgets along with private computer systems, personal computers, and tablets (Peter, 2015).

2.3 Social media usage in Africa

In the mid-1990s, when the use of mobile phones began to spread rapidly in much of the developed world, some thought of Africa as a potential market. Africans combine their widespread use of mobile phones with a newer and greater interest in Internet tools and social media platforms that people can interact with others (Stork et al., 2013). Africans are leading what will be the next global trend: a major shift in mobile internet use, with social media being the main drivers (Yeboah & Ewur, 2014). More Africans are using mobile technology to access social media tools on the Internet (Roycroft & Anantho, 2003). The Studies suggest that when Africans are online (mostly on their cell phones), they spend most of their time on social media platforms (Facebook, Twitter, YouTube, and so on (Teuber, 2012). Sending and reading e-mails, reading messages, and sending research questions have become less important activities for Africans (Penard et al., 2015).

(Sivakumar, 2020) conducted a study to assess students' use of social media and its effect on the educational performance of tertiary institutions students in Ghana with a focal point on Koforidua Polytechnic students. The observation observed that the use of social media had inspired their educational performance negatively because they spend an excessive amount of time on social media socializing than conducting their academic paintings(Gafni & Deri, 2012). It was found within the findings of Karpinski (2009) that customers of Facebook, WhatsApp, etc., typically give smaller time to their education and this later results in decreased grades.

2.4 Social media usage in Ethiopia

In 2005, Ethiopia introduced plans to spend loads of millions of hundreds over the subsequent three years to attach all of the country's colleges, hospitals, and authority's offices, and a maximum of its rural population, to broadband internet via satellite or fiber-optic cable(Gagliardone, 2014). Ethiopia is one part of the world society and the reflection of the world extended that inspired way of most people lives in the world via the internet. The nation-owned Ethic-Telecom offers internet providers for the use of social media. But, the fashion of communication and relationships changed because of the emergence of social media. It has also modified the significance of relationships and verbal exchange (Sileshie, 2014).

Now a day each part of Ethiopian society has been engaged in the phenomena of social media activities. Nearby researcher (Sileshie, 2014)advised that the main motive for the expansion of social networking customers is directly associated with the growth of internet services in different governmental, non-governmental, and cafes within the city areas of the Urban areas of the country. Social media are primarily Internet-based systems that allow human beings to generate, distribute or change statistics in distinctive forms inclusive of text, photos, audio, and videos(Lemoine et al., 2016)

2.5 Types of social media

This section presents the finding of some types of social media websites such as Facebook, YouTube, and IMO have become popular means of communication in the past few years, and statistics show active social media users in the world(Sutikno et al., 2016).

2.5.1 Facebook Usage

Facebook is the world's largest social community come to be so famous for young people that they hardly ever use email or another way of verbal exchange(Caers et al., 2013). Facebook became first founded by Mark Zucherberg and his colleagues along with his college roomies and fellow scholar of Harvard University Eduardo Saver in February 2014(J. Magro et al., 2013). Humans use Facebook to live associated with buddies and family, to be informed and entertained in their social circle, and to share and express what topics to them. It's miles maximum interesting all around the world in society, especial inside the young technology as the numerous research found out. Due to that, the students have been losing massive time the use of Facebook for one-of-a-kind purposes instead of instructional functions. (Haq & Chand, 2012),one of the largest social networking websites like Facebook has turned out to be so popular, especially among students that it reflected many other traditional functions of society.

2.5.2 Telegram Usage

Device due to significant popularity in application use, these gears aren't handiest substituted with each other however also function as an extension for each other in getting to know environments(Liu, 2013). The newly evolved cellular application in this regard, which has been significantly utilized by customers, is Telegram. Some advantages include sharing the picture, motion pictures, audio messages, advertising, connecting to net-based sources, and sending files (up to one. Five gigabytes in length) as well as sending messages to other users in my view or companies of as much as 5.4 million individuals for broadcasting to endless audiences(Asnafi et al., 2017) Make Telegram a higher desire in the vicinity of its counterparts among customers. In different words, Telegram is one of the messaging and get-in-touch software that is used by thousands and thousands of users around the arena on account that it is free software. In sum, "Integrating Telegram channels into existing gaining knowledge of practices can provide informal learning contexts and create new opportunities for gaining knowledge of the students (Ghobadi & Taki, 2018).

2.5.3 YouTube Usage

YouTube is a video-sharing provider where users can watch, like, view, comment, and add videos. The video carrier is available on computers, laptops, tablets, and mobile phones, allowing users to view videos posted by other users and upload their videos. The service was launched as an independent website in 2005 and was acquired by Google in 2006 (Paul A. Soukup, 2014). Videos uploaded to YouTube can be viewed on the YouTube website and can also be posted to other websites, even if the files are hosted on YouTube. YouTube videos are submitted by people from all over the world in all possible contexts. So there are a lot of videos available on YouTube. Other examples include amateur films, home music videos, sports bloopers, and other entertainment events captured on video (Arthurs et al., 2018). This site contains millions of videos marked as educational, most of which have been uploaded by teachers, students, and researchers (Fellicia & Mumuni, 2019). Used in e-learning, which can benefit your e-learning audience (Prastiyo, 2018).

2.6 The relationship between social media usage and academic achievement

Today, in the world of networking learning, the use of social media in education has become a major factor. The world is changing and using technologies such as social media is changing the way we get an education (Al-Rahmi et al., 2014). Social media and education can work together if they are used effectively. Social media is developing new educational opportunities for students. Social media have many positive effects on education (Abdulahi et al., 2014). But have some positive and negative sides to students' academic achievement. Social media usage's positive side, helps students be motivated and fostered to learn. YouTube educational videos, easy access to e-books, online notes, and video call learning are key aspects that have contributed to students' academic achievement. Distance learning is one of the best ways to learn from reputable organizations by being at any place where you learn what is happening on social media. Jacobsen and Forste (2011) recognized a bad courting among calling, texting, and self-suggested grade factor common (GPA) among university college students within the use. In addition, Hong, Chiu, and Hong (2012) found that calling and texting have been undoubtedly correlated with a self-mentioned measure of the educational problem amongst a sample of girls, college students. They neither use goal measures of academic performance nor do they do not forget the mobile phone's expanding talents beyond calling and texting (Lepp et al., 2015).

Social media's negative impact the prime of social media is dependency. Continuously checking Facebook, Twitter, and Linked in different social media updates. This dependency ought to negatively affect different valued activities like concentrating on the study, taking a lively part in sports, real-lifestyles verbal exchange, and ignoring ground realities(Dos, 2014). The popularity of social media, and the speed at which information is published, have created a lax attitude toward poor spelling and grammar. The reduces a student's ability to effectively write without relying on a computer's spell checker(Raut & Patil, 2016).

Many students depend upon the accessibility of information on social media and the web to provide solutions. That a reduced awareness of studying and maintaining information. College students, who try to multi-undertaking, and check social media sites while reading, show decreased educational overall performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions which can be brought about by using YouTube, Facebook, or Twitter(Ahmed et al., 2019). The greater time college students spend on social websites, the much less time they spend socializing in person.

2.7 The relationship between psychosocial factors and academic achievement

Psychosocial factors refer to motivational constructs which are affected by each psychological and social context (e.g., Academic motivation, social support, etc.), and there may be developing literature suggesting that psychosocial variables are associated with educational consequences (Nisbett et al.,2015) It seems as though many researchers are satisfied that psychosocial variables play a role in performance outcomes, in addition to distinguishing more super from much less incredible performers. This observation is a first step in examining the institutions between academic success and several psychosocial constructs. The two psychosocial variables examined in this study were academic motivation and social support. There are numerous possible psychosocial variables in the literature, so why have been those two constructs chosen? Every one of these variables comprises a unique constellation of psychosocial variables which have been implicated in education (Krumrei et al., 2013).

Psychosocial factors are had to increase our information on the position of psychosocial factors in university student fulfillment (Robbins et al., 2004). We used an in-depth measure to take study the success of some psychosocial factors to be expecting university fulfillment at a public college in Midwestern America. The expected academic self-efficacy, organization and attention to observation, stress and time management, involvement with college interest, emotional satisfaction with academics, and class conversation might statistically account for variance in GPA and life satisfaction among a pattern of first-year college students. Furthermore, we predicted that these psychosocial factors might predict the consequences net of the variance because of demographic factors and previous GPA.

Some researchers have concluded that psychosocial factors are vital to academic achievement within the university setting (Chemers & Garcia, 2001). Furthermore, psychosocial factors had been shown to predict university retention and GPA even if controlling conventional predictors of university success. For instance, Robbins et al.'s (2004) meta-analysis discovered that some of the psychosocial factors contributed incrementally to predicting college retention while controlling socioeconomic status, standardized achievement (SAT) score, and high college GPA. In 2006, Robbins Allen, Casillas, Peterson, and Le published observe of the results of psychosocial factors on 14,464 first-year college students at forty-eight establishments. At the same time as controlling institutional effects and conventional predictors, several psychosocial factors were incrementally predictive of educational performance (accounting for adjustments in GPA up to zero.28 points) and retention (with an ordinary odds ratio of the logistic regression models ranging from zero.98 to one. Forty-three). Hence, psychosocial elements seem to be effective indicators of university achievement (Robbins et al., 2004).

2.7.1 Academic Motivation and academic achievement

The concept of motivation is defined as “a general concept that includes requests, desires, needs, impulses and interests” (Cüceloglu, 2005). Academic motivation is the starting point for learning a lesson, mobilizes the student, and contributes to the student appearing what he/she ought to do for the duration of the school year (Phillips et al., 2015). Psychologists have noted that motivation should be considered in education because, of its effective relationship to new learning, abilities, strategy, and behavior (Shahraray,2007) and have represented the motivation for academic success as one of the first constructs to define

this type of enthusiasm. Motivation for academic success is attributed to behaviors that lead to learning and success (Liu et al., 2016). In other words, motivation for academic success is a widespread trend to complete the task in a specific context and to suddenly evaluate performance.

Motivation is about how human beings are handled and how they experience approximately the work they do. As a partner in the learning process, students want to act in the classroom. Its behavior and conduct should be carried out by the teacher (Sungu & Senle, 2010). The mastering desires of the students within the classroom should be well known. The negative behavior and failure of the students are closely related to the negativity of the learning environment created for him/her. If the academic desires of the students are recognized, an extra nice mastering environment may be created (Akbaba, 2006). Tucker et al. (2002) define motivation as “a mental, emotional and behavioral factor of student investment in education and commitment”. Motivation is likewise performed as academic participation, which is the maximum influence on student overall performance among all different factors (Francis et al., 2004). Amari et al. (2011) studies a positive and good-sized relationship between academic motivation and educational success in their study. Motivation is the most important feature that influences the academic achievement or failure of an individual in the learning process. The concept of motivation is a concept that is important for both teachers and students in perceiving the cause of success or failure in education (Sivrikaya, 2019).

2.7.2 Social support and academic achievement

Social support refers to mutual interaction amongst human beings. It is a dynamic event affected low with the characters of individuals, the nature of their relationships, and social and cultural conditions (Mattanah et al., 2012). Social support way to have people seek advice whilst needed, receive ethical and fabric aid, and be satisfied with their relationships (Çeçen, 2008). People with strong social support adapt to stress and deal with psychological issues without problems. Perceived social support is the cognitive notion of reliable relationships with others and their Support (Şeker et al., 2004).

College students may or might not be capable of drawing on social support from various sources, and additionally, they gain at different levels. Not only do both social support and achievement range among individual students, but they may also vary in step with the faculties the students attend (Bertucci et al., 2010). Moreover, how social support impacts college students' success and learning may be influenced by the characteristics of

their support. The students also would be supported by guidance/counseling units when they have problems. Studies displayed that the students getting the required support from their families and friends would cope with the problems that threaten their psychology such as depression, anxiety, stress, etc., and could be more effective in their education and that the students receiving support from their families, friends, and teachers solve their problems allowing it to grow and are more successful in their education (Ulupinar, 2016)

2.8 Gender differences in social media usage, psychosocial factors, and academic achievement.

2.8.1 Gender-based difference between social media usage and academic achievement

According to (Peter, 2015) there is no gender difference in the frequency of social media use. Each gender is used the same on social networks, although there is a difference in purpose. Most females focused on social activity and talked about their previous friendship. Unlike women, males focus on making many new friends. According (Torun, 2020), on the other hand, argues that there is a difference in use between males and females in the use of social media because it reinforces (Peter, 2015) ideas by a female. Numerous studies around the world have provided important findings on gender differences in the use of social media among university students using social media to keep in touch with friends. However, male often uses social networks to have fun downloading and playing games online and the like (Alnjadat et al., 2019). Yet, both use social media on the same frequency. Male are more dependent on social networks than females. In addition, female academic achievement was more influenced by the use of social networks than male, although the male was more dependent on social networks (Mohorjy et al., 2015).

2.8.2 Gender-based difference in psychosocial factors and academic achievement

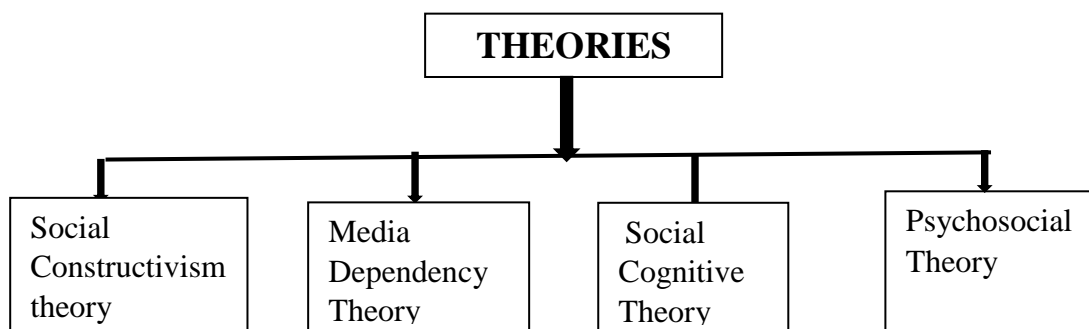
Gender was one of the personal variables related to the differences found in psychosocial factors in academic motivation and social learning support. Academic motivation did not specify the type of motivation and found positive associations with academic results. Social support can positively or negatively affect the learning outcomes of men and women (Ghazvini & Khajehpour, 2011). Different studies have shown the existence of different patterns for identifying males and females, so females place more emphasis on efforts to explain what they have done, attracting males to more skills and happiness as factors of their academic success (Goni et al., 2015). Regarding gender differences in academic performance, there is no evidence that such differences exist and if such differences occur, they can be harmful to women (Sullivan, 2014). (Delaney & Devereux, 2021)

examined the differences between students' gender in their academic performance, which showed that an individual's background behavior influences his/her cognitive and non-cognitive behavior is one of the most important and influential characteristics of academic performance.

2.9 Theoretical framework

The theoretical framework refers to the theory that the researcher has chosen to guide his/her research. A theoretical framework was a structure that helps a theory in a research study. Thus, a theoretical framework is the use of a theory or set of terms derived from the same theory to explain an event or to shed light on a particular research event or problem (Rocco & Plakhotnik, 2009). The theoretical framework for your research proposal or thesis is not a summary of your ideas for your research. Relatively, it is a synthesis of the ideas of the giants in your field of research, because they are associated with your planned research, how you understand theories and how you use theories to understand your data (Jabareen, 2009).

Figure 1:Theoretical framework



2.9.1 *Constructivism Theory*

Social constructivism was developed by Lev Vygotsky (1978) Constructivism is a theory of learning that focuses on the individual construction of meaning and understanding of the world through social processes. The constructivist theory of learning promotes the use of social media in the learning process (Mbat, 2020). One way to facilitate a change in classroom teaching methods is to use social media as a learning tool, with students meeting where they are instead of rejecting social media platforms. as a derivative. In particular,

social media provide space for learning, knowledge development, meaning creation, and change of thinking(Amin & Fang, 2017).

The intellectual and socio-cultural perspectives of constructivism respond to the conditions, possibilities, and processes of their action. Students now live in a world of technology(Chai & Fan, 2016). Cognitive and sociocultural constructivism is specifically linked to the use of new and social media and how such use promotes learning and stimulates the development of meaning creation. For example, we actively participate in global events, even though we comment, tweet on Twitter, post on Facebook, text, post on Instagram, and otherwise contribute our knowledge and perspective to potentially millions of people in the global community.

In general, social media benefits from constructivist philosophies and practices. It uses daily recognition because it is used every day for millennia for every conceivable social interaction(Akpan et al., 2020).

2.9.2 Media Dependency Theory

The founder of this theory is Sandra Ball-Rokeach and Melvin Defleur. Media dependency theory is a theory of mass communication that seeks to explain the long-term effects on the media public and society. This theory states that the individual is more dependent on the media to meet his /her needs, the media are more important(Ho et al., 2015). Dependency theory shows that there is a basic connection between the media, their audience, and the social system. They believe that since they learned from the experience of their practical life, people most of the public relies heavily on the media(Vickers et al., 2020). Get more information about what they need. Thus, long-term use of the media causes close relationships with others. Determines the degree of public confidence in the media Information is an important variable in accepting when and why a media message changes an audience's perception, feeling, or attitude(Kim & Jung, 2017).

The model is expected to emerge with companies and social networks more refined, the media accept more responsibility to be concrete and unique information function. Individuals need information that they expect to be connected to their larger social world, and that equates to social media service. In addition, the need for a permit is, of course, part of the student's world(Schmidt & Vandewater, 2008). (Patwardhan & Yang, 2003) state that it is reasonable to define trust in the Internet as a relationship that shows one's confidence in the internet to achieve goals. People rely on the Internet as a home for information,

entertainment, and interpersonal connections. Researchers traditionally conceptualized media addiction as an expression of trust in the media for fun, course, and understanding.

2.9.3 Social Learning Theory

Albert Bandura, in his famous theory of social learning, showed observational learning in his experiment with Bobo-doll in 1963. Observational learning can take the form of a positive or negative beginning, depending on the interests or intrigues of the observer(Craig et al., 2009). According to(Li & Wu, 2013) skills such as writing, speaking and social skills differ from methodological skills because they are best learned through observational learning. The advent of social media is changing the platform for social interaction and human experience.

Social learning theory and social media technology focus on how the use of social media in the classroom can be used to stimulate attention, memory, and motivation, while all dealing with the acquisition of knowledge(Achilike et al., 2018). In the interactive world of social media, the use of social learning theory represents an opportunity to develop students' leaps and bounds, such as cognitive concepts of attention, memory, and motivation encouraged by social media. Likewise, these qualities are largely maintained through social media, thus increasing the thought processes associated with learning and acquiring knowledge(Bull et al., 2008). (Conner & Norman, 2006) see social networks as a means of communication in which young people think and work together. Various social networking platforms and channels include Facebook, Twitter, YouTube, Instagram, telegram, Google Messenger, WhatsApp Messenger, and more.

2.9.4 Psychosocial theory

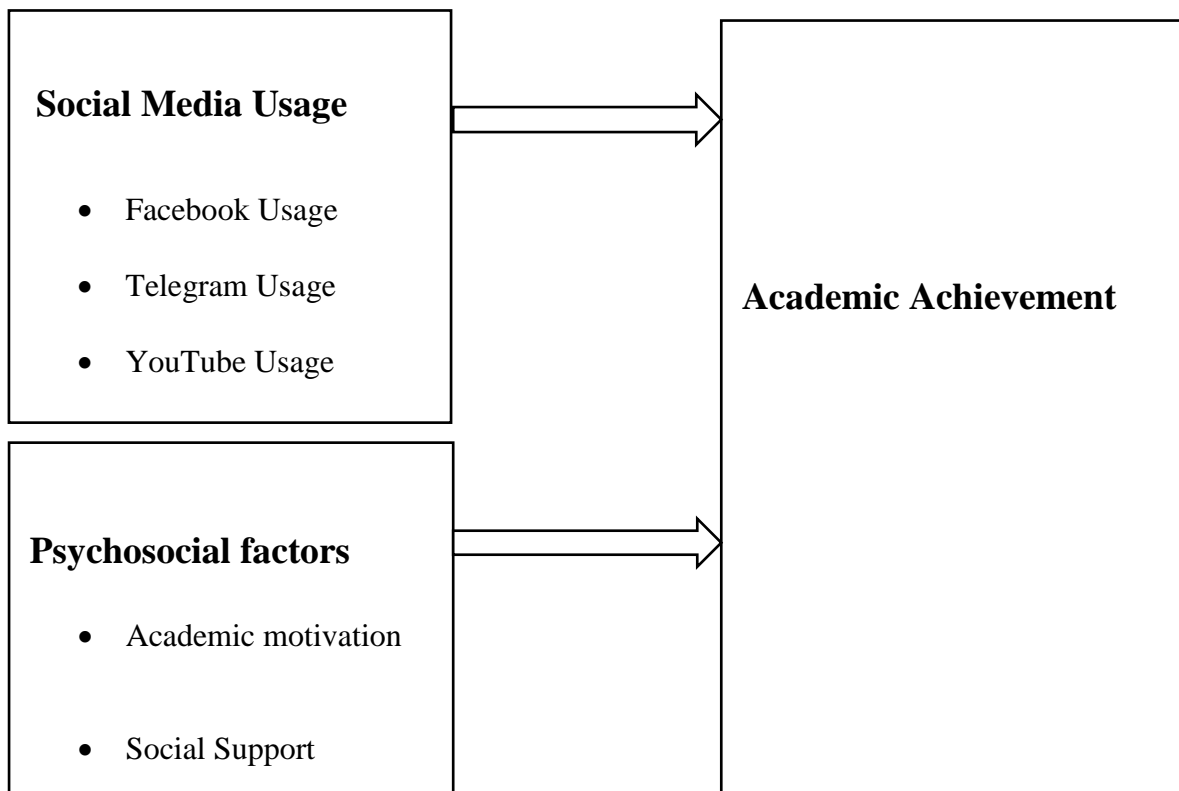
Erikson suggests that we are motivated by the need to achieve competence in certain areas of our lives. Psychosocial learning theory develops social support structures for students through research approaches(Batra, 2013). Students can thus deepen their commitment to learning and increase productive continuity in the face of academic struggle through increased academic motivation and self-efficacy. Academic motivation and social support of students are the most challenging aspects of academic success(Mohatt et al., 2006). According to(Fong, 2013), the current concept, psychosocial factors are likely to be conditioned and change not only in individual experiences but also in the social structures and contexts in which they exist.

2.11 Conceptual framework

A conceptual framework is vital for locating the study. The author needs to display the importance of the study by way of defining the principal ideas and the network of relationships between the variables. A conceptual framework grounds the examination within the applicable knowledge bases that lay the foundation for the importance of the problem statement and research questions (Imenda, 2014).

The purpose of this study was to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University-Main Campus. This conceptual framework shows the structure of the independent variable which is social media usage and psychosocial factors and the dependent variable which is academic achievement. The usage of social media and psychosocial factors which depend on age, sex, and college, allows the researcher to use academic achievement as the dependent variable. Therefore, this study was to examine social media usage and psychosocial factors (independent variable) with academic achievement (dependent variable). It was used to clarify the concepts and to propose relationships among the three variables in this study.

Figure 2: Conceptual framework



Summary of Review Related Literatures

This part focused on the summary of related literature including the empirical finding to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University.

Social media usage with academic achievement of students had been presented in the review related literature based on previous researchers' findings (positive or negative relationship).

Social media had a positive relationship with academic achievement. Social media have many positive effects on education(Abdulahi et al., 2014). Social media have the opportunity for students to connect, gain contacts, and access information and research materials(Moran et al., 2011). Social media improves students' academic performance and expands their knowledge in higher education projects, they go through several online platforms to gather information to find solutions to their tasks(Junco, 2012).

Social media had a negative relationship with academic achievement when students spent more time on social media online instead of studying their course materials and doing their projects. Social media negatively affect different valued activities like concentrating on the study, taking a lively part in sports, real-lifestyles verbal exchange, and ignoring ground realities(Dos, 2014). College students, who try to multi-undertaking, and check social media sites while reading, show decreased (Ahmed et al., 2019).

Psychosocial factors with academic achievement of students had been presented based on previous researchers' findings (positive or negative relationship).

Psychosocial factors had a positive relationship with academic achievement. Psychosocial factors are vital to academic achievement within the university setting (Chemers & Garcia, 2001). (Amari et al. 2011) studies a positive and good relationship between academic motivation and academic achievement in their study. Academic motivation is the starting point for learning a lesson, activates the student, and contributes to the student appearing what he/she ought to do for the duration of the school year (Phillips et al., 2015). Social support helps students could be more effective in their academic achievement and the students receive support from their families, friends, and teachers to solve their problems allowing them to grow and are more successful in their education (Ulupinar, 2016).

Gender differences in social media usage, psychosocial factors, and academic achievement of students had been presented based on previous researchers' findings (positive or negative relationships).

According to (Peter, 2015) there is no gender difference in the frequency of social media use. Each gender is used the same on social networks, although there is a difference in purpose. According (Torun, 2020), on the other hand, argues that there is a difference in use between males and females in the use of social media.

Academic motivation did not specify the type of motivation and found positive associations with academic achievement. Social support can positively or negatively affect the learning outcomes of men and women (Ghazvini & Khajehpour, 2011).

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the research design, area of study, the population of the study, sampling techniques and sample size, source of data, instruments of data collection and pilot study, reliability, and validity of instruments, data gathering procedures, method of data analysis, and ethical consideration.

3.2 Research Design

In this study, a correlational research design was employed to investigate the relationship between social media usage, psychosocial factors, and academic achievement. Waters (2017) portrayed that “a correlational study is a quantitative strategy of inquiring in which you have two or more quantitative variables from the same group of participants”. A quantitative strategy is an approach utilized for testing objective theories by examining the relationship among factors. Creswell agrees the variables that can be measured using instruments can be numbered and analyzed using the appropriate statistical procedures (Ishtiaq, 2019). “The rationale behind utilizing this design is to describe and measure the degree of the relationship between two or more variables without being controlled factors” (Creswell, 2014). The correlation design was important because data were collected to examine the relationship between social media usage, psychosocial factors, and academic achievement.

3.3 Study Area

The study was conducted at Wachemo University-Main Campus. Wachemo University (WCU) is one of the public higher educational institutions, which was founded in 2009G.C. The university commenced its function in 2012G.C admitting 538 students in 12 departments under 4 colleges. Currently, the university has admitted over 18,400 in regular and more than 8,000 in Continuous Education Program (CEP) students and continuing regular education programs in 53 departments under 6 Colleges, namely Agricultural Science, Business and Economics, Engineering and Technology, Natural and Computational Science, Medicine and Health Science, and Social Science and Humanities. Furthermore, the university has launched its branch campus in Durame town (Kambata Tambaro Zone) about 60Km away from the main campus, Hossana. From the top of the main campus, the university has one teaching hospital: Nigist Elen Mohammed General Hospital which was

found in Hosanna town. It is located 230 km southwest of Addis Ababa, at Hosanna town in an area of over 200 hectares.

3.4 Population of the Study

The target population was drawn from second-year undergraduate students, who were enrolled in the academic year of 2014 E.C in Wachemo University under six colleges. The research study population was from four (4) Colleges, namely Agricultural Science, Business and Economics, Natural and Computational Science, and Social Sciences and Humanities students, who were attending their undergraduate regular program at WCU. The total population of this study was 952 students, male= 620 and female= 332. The number of second-year undergraduate students in Agricultural Science 192(125 male, 67 female,) Business and Economics 322, (210 male, 112 female), Natural and Computational Science 215,(140 male, 75 female), and Social Science and Humanities 223,(145 male, 78 female). The reason to select second-year undergraduate students was they stayed more time in the university and have been experienced with social media usage, psychosocial factors, and academic achievement than first-year undergraduate students in the university.

3.5 Sampling Size and Sampling Techniques

Sampling is an important technique that consists of selecting some part of a population to estimate or learn something from the population at a low cost(DelÍce, 2001). Sampling is a systematic way of reducing the data size while maintaining essential properties of the data set(Meng, 2013). A stratified and systematic random sampling technique was employed by the researcher to select the sample size of this study. The participant of this study was Wachemo University students, who were enrolled in the academic year 2014E.C. A stratified random sampling technique was used to group the colleges and randomly select departments for the sample. Stratified sampling is where the population is divided into strata (or subgroups) and a random sample is taken from each subgroup (Etikan, 2017).

Therefore, to determine sample size Yamane's (1967) sample size determination formula was used with a 95% confidence level, and 0.05% level of precision. The researcher selected the sample size from the population according to Yamane's (1967) determinant and provides a simplified formula to calculate the sample size cited (Olowo, 2020) as follows.

Below is this mathematical illustration for the Yamane method

$$\text{Yamane formula: } n = \frac{N}{1+N(e)^2}$$

Where;

n= Corrected Sample Size

N= Population

e= Margin of error (MoE)

$$n = \frac{N}{1+N(e)^2} \quad n = \frac{952}{1+952(0.05)^2} \quad n = \frac{952}{1+2.38} \quad \frac{952}{3.38} \quad n = 281$$

A systematic sampling technique was employed to select the sample size from randomly picked departments. According to (Taherdoost, 2020) systematic sampling is a more commonly employed method. After numbers are allocated to everybody in the sample frame, the first individual is picked using a random number table, and then subsequent subjects are selected using a fixed sampling interval, i.e., every n^{th} person.

Systematic random sampling technique was employed to select two hundred eighty-one (281) samples male=179(64%) and female=102(36%) total sample size of this study was 281(29%).Below table 1

Table 1

Population, Sample Size, and sampling techniques

Colleges	Departments	Target population			Sample Size			Sampling techniques
		M	F	T	M	F	T	
Agricultural Science	Animal Science	22	17	39	12	8	20	stratified and systematic random sampling
	Plant Science	26	20	46	14	11	25	
	Agro Economic	29	13	42	16	7	23	
Natural and Computational Science	Biology	23	25	48	14	16	30	stratified and systematic random sampling
	Statistics	32	9	41	19	5	24	
	Sport Science	21	18	39	12	8	20	
Business and Economics	Accounting and Finance	31	15	46	16	12	28	stratified and systematic random sampling
	Economics	39	8	47	20	5	25	
	Marketing Management	24	21	45	17	7	24	
Social Science and Humanities	Civics and Ethical studies	25	12	37	14	7	21	stratified and systematic random sampling
	English Language and Literature	28	12	40	17	6	23	
	Psychology	19	22	41	8	10	18	
Total		319	192	511	179	102	281	

3.5.1 Inclusion and Exclusion Criteria of Respondents

The following were the inclusion and exclusion criteria to select the respondent for this study.

3.5.1.1 Inclusion Criteria of Respondent

- ✓ Wachemo University Second-year regular undergraduate program College of Agricultural Science, Business and Economics, Natural and Computational Science, Social Science, and Humanities Students.
- ✓ The respondent who voluntarily filled out the questionnaire
- ✓ Include the students who understand both English and Amharic language

3.5.1.2 Exclusion Criteria of Respondent

- ✓ CEP (Continuous Education Program) second-year undergraduate College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities.
- ✓ Regular Postgraduate and CEP Postgraduate second-year College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities.
- ✓ Exclude second-year College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities students who came to Wachemo University from different universities in the case of war.
- ✓ Exclude the students who cannot understand both English and Amharic language well.

3.6 Source of Data

In this study, both primary and secondary sources of data were used to collect study data. The primary data was collected from Wachemo University, College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities. The primary data that do not exist actually until and unless it's generated through the research process. The primary source data was obtained through a quantitative approach process by distributing closed-ended questionnaires from four (4) college second-year undergraduate students, who were selected for purpose of the sample of 281 participants. Secondary data was collected data by other people, and second-hand information was obtained/gathered from the four college registrar's documents, books, articles, and journals.

3.7 Data collection instruments

Data for this study were collected from four colleges (4) and twelve (12) departments. To collect data the researcher, used a closed-ended questionnaire that consisted of three parts. Part one focused on demographic information of participants, such as ID no, gender, age, college, department, and GPA. Part two focused on social media usage and academic achievement, multiple-choice includes three(3) questions and the Likert Scale includes nineteen(19) items each statement ranging from Strongly disagree(1) to Strongly agree(5). Part three focused on psychosocial factors and academic achievement including academic motivation on eight(8) items and social support on eight(8) items Likert scale. The multiple-choice questionnaire was self-constructed by the researcher. Likert Scale questionnaire was modified/adopted from, (Jenkins et al., 2013) social media usage and academic performance Likert scale 10 items 4 items were modified by researcher and the calculated Cronbach's alpha reliability coefficient internal consistency was 0.81 and from (Bolar, 2018) social media usage and academic performance Likert scale 29 items 15 items were modified and Cronbach's alpha reliability coefficient of internal consistency was 0.82. The psychosocial factors part of the academic motivation questionnaire Likert scale was modified from, (Javaeed et al., 2019) academic motivation 28 items 8 items Cronbach's alpha coefficient of internal consistency was 0.83 and social support questionnaire Likert scale was modified from, (Talwar, 2014) Multidimensional Social Support Scale(MSSS) 12 items 8 items Cronbach's alpha coefficient of internal consistency was 0.76 the instruments comprise 38 items for social media usage, psychosocial factors, and academic achievement.

The questionnaire was prepared in the English language and translated into Amharic help of a Google language translator and the help of an English language expert from the department of teaching English as a Foreign Language (TEFL). The quality of the translation is checked and the necessary modification is made. Third data is collected from the four college documents taken out regarding the academic achievement (CGPA) of the students from the respective concerned body or the registrar of the College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities.

3.8 Pilot test, Reliability, and Validity of instruments

3.8.1 Pilot Test

The pilot test was conducted to examine the internal consistency of the items in each instrument type (Hazzi & Maaldaon, 2015). The pilot test was conducted at the College of Engineering and Technology and Medicine and Health Science second-year undergraduate students randomly picked/selected 30 samples from Engineering and Technology, and 30 samples from Medicine and Health Science colleges' total sample of 60 students 38(63.3%) male and 22(36.7%) female the pilot conducted before the questionnaire was administered to study sample respondents. The main purpose of this pilot test was to check the clarity of items, and the reliability of the instrument. Accordingly, after administering the instrument for the pilot test sample, the responses were scored and computed in SPSS software version 25 to check the internal consistency reliability of items Cronbach's alpha.

3.8.2 Reliability of the instrument

Reliability was primarily computed because it was an indicator of the internal consistency of an item and to check questions that needed modification and make clear to avoid ambiguities of question. Cronbach's alpha was used to measure internal consistency among items. The reliability coefficient alpha normally ranges between 0 and 1. The rule of thumb specified by (Schrepp, 2020) for interpreting Cronbach's alpha is that criterion < 0.5 unacceptable, > 0.7 acceptable, > 0.8 good, and > 0.9 excellent. Hence the present scale Cronbach's alpha of social media usage, psychosocial factors, and academic achievement was Cronbach's alpha ($\alpha=0.82$ or .82), which indicates good internal reliability. The reliability calculation was presented in Table 2

Table2, reliability result shows, that the internal consistency of measurement of items for social media usage, psychosocial factors, and academic achievement was Cronbach's alpha.

Table 2

Reliability coefficient for Social media usage, psychosocial factors, and academic achievement

Scale	Cronbach alpha	Number of items
Social media usage multiple-choice	.81	3
Social media usage Likert scale	.84	19
Psychosocial factors of academic motivation	.83	8
Psychosocial factors of social support	.82	8

3.8.3 Validity of the instrument

To check the validity of questionnaire items/instruments the discussion was made between the researcher, measurement and evaluation professionals, and research experts to check the face validity and content validity of the instrument. The content validity of items was examined by these experts' items of social media usage, psychosocial factors, and academic achievement. The role of the expert was to comment on relevance and judge the appropriateness of each item based on the title and objectives of the investigation. Expert judgment was used in validating the instrument. After the reliability and validity of instruments were checked, the revised questionnaire was distributed to selected 281 participants College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities

3.9 Data Gathering Procedures

The researcher has got a formal letter of consent from the Jimma University Psychology Department; the permission letter was given to Academic Affairs at Wachemo University to carry out the study. The researcher clarifies the overall purpose of the study and after that when the researcher got consent; he also asked for the participant's permission. Based on basic research questions the questionnaire was designed to collect the data. The questionnaires were developed for sample students during the study and pilot testing, to minimize the imperfections that might win within the development of the instrument. Sometimes recently questionnaire distribution, and rapport was built up and clarification goals of the study were completed. The researcher expressed that the provision of responses

for the questionnaire does not hurt them or gave them to advantage; they assume that their response keeps it confidential.

3.9.1 Questionnaire Administration Procedure

The questionnaire (instrument) administration took place at Wachemo University- Main Camps College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities. The researcher met each college dean and each department head, then the researcher introduces him to them and explains the purpose of the study. Before the questionnaires were distributed the voluntary participants were asked in each department and for volunteer participants, the orientation was given about the purpose of the questionnaire and how to respond to each question. The questionnaire was administered by a researcher in collaboration with instructors, data collectors, and each department's class representatives, 281(two hundred eighty-one) questionnaires were distributed for 12 departments selected 281 voluntary participants 179 male and 102 female.

Finally out of 281(two hundred eighty-one) distributed questionnaires, 274(two hundred seventy-four) were returned (97%), seven (7) questionnaires were not returned, male three (3) and female, four (4), and from 274(two hundred seventy-four) returned questionnaires 268(two hundred sixty-eight) was completed and 6(six) questionnaires were not completed, male, four (4) and female two (2). The questionnaires were found to be completed and ready for further analysis were represented in response were 268(95%) used for data analysis. Finally, the total number of samples was 268(95%), male=172(64%), and female=96(36%).

3.9.2 Scoring Procedure

In this study, the researcher used total items were 38(thirty-eight items). The social media usage multiple-choice items were 3(three items), and the social media usage Likert scale items and rating scale were 19(nineteen items). The psychosocial factors of academic motivation were 8(eight items) and psychosocial factors of social support were 8(eight items). The respondent responded with multiple-choice items, then the multiple-choice items changed into numeric values A(1), B(2), C(3), D(4), and E(5) and the respondent responded to the Likert scale each statement on Likert scale ranging from Strongly disagree(1) to Strongly agree(5). The response given for each statement was in a numeric value and then scores of the data gathered were made to be encoded in SPSS software version 25.

3.10 Method of Data Analysis

The collected questionnaires were checked for completeness. When the questionnaire was counted and outliers checked, a total of 268 questionnaires were returned out of 281 questionnaires. Of thirteen (13) questionnaires, seven (7) questionnaires were not returned and 6 (six) questionnaires were not completed. The researcher employed both descriptive and inferential statistical analysis. With help of the statistical Packages for Social Science (SPSS) version 25 software, the quantitative data was organized and analyzed. Descriptive statistics are used to describe the variable with the presentation of numerical facts, such as data, on the level of measurement used (Marshall & Jonker, 2010). Descriptive statistics including frequency percentage, mean and standard deviation were used to analyze demographic variables of the respondents such as sex, age, department, and college. Inferential statistics consists of techniques for concluding the entire population based on observations obtained from samples (Marshall & Jonker, 2011). Multiple linear regression analyses, Pearson correlation coefficient (r), and Independent Sample-test was employed to analyze the data. The inferential statistics model was employed, for the following research objectives:

To address research objectives one and three (RQ 1&2 or RO 1&2) the researcher was employing the Pearson correlational coefficient (r).

1. To examine the relationship between social media usage and the academic achievement of students, at Wachemo University.
2. To investigate the relationship between psychosocial factors, and academic achievement of students, at Wachemo University.

To address the RQ3 or RO3 the researcher employed Independent Sample-test

3. To examine the gender difference in social media usage, psychosocial factors, and academic achievement of students, at Wachemo University.

3.11 Ethical Consideration

The purpose of ethics was to ensure great attention to ethical numerous concerns. The first researcher showed a written formal letter from Jimma University Psychology Department. The thought of these issues was important for ensuring the privacy as well as the security of the participants. These were issues recognized in advance in preventing future issues that could hurt the research process. Gave the regular relationship between researcher and respondents a sensible safeguard was established in this study based on ethical

considerations and requirements. Consent, confidentiality, and data protection were considered to be among the key issues.

So, to guarantee all, the following ethical consideration uses to be considered while conducting the research. The lookup was done by performing on the participants. He/she has to give desirable answers to all the questions the participants may raise. The researcher should provide the right for the participants to leave the study or their agreement if they want. There has to be no penalty to be imposed on them while they withdraw. Participants were selected based on their attentiveness without any power from the researcher's side.

CHAPTER FOUR: RESULT

4.1 Introduction

The main purpose of this study was to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University. The purpose of this study was to address the following research question that was formulated.

1. What is the relationship between social media usage, and the academic achievement of students, at Wachemo University?
2. What is the relationship between psychosocial factors, and the academic achievement of students, at Wachemo University?
3. Is there a gender difference in social media usage, psychosocial factors, and academic achievement of students, at Wachemo University?

Data gathered for this study were analyzed using descriptive statistics (frequency, percentage, mean and standard deviation). Inferential statistics Pearson Correlation Coefficient, Multiple linear regressions, and Independent sample t-test at 0.05 alpha levels($\alpha = 0.05$). The findings were presented based on research questions. Begins with presenting and describing assumptions of multiple linear regression analyses, Pearson correlation coefficient (r), and Independent Sample-test and demographic characteristics of the respondents. Followed the analysis of social media usage, psychosocial factors and academic achievement of students were presented.

4.2 Assumptions

The researcher checked the assumption of models graphically before running any other analysis, checking the assumptions was very important to decide which statistical test model was appropriate. The following assumptions were checked;

Multicollinearity is the existence of high intercorrelations between two independent variables in a multiple regression model. Multicollinearity happen can lead to skewed or misleading results in the statistical model and it is one of the serious that should be resolved before processing modeling data. The existence of Multicollinearity in data leads to less reliable results (Nevin et al., 2017). If the tolerance level is less than 0.1 and if the variance inflation factor(VIF) is greater than 10, we can say there is Multicollinearity between independent variables. Because of the Multicollinearity assumptions, this study fulfilled the assumptions, a tolerance level of 0.1. Social media usage variable tolerance level was .639 and variance inflation factor (VIF) was 1.56 and psychosocial factors variable tolerance

level was .639 and variance inflation factor was 1.56 based on this result the independent variables of social media usage and psychosocial factors were not highly correlated with each other.

Normality assumption- multiple regression assumes the residuals should be normally distributed

Figure 3:Normality of social media usage (Independent variable)

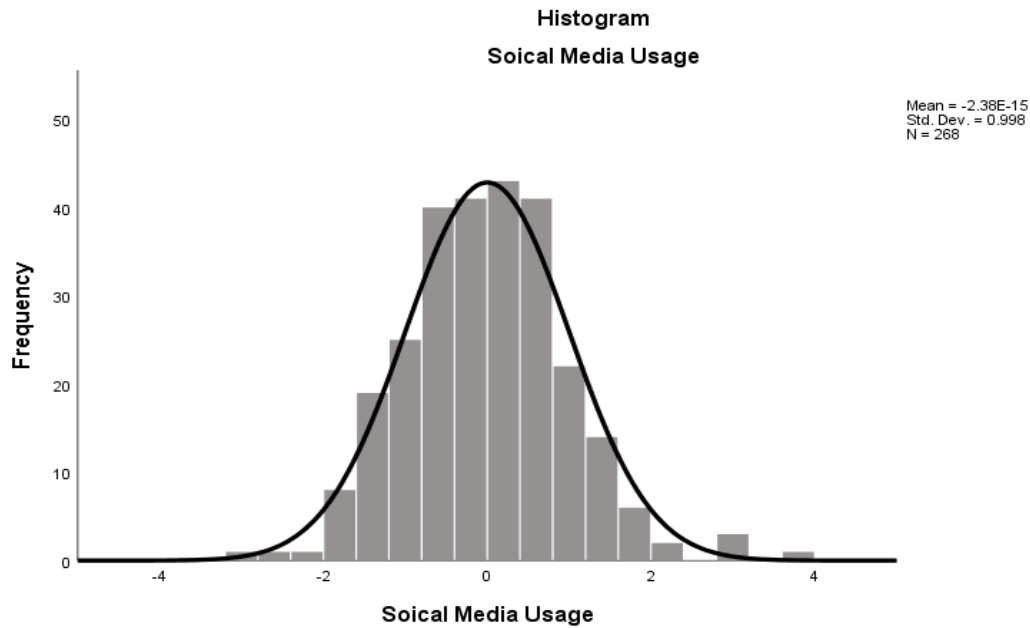


Figure 4:Normality of Psychosocial factors (Independent variable)

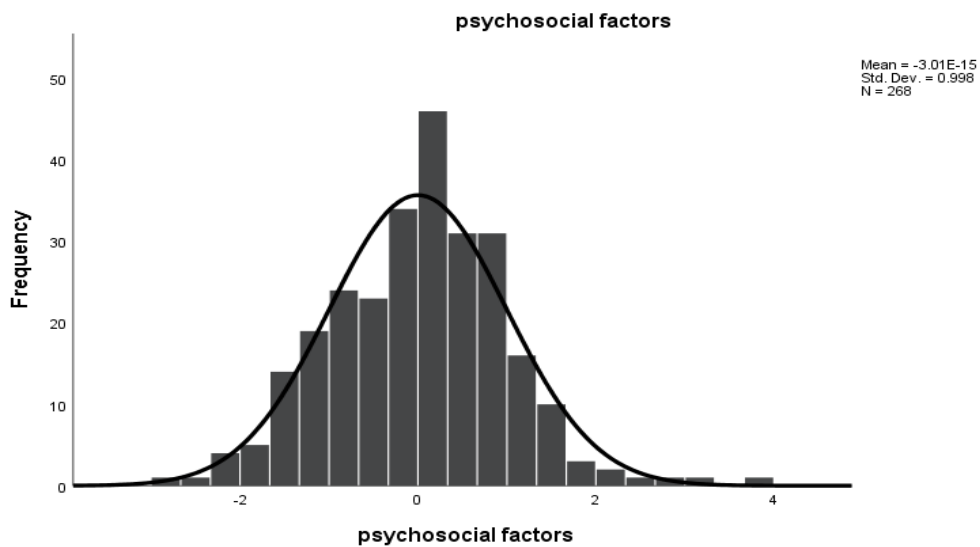
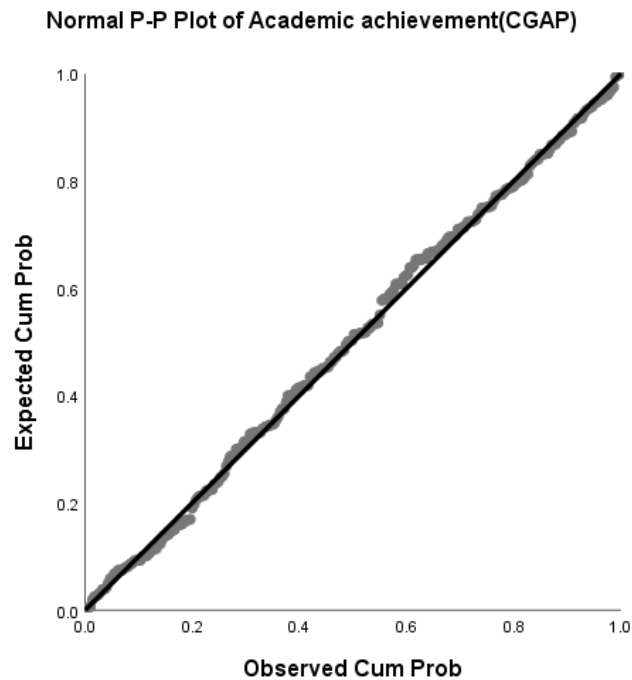


Figure 5:Normality of Academic achievement(dependent variable)



4.3 Demographic data of the respondents

In the present study respondents' demographic data was analyzed through statistics. Based on the selected characteristics of participants' gender, age, and college. The completed data was gathered from 268 respondents 172 male and 96 female.

As it was shown in table 3 below, out of 268 respondents, 172(64%) were males and 96(36%) were females. In the age range from 17-25, the number of respondents was 260 (97%), from age 26-to 33 the number of respondents was 8(3%) and the researcher did not find any respondents from age 34-to 41 and above 41. According to their college, 79(29.5%) respondents were from Business and Economics, 75(28%) respondents were from Natural science, 58(21.6%) respondents were from Agricultural science, and 56(20.9%) respondents were from Social science and Humanities. Hence the majority of the respondents were from Business and Economics, and Natural Science College

Table 3*Demographic Characteristics' of the respondents*

Demographic variables	Characteristics	Frequency	Percent (%)
Gender	Male	172	64
	Female	96	36
	Total	268	100%
Age	17-25	260	97
	26-33	8	3
	34-41	-	-
	Above 41	-	-
	Total	268	100%
	Agricultural science	58	21.6
	Natural science	75	28
College	Business and Economics	79	29.5
	Social science and Humanities	56	20.9
	Total	268	100%

The majority age of undergraduate second-year students was between 17-25(97%)

Table 4, below shows that the majority of respondents 135(50.4) select Facebook for different sites. Besides on (n= 268) Facebook 135(50.4%), Telegram 62(23.1%), responded. As to this finding, Facebook is the most popular network web website online of 135(50.4%) amongst participants in this research social media, which indicated that students were more exposed to Facebook utilization than other social media platforms. This may be lead students to waste their study time by frequent use of social media instead of educational activities

Table 4*Presented through descriptive statistic types of social media students use most frequently*

	Frequency	Percent
YouTube	23	8.6
Facebook	135	50.4
Telegram	62	23.1
Total	268	100

4.5 Social media usage for academic and non-academic activities

Table 5 shows that the majority of participants 107(39.9%) use less time on social media for academic (educational activities), and 130(48.5%) use more time on social media for non-academic (educational activities). This result indicated that when students have free time and have no class they spend more time on social media instead of reading academic materials more participants use social media less than 30min - 1hr per day and more than 2-3 hrs. per day participants use social media for non-academic activities. Spending more time on social media for non-academic activities leads the participants to low academic achievement.

Table 5

Frequency of Social media usage for academic and non-academic activities

		Frequency	Percent
Social media usage for academic activities	less than 30min per day	107	39.9
	Less than 30min-1hr per day	112	41.8
	More than 1-2 hrs. per day	13	4.9
	More than 2-3 hrs. per day	6	2.2
	More than 3hrs.per day	7	2.6
Total		268	100
Social media usage for non-academic activities	Less than 30 min per day	14	5.3
	Less than 1 hr. per day	19	7.1
	More than 1- 2 hrs. per day	88	32.8
	More than 2- 3 hrs. Per day	130	48.5
	More than 3 hrs. per day	40	14.9
Total		268	100

4.6 The relationship between social media usage, and academic achievement of students

Under this sub-topic, the first research questions and the first research objective about the relationship between social media usage and academic achievement were answered. Accordingly, to examine the relationship between social media usage and academic achievement of students, Pearson Product Moment Correlation was employed and bivariate correlation was used to see the relationship between social media usage (predictor variables) on academic achievement (criterion variables).

The assumption to use Pearson's Product Moment correlation coefficient is based on (Erdem et al., 2014). Pearson correlation coefficient (r) assumptions check the level of measurement, related pair (the pair of variables), and linearity straight or curved. The normality of the data sets for the correlation of these two variables must be estimated as normal distribution and do not skew in the positive or negative direction of such normality distribution data, most data points are probably close to the mean. Linearity is data that follows a linear relationship. Again, this can be demonstrated by looking at a scatterplot in that the data point has a straight-line relationship (not a curve), then the data satisfy the linearity assumption.

Data were measured at least at the interval or ratio level (continued) Paired observations that each dependent and independent variable must be linked. In general, the assumption applies to conducting the Pearson correlation coefficient is met in the current data. The data were therefore found to be suitable for analysis.

The result was presented in table 6, below show the relationship between social media usage and the academic achievement of the student. Social media usage ($M=2.5$, $SD= 1.6$) and academic achievement ($M= 2.97$, $SD= .39$) of the respondents have considered the maximum mean value observed by respondents. There was no high variation between the respondent mean and standard deviation. Correlation analysis of the Pearson correlation coefficient between social media usage and academic achievement was a negative and significant relationship ($r= -.707^{**}$; $p, <0.01$) displays that there was a static significance high negative relationship found between social media usage and academic achievement.

Table 6

Pearson correlation coefficient between social media usage and academic achievement of students (N=268).

	N	M	SD	r	sign
Social Media Usage	268	2.5	1.58	-.707**	.000
Academic achievement(CGAP)	268	2.97	.39	-.707**	.000

** . Correlation is significant at the 0.01 level (2-tailed).

4.7 The relationship between psychosocial factors and academic achievement

Under this sub-topic, the second research question and the second research objective about the relationship between psychosocial factors and academic achievement of students at Wachemo University were answered. Accordingly, to examine the relationship between psychosocial factors and academic achievement of students, Pearson Product Moment Correlation was employed and bivariate correlation was used to see the relationship between psychosocial factors (predictor variables) on academic achievement (criterion variables).

Table7, show the relationship between psychosocial factors and the academic achievement of the student. Psychosocial factors ($M=3.2$, $SD= 1.44$) and academic achievement ($M= 2.97$, $SD=.39$) of the respondents were considered the maximum mean value observed respondents. There were a few variations between the respondent mean and standard deviation. Correlation analysis of the Pearson correlation coefficient between psychosocial factors and academic achievement ($r=.728^*$; $p<0.01$) displays that there was a statistical significance high positive relationship found between psychosocial factors and academic achievement.

Table 7

Pearson correlation coefficient between psychosocial factors usage and Academic achievement of students (N=268)

	N	M	SD	r	sign
Psychosocial factors	268	3.21	1.44	.728*	.000
Academic achievement (CGPA)	268	2.97	.39	.728*	.000

** . Correlation is significant at the 0.01 level (2-tailed).

To examine the relationship between social media usage, psychosocial factors, and academic achievement of students, multiple linear regression was employed and multivariate regression analysis was used to see the relationship between social media usage, psychosocial factors (predictor variables), and academic achievement (criterion variables).

Multiple linear regression has several assumptions; the researcher specifically checked the following multi-linear regression assumptions: Linearity between the independent variables and the dependent variable was checked by using scatterplots. The normality of the distribution was checked by using the histogram. Multicollinearity was checked between two independent variables (predictor variables) was checked based on the level of Tolerance less than 0.1 and the Variance inflation factor (VIF) greater than 10.

The multiple linear regression assumptions employed in multivariate regression analysis are normal distribution and linearity based on the independent variable (Williams et al., 2013).

$$\hat{Y} = a + b_1x_1 + b_2x_2$$

a is Y-intercept

X₁ and **X₂** are the independent variables

b₁ and **b₂** are the net change in **Y** for each unit change in **X₁** and **X₂**

Multiple linear regression analysis of social media usage (**X₁**), psychosocial factors (**X₂**), and academic achievement (**Y**).

$$\hat{Y} = a + b_1x_1 + b_2x_2$$

Y=academic achievement, a=2.823, b₁x₁= -0.104(social media usage(X₁), b₂x₂=0.128(psychosocial factors(X₂)).

$$\hat{Y} = 2.823 + (-0.104(\text{social media usage}) + 0.128(\text{psychosocial factors}))$$

The output of multiple linear regression analysis in table 8, showed that social media usage displays a negative beta coefficient ($\beta = -0.422$; $p = .000$) predictor of the most significant students' academic achievement Psychosocial factors display a positive beta coefficient ($\beta = 0.475$, $p = .000$) predictor of the most significant academic achievement of students.

Table 8

Multiple linear regression analysis result of social media usage and psychosocial factors

	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig. (P-value)
(Constant)	2.823		44.990	.000
Social Media Usage (X1)	-.104	-.422	-9.189	.000
Psychosocial factors (X2)	.128	.475	10.340	.000

a. Dependent Variable: Academic achievement(Y)

Table 9, a model summary shows the strength of the relationship between the model and the criteria variable (dependent variable). Show that the relationship ($R=0.802$; $P<.001$) between the criteria variable (academic achievement) and predictors variables (social media usage and psychosocial factors) can be predictable from the multiple regression correlation coefficients and the coefficient of determination was $R^2=0.644$.

Table 9

Summery of Multiple linear regression analysis of social media usage(X_1), psychosocial factors(X_2), and academic achievement(Y).

Model	Sum of Squares	df	F	Sig	R	R ²	Adjusted R ²
Regression	26.240	2	239.300	.000 ^b	.802 ^a	.644	.641
Residual	14.529	265					
Total	40.769	267					

a Dependent Variable: Academic achievement(Y)

b Predictors(constant): Social media usage(X_1) and Psychosocial factors(X_2)

4.8 Gender difference in social media usage, psychosocial factors, and academic achievement of students

Under this sub-topic, the fourth research question and the fourth research objective about the gender difference in social media usage, psychosocial factors, and academic achievement of students were answered. Accordingly, to examine the gender difference in social media usage, psychosocial factors, and academic achievement of students, an independent sample t-test was employed to see the gender difference in social media usage, psychosocial factors, and academic achievement.

Assumption of Independent sample t-test checked there was no relationship between each group, measurement level, and dependent variable normally distributed. The assumption to employ the independent sample t-test is based on((Kim & Park, 2019).The normal distribution of scores measured at least interval or ratio level. Generally, the assumption of normality and independence fulfilling in the present data. Hence, the data were appropriate for analysis.

4.8.1 Gender difference in social media and academic achievement of students

Table 10, show that there was a mean difference between male and female in social media usage and academic achievement. Social media usage for male ($M=2.4$, $SD=1.57$), female ($M=2.6$, $SD=1.61$). This difference between males and females was statistically significant as obtained t -value (266) = -1.306; $P=.193$ based on the assumption of Levene's Test for Equality of Variances.

Table 10

Independent sample t-test to compare males and females regarding social media usage and academic achievement.

	Group	N	Mean	SD	df	t	Sig
Social Media Usage	Male	172	2.4	1.57	266	-1.306	.193
	Female	96	2.6	1.61			.196
Academic achievement	Male	172	3.0	.395	266	1.994	.047
	Female	96	2.9	.384			.049

4.7.2. Gender difference in psychosocial factors and academic achievement of students

Table 11, show that there was a mean difference between male and female in psychosocial factors and academic achievement. Psychosocial factors for male ($M=3.3$, $SD=1.43$), female ($M=3.2$, $SD=1.44$). This difference between males and females was statistically significant as obtained t -value (266) = 0.703; $P=.482$ based on the assumption of Levene's Test for Equality of Variances.

Table 11

Independent sample t-test to compare males and females regarding psychosocial factors and academic achievement.

	Group	N	Mean	SD	df	t	Sig
Psychosocial factors	Male	172	3.3	1.435	266	.703	.482
	Female	96	3.2	1.44			.483
Academic achievement	Male	172	3.0	.395	266	1.994	.047
	Female	96	2.9	.384			.049

CHAPTER FIVE: DISCUSSION

In this chapter, the study provided the finding examined the relationship between social media usage, psychosocial factors, and academic achievement at Wachemo University. The researcher made a discussion based on the result of the study with previous research findings. Hence, the result of the present study was discussed based on four (4) research basic questions posed in chapter one of the present study and the existing body of literature. Participants of the study were 281 selected Wachemo University second year undergraduate students in the academic year of 2014E.C. 268 questionnaires were returned out of 281 questionnaires. Of the remaining thirteen (13) questionnaires, seven (7) questionnaires were not returned and six (6) questionnaires were not completed. Of the total number of participants, 172(64%) of them were male and 96(36%) of them were female. Of the participants, the age range was from 17-to 25 the number of respondents was 260 (97%), from age 26-to 33, the number of respondents was 8(3%) and the researcher did not find any respondents from age 34-41 and above 41. According to their college, 79(29.5%) respondents were from Business and Economics, 75(28%) respondents were from Natural science, 58(21.6%) respondents were from Agricultural science, and 56(20.9%) respondents were from Social science and Humanities. Therefore, the majority of the respondents were from Business and Economics, and Natural Science College.

5.1 Types of social media platforms used the most frequently

The result presented in table4 shows that the majority of respondents 135(50.4) select Facebook for different sites. Besides on (n= 268) Facebook 135(50.4%), Telegram 62(23.1%), IMO 43(16%), YouTube 23(8.6%) and others 5(1.9%) responded. As to this finding, Facebook is the most popular network web website online of 135(50.4%) amongst participants in this research social media, which indicated that Wachemo University students were more exposed to Facebook utilization than other social media platforms. This may lead students to waste their study time by frequent use of social media instead of educational activities.

The finding of the present study was more similar to the researchers' findings of focusing on the relationship between more time spent on social media types and student academic achievement was decreased (Kim et al., 2014; Kirschner & Karpinski, 2010; Várallyai et al., 2015) findings show that "more time on social media equals some lower average social media user had a GPA of 2.25 to 2.5, while a non-social media user had a GPA of 3.5 to 4.0, believes that "the problem is that most students have Facebook or other social networks, their emails and instant messaging are constantly running in the background.

5.2 Social media usage for academic and non-academic activities

The result presented in table5 shows that the majority of participants 130(48.5%) useless time on social media for academic (educational activities) and 107(39.9%) used more time on social media for non-academic (educational activities). This result indicated that when students have free time and have no class they spend more time on social media instead of reading academic materials more participants use social media less than 30min - 1hr per day and more than 2-3 hrs. per day participants use social media for non-academic activities. Spending more time on social media for non-academic activities leads the participants to low academic achievement.

Finding were supportive of previous researchers' findings (Gui et al., 2014); Subramani,2019 Kalpidou et al.,2011 Alamri, 2019; Subburaj et al., 2016; Okereke & Oghenetega, 2018; Sivakumar, 2020) shows that social media users study less and generate lower grades. That even running a social networking site in the background on a student's PC while studying or doing homework can reduce a student's grade. In addition, the average social media user seems to study 1-5 hours a week, while a non-social media user studies 11-15 hours a week. The social media user had an average "GPA of 2.53, while the non-user had an average GPA of 3.52"(Al-Rahmi et al., 2015). In a study conducted by (Danquah et al., 2018)at the Dominican University in Ohio college students who used a social network had a lower average score (GPA) than those who did not.

5.3 The relationship between social media usage, and academic achievement of students

The result presented in table 6 shows the relationship between social media usage and the academic achievement of the student. Social media usage ($M=2.5$, $SD= 1.6$) and academic achievement ($M= 2.97$, $SD= .39$) of the respondents have considered the maximum mean value observed by respondents. There was no high variation between the respondent mean and standard deviation. Correlation analysis of Pearson correlation coefficient between independent and dependent variables in which there was a negative and significant relationship between psychosocial factors and academic achievement ($r= -.707^{**}$; $p <.001$) displays that there was a static significance high negative relationship was found between social media usage and academic achievement. The correlation coefficient determination (r^2) was calculated by the square of the correlation coefficient (r). The result of correlation coefficient (r) = $-.707$, and $r^2 = -.707 \times -.707 = 0.4998 = 0.5 \times 100\% = 50\%$ this means 50% of the change in students' academic achievement was because of spent time too much time on social media. The rest 50% accounted for other unknown variables. Hence, from the analysis conducted on social media significantly negative relationship correlates with academic achievement when students used social media more too non-academic activities academic decreases students' academic achievement.

The finding of this study shows that there was a negative relationship between social media usage and academic achievement. Besides similar to some previous researchers' findings (Wang et al., 2011; Kalpidou et al., 2011; Ventura et al., 2012; Felisoni & Godoi, 2018; Chen & Peng, 2008 Muche & Asrese, 2022; Sharabati, 2018; Ahmed et al., 2019;) have been studied the negative relationship between social media usage on students' academic performance.

5.4 The relationship between psychosocial factors and academic achievement

The result presented in table 7 shows the relationship between psychosocial factors and the academic achievement of the student. Psychosocial factors ($M=3.2$, $SD= 1.44$) and academic achievement ($M= 2.97$, $SD= .39$) of the respondents were considered the maximum mean value observed in respondents. There were a few variations between the respondent mean and standard deviation. Correlation analysis of Pearson correlation coefficient between independent and dependent variables in which there was a positive and significant relationship between psychosocial factors and academic achievement ($r=.728^*$; $p<.001$) displays that there was a statically significance high positive relationship was found between psychosocial factors and academic achievement.

In the interpretation of the correlation result need, the correlation coefficient determination (r^2) was calculated by the square of the correlation coefficient(r).The result of correlation coefficient(r) = .728, and $r^2= .728 \times .728=0.5299 =0.53 \times 100\% =53\%$ this means 53% of the change in students' academic achievement was because of psychosocial factors . The rest 47% accounted for other unknown factors. Hence, from the analysis conducted on psychosocial factors significantly positive relationship correlates with academic achievement. When students are in during their education activities the students need psychosocial factors like academic motivation and social support increase students academic achievement increase. The opposite when psychosocial factors like academic motivation and social support decrease the academic achievement of the students decreases.

The finding of this study shows that there was a positive relationship between psychosocial factors and academic achievement. Besides supporting some previous researchers finding of a positive relationship between psychosocial factors and academic achievement(Krumrei et al., 2013; Friedlander et al., 2007; Aydin, 2017; Tas, 2016). Academic motivation for academic achievement has a high positive correlation(Amrai et al., 2011; Cetin, 2015; Meece et al., 2006) and effective motivational factors for academic success. The results of their research suggest that personality, family, university, and social variables are related to this construction (Masaali, 2007) For example, students' personality variables in general and self-esteem and motivation for academic success primarily affect learning and academic success (Abouserie, 2009).

Research suggests that academic motivation affects learning outcomes. Important relationships between motivation and academic achievement have also been found (Davis et al., 2006). Some studies have shown that there is a positive relationship between academic motivation and academic performance, although there are similar implications for this relationship was found to have a positive effect on student learning and learning outcomes (Natriello & Stanca, 2006).

A study conducted at two South African universities (the University of South Africa and the University of Pretoria) found that under-motivated students did not make much motivation, which later led to poor academic performance (Fraser & Killen, 2005). Further studies further confirm this finding that highly motivated students put in more effort and achieve higher academic performance (Schwinger et al., 2009).

Finding social support that students are influenced by the surrounding social context. This view provides a way to understand the relationship between social support and students' learning outcomes (Dennis et al, 2005); Brouwer,2016 ; Malecki,2010). Social support gives college students a sense of security and competence, which in turn helps them address intellectual challenges more effectively. Social support is better integrated into the support network and more socially integrated into their university academic environment, so they are in a better position to develop their skills (Rayle & Chung, 2007; Fang et al.,). Several studies have found that students with higher social support report better attendance and university change (; Laibach, 2006); Uzman 2012). Robbins and colleagues (2004) confirmed a positive relationship between social support and the grade point average (GPA) of college students through studies. Therefore, suggest that social support is positively linked to academic results.

The output of multiple linear regression analysis presented in table 10, shows that social media usage displays a negative beta coefficient ($\beta = -0.422$; $p < .001$) predictor of the most significant students' academic achievement. This result indicated that students who used social media negatively affected their academic achievement. While remaining variable psychosocial factors have been shown a positive beta coefficient ($\beta = 0.475$, $p < .001$) predictor the most significant. This show that psychosocial factors like academic motivation and social support increase students' academic achievement.

$$\hat{Y} = a + b_1x_1 + b_2x_2$$

$Y =$ academic achievement, $a = 2.823$, $b_1x_1 = -0.104$ (social media usage(X_1), $b_2x_2 = 0.123$ (psychosocial factors(X_2)).

$$\hat{Y} = 2.823 + (-0.104)(\text{social media usage}) + 0.123(\text{psychosocial factors})$$

The result presented in the table8, the model summary shows the strength of the relationship between the model and the criteria variable (dependent variable). Show that the relationship ($R = 0.802$; $p < .001$) between the criteria variable (academic achievement) and predictors variables (social media usage and psychosocial factors) can be predictable from the multiple regression correlation coefficients and the coefficient of determination was $R^2 = 0.644$. From the result, predictors variables (social media and psychosocial factors) contribute 64.4% toward the dependent variable (academic achievement) as represented by the coefficient of determination R^2 other unknown variables /factor contributes 35.6% towards the academic achievement of the students. The regression sum of the square show that information to variance is not explained (accounted) for in the model. From the multiple regression analysis, the significance value of the ($F(40.769 = 239.3$; $p < .001$) indicated that the variance explained by the regression model was statistically significant. This show that the model can be used prediction function.

The findings of this study show that social media usage and psychosocial factors variables are predictors of the academic achievement of students. Similar findings were given by (Robbins et al., 2004) studies have been concluded social media and psychosocial factors predictors of academic achievement.

5.6 Gender difference in social media usage, psychosocial factors, and academic achievement of students

5.6.1 Gender difference in social media and academic achievement of students

Table 10, show that there was a mean difference between male and female in social media usage and academic achievement. Social media usage for male ($M=2.4$, $SD=1.57$), female ($M=2.6$, $SD=1.61$). This difference between males and females was statistically significant as obtained t -value (266) = -1.306; $p=.193$) based on the assumption of Levene's Test for Equality of Variances. The magnitude difference in the mean was very small (.02) this indicated there was no significant difference between male and female social media usage in the present study. The academic achievement for male ($M=3.0$, $SD=0.39$), female ($M=2.9$, $SD=0.38$). This difference between males and females was significant as obtained t -value (266) = 1.994; $p=.047$) based on the assumption of Levene's Test for Equality of Variances.

This result shows that there was no significant difference between males and females in social media usage and academic achievement in the present study. Similar to previous researchers' findings (Park & Shin, 2010; Lane & Manner, 2011) have been studies with no significant difference between males and females in social media usage and academic achievement.

5.6.2 Gender difference in psychosocial factors and academic achievement of students

The result presented in the table11 shows that there was a mean difference between males and females in psychosocial factors and academic achievement. Psychosocial factors for male (M=3.3, SD=1.43), female (M=3.2, SD=1.44). This difference between males and females was statistically non-significant as obtained t -value (266) =0.703, $p= .482$ based on the assumption of Levene's Test for Equality of Variances. The result indicated that there was no significant difference between male and female psychosocial factors in the present study. The academic achievement for male (M=3.0, SD=0.39), female (M=2.9, SD=0.38).This difference between males and females was significant as obtained t-value (266) =1.994, $p=.047$ based on the assumption of Levene's Test for Equality of Variances. This result shows that there was a significant difference between male and female academic achievement in the present study finding similar to previous findings (Goodwin et al.,2013; Hannon,2014 Fayombo et al.,2013).

CHAPTER SIX: SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary, conclusion, and recommendation of the current study based on the basic research questions and forwarded based on the present finding. Furthermore, present the limitation of the study and set the direction for further researchers who address this title/topic.

6.1 SUMMARY

The main aim of the present study was to examine the relationship between social media usage, psychosocial factors, and academic achievement of students at Wachemo University. Second-year regular undergraduate students were the focus of the present study. There were four frameworks used in the study such as social constructivism theory, media dependency theory, social cognitive theory, and psychosocial theory.

Participants were selected through stratified random and systematic random sampling techniques. Based on sample size determination of a total sample size of 281(29%) male=179(64%), female=102(36%) students participated in data collection. Out of 281 questionnaires, 268 questionnaires were completed.

The collected data were analyzed by using SPSS version 25 software. The data analysis techniques were both descriptive statistics including frequency, mean and standard deviation, and inferential statistics including Pearson Product Moment Correlation coefficient, multiple linear regression, and Independent sample t-test.

Pearson Product Moment Correlation coefficient was used to calculate the relationship between social media usage and academic achievement. Pearson Product Moment correlation coefficient was used to calculate the relationship between psychosocial factors and academic achievement. Multiple linear regression was used to calculate the relationship between social media usage, psychosocial factors, and academic achievement. An independent sample t-test was used to calculate the gender difference in social media usage, psychosocial factors, and academic achievement.

The finding of the present study was obtained from the respondents through a closed-ended questionnaire that was discussed by relating different previous researchers' findings.

The summary of major findings is as follows;

- ✚ Of the respondents of males, 179(64%) were female 102(36%) total respondents to the questionnaire. The majority of the respondents were male.
- ✚ The majority of the respondents were found in the age category of 17-25 the number of respondents was 260 (97%) out of 281 respondents.
- ✚ The majority of participants 135(50.4%) most frequently used social media platform was Facebook in the present study. The less frequently used social media platform was the other 5(1.9%) social media platform.
- ✚ The result shows that majority of participants 107(39.9%) useless time on social media platforms for academic (educational activities) and more time 130(48.5%) use social media for non-academic (educational activities). Social media instead of reading academic materials more participants use social media for less than 30min - 1hr per day and more than 2-3 hrs. per day more participants use social media for non-academic activities.
- ✚ Pearson Product Moment Correlation coefficient was employed to carry out to look at the relationship between social media usage and academic achievement($r = -.707^{**}$, $p < .001$). There was a statically significant relationship between social media and academic achievement. Therefore too more use of social media platforms has a strong negative relationship with academic achievement.
- ✚ Pearson Product Moment Correlation coefficient was employed to carry out to look at the relationship between psychosocial factors and academic achievement($r = .728^{*}$, $p < .001$). There was a statically significant relationship between psychosocial media and academic achievement. Therefore psychosocial factors have a strong positive relationship to academic achievement.
- ✚ Multiple linear regression was employed to carry out to look at the relationship between social media usage, psychosocial factors, and academic achievement. Social media usage displays a negative beta coefficient ($\beta = -0.422$; $p < .001$) predictor of the most significant students' academic achievement. Psychosocial factors have been shown a positive beta coefficient ($\beta = 0.475$; $p < .001$) predictor of the most significant academic achievement.

✚ Finally, an independent sample t-test was used to look at the gender difference in social media usage, psychosocial factors, and academic achievement. Social media usage for male (M=2.4, SD=1.57), female (M=2.6, SD=1.61). Academic achievement for male (M=3.0, SD=0.39), female (M=2.9, SD=0.38). The result shows that there was a significant difference between male and female academic achievement in the present study. Psychosocial factors for male (M=3.3, SD=1.43), female (M=3.2, SD=1.44). Academic achievement for male (M=3.0, SD=0.39), female (M=2.9, SD=0.38).The result shows that there was a significant difference between male and female academic achievement in the present study

6.2 Conclusion

The study was conducted to examine the relationship between social media usage, psychosocial factors, and the academic achievement of students. The findings present show that university students use social media platforms more time for academic activities rather than non-academic activities. They spend more time on different social media platforms like Facebook, YouTube, Telegram, and IMO rather than on their study time.

According to these study findings, the extent of use of social media by university students spent online an average of 1-2 hours per day. Hence, the researcher concluded that social media usage at the university level was high than in others. Social media usage negatively correlated academic achievement of students ($r = -.707^{**}$; $p < .001$). This finding shows that more social media usage has a strong negative relationship with the academic achievement of students. This indicates that students use social media more time changing the students' academic activities to non-academic activities like sharing, commenting, post images and ideas by spending a lot of time instead on academic use.

Therefore, students spending more time on social media usage could hurt their study schedule, study habit, homework, and assignment working time and affect their academic achievement. But if the students spend planned time and use it for educational activities their academic achievement might not be negatively influenced. Misuse use of social media could affect their academic achievement. Proper use of social media has a lot of benefits in educational activities and has a positive relationship with the academic achievement of students.

Psychosocial factors have a positive or negative influence on the university student. Psychosocial factors like academic motivation and social support have a positive or negative relationship with students' academic achievement. The present study's psychosocial factors finding($r=.728^*$; $p < .001$) indicated the positive relationship between psychosocial factors and the academic achievement of students. So, if the academic motivation and social support increase for students. Academic achievement increase positively. If academic motivation and social support decrease the students, academic achievement decreases.

6.3 Recommendation

Based on the finding of the present study, the following recommendations were made.

1. Government should develop and create an awareness program about social media usage advantages and disadvantages for the students and society social media usage disadvantages related to students' social media usage in the university and the community.
2. University should develop and activate the students' awareness on how to use social media properly without consequence on their education by encouraging students to get success in their education and pay attention to giving short training for students on proper social media usage
3. The responsible bodies such as the college, department, instructors, and guidance and counseling team should create awareness, provide life skills training and time management skills training for students to decrease the influence of social media usage and increase study skills
4. Parents, in general, should play a great role in creating awareness and guiding their students to minimize time spent on social media for non-academic activities and encourages them to maximize their time for academic activities.
5. The use of social media by students should focus more on academic purposes.
6. The students should balance social media online chatting and academic activities. They should be decreasing the number of time spent on social media.
7. Generally, moderate use of social media is positively associated with academic achievement, and spending more time on social media is negatively associated with academic achievement.
8. Psychosocial factors of academic motivation and social support have the most important role in student academic achievement, so more attention is paid to these issues from different responsible bodies such as universities, Parents, and governmental and non-governmental organizations in general.

Based on the finding found the present study only on the relationship between social media usage, psychosocial factors, and academic achievement variables. Finally, further researchers should include other variables that have a positive or negative relationship to students' academic achievement and conduct on a large sample size. Additionally, further, research was conduct research by using an experimental research design.

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APPENDIX A English Version**JIMMA UNIVERSITY****College of Education and Behavioral Science****Department of Psychology**

Dear Students, I'm a Master's Student at Jimma University, Department of Psychology. I'm researching the title: The relationship among Social media Usage, Psychosocial factors and academic achievement of students in Wachemo University-Main Campus, College of Agricultural Science, Business and Economics, Natural and Computational Science, and Social Science and Humanities. This research is done for the fulfillment of a Master of Arts Degree in Educational Psychology at Jimma University.

Dear Students, this questionnaire aims to get your feeling, attitude, and opinion for each question, which makes the researcher's study sound to be complete.

Hence, I politely request you to fill out this questionnaire honestly. You are not expected to write your name. All the information you give on the questionnaire will be kept confidential and used only for this research study.

General Instruction

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

- ✓ No need of writing your name;
- ✓ There are no right or wrong answers, except fact-based questions like background information;
- ✓ Respondents are politely requested to follow the direction to each question;

Part I: Demographic information

This part of the questionnaire includes the personal information of respondents. Please read carefully tick (✓) the appropriate choice for each statement or fill out the blank spaces.

1. ID No. _____

2. Gender: Male (1) Female (2)

3. Age

How old are you?

- A) 17-25 years old (1)
- B) 26-33 years old(2)
- C) 34-41 years old(3)
- D) 41 above years(4)

4. College

- A) College of Agricultural Science (1)
- B) College of Business and Economics (2)
- C) College of Natural Science (3)
- D) Social Science and Humanities (4)

5. Department

- A) Agro Economic (1)
- B) Animal Science (2)
- C) Plant Science (3)
- D) Biology (4)
- E) Statistics (5)
- F) Sports science (6)
- G) Accounting and Finance (7)
- H) Economics (8)
- I) Marketing Management (9)
- J) Civics and Ethical Studies (10)
- K) English Language and Literature (11)
- L) Psychology(12)

Part II: Social Media usage

This part of the questionnaire helps to collect the information for what purpose you use social media and to what extent you use social media. Please circle your answer from the given multiple choice.

1. Which types of social media platforms do you use the most frequently?

A. YouTube (1) B. Telegram (2) C. Facebook (3)

2. How often do you go online to use social media platforms for academic activities on a daily?

A. less than 30min per day (1)

B. less than 30min-1hr per day (2)

D. More than 1-2 hrs per day (3)

D. More than 2:-3 hrs per day (4)

D. More than 3 hrs. per day (5)

3. How often do you go online to use social media for non-academic activities on a daily?

A. Less than 30min per day (1)

B. Less than 1hr per day (2)

C. More than 1-2 hrs. per day (3)

D. More than 2-3 hrs. per day (4)

E. More than 3 hrs. per day (5)

Social Media Usage

This part of the questionnaire focuses on the identification of the relationship between social media usage and the academic achievement of students from the viewpoint of participants. Please respond to the following question by putting this mark (√) on your preferred response.

NB: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree

No.		Response scales				
		1	2	3	4	5
	Social Media Usage					
1	To improve academic knowledge					
2	To have entertainment/enjoyment					
3	To have a good relationship with family and friends					
4	To post, comment, and share ideas, videos, and image					
5	I spent more time using social media to reading course materials.					
6	Social media usage helps my studying habit to some extent.					
7	I understand that spending online is longer than I study					
8	Using social media more time has been a serious problem for my academic achievement.					
9	Social media harms my writing correct spelling because I simply make copy-paste from Google					
10	Social media usage has a positive impact on my Study time.					
11	I spend most of the time on social media chatting, commenting, and sharing.					
12	Social media usage increases my academic achievement.					
13	My CGPA decreases, because of the much time I spend on social media.					
14	Social media usage help to get different course information					
15	Social media usage is important to improve creativity and innovative knowledge.					
16	The usage of social media influences my study and assignment working time.					
17	I use social media for academic activities through interchanging information with my classmates.					
18	Using Social media have a positive effect on my CGPA					
19	In general, I cannot use social media for educational activities					

Part III: Psychosocial factors

This part of the questionnaire focuses on the identification of the relationship between psychosocial factors and the academic achievement of students from the viewpoint of participants. Please respond to the following question by putting this mark (√) on your preferred response.

NB: 1= **Strongly Disagree**, 2= **Disagree**, 3= **Undecided**, 4=**Agree**, 5= **Strongly Agree**

No.	Academic Motivation items	Response scale				
		1	2	3	4	5
1	I think a university education will help me better to knowledge from different courses.					
2	Honestly, I don't know; I feel that I am wasting my time at University.					
3	I can't see why I come to university and frankly, I couldn't care less about a different course.					
4	My study allows me to continue to learn about many things that interest me.					
5	I believe that a few additional years of education will improve my competence					
6	I don't know; I can't understand what I am learning at university.					
7	University courses help me to experience personal satisfaction in my studies					
8	I want to show myself that I can succeed in my studies.					
	Social Support items					
9	My families help me, during my education					
10	I get emotional help and social support from my family.					
11	There is a special person with me, with whom I can share my joy and sorrow					
12	My friends help me in academic activities					
13	I have friends with whom I can share my joy and sorrow during my academic life					
14	I can't talk about my academic problem with my friends					
15	I can't talk about my problem with my family					
16	I can get counseling and guidance services from the university					

APPENDIX B Amharic version

ጅማ ዩኒቨርሲቲ

የትምህርት እና የባህሪ ሳይንስ ኮሌጅ

የስነ-ልቦና ትምህርት ክፍል

ውድ ተማሪዎች፣ እኔ በአሁኑ ጊዜ በጅማ ዩኒቨርሲቲ የስነ ልቦና ትምህርት ክፍል የማስተርስ ተማሪ ነኝ። በዋቅሞ ዩኒቨርሲቲ ዋና ካምፓስ፣ በግብርና ሳይንስ ኮሌጅ፣ በተፈጥሮ ሳይንስ ኮሌጅ ፣ በቢዝነስ እና ኢኮኖሚክስ ኮሌጅ፣ እና የማህበራዊ ሳይንስ እና ስነ-ሰብ ኮሌጅ ፤ በርዕስ የማህበራዊ ሚዲያ አጠቃቀም፣ ስነ-ልቦናዊ ማህበራዊ ሁኔታዎች እና በተማሪዎች ትምህርት ውጤት መካከል ያለውን ግንኙነት ጥናት ላይ ነኝ። ይህ ጥናት የምደረገው በጅማ ዩኒቨርሲቲ በስነ ልቦና ትምህርት ክፍል የማስተርስ ድግሪን በትምህርታዊ ሳይኮሎጂ ለማጠናቀቅ ነው።

ውድ ተማሪዎች ፣ የዚህ መጠይቅ የእያንዳንዱ ጥያቄ አላማው የእርስዎን ስሜት፣ አመለካከት እና አስተያየት ለማግኘት ነው። ይህም የተመራማሪው ጥናት የተሟላ እንዲሆን ያደርገዋል።

ስለዚህ ይህንን መጠይቅ በቅንነት እንድትሞሉት በትህትና እጠይቃለሁ። ስምህን/ሽን እንድትጽፍ አይጠበቅብህም። በመጠይቁ ላይ የሰጡት ሁሉም መረጃዎች ሚስጥራዊ ሆነው ለዚህ ጥናትና ምርምር ጥቅም ብቻ ይውላሉ።

አጠቃላይ መመሪያ

የዚህ መጠይቅ ዓላማ ለማሳካት፣ እባክዎ የተሰጡትን ጥያቄዎች ሁሉንም ይሙሉ። መመሪያዎቹን እንዲከተሉ ተጠይቀዋል፡-

- ✓ ስምዎን መጻፍ አያስፈልግም;
- ✓ እንደግል መረጃ ያሉ በመረጃ ላይ የተመሰረቱ ጥያቄዎች ካልሆነ በስተቀር ትክክለኛም ሆነ የተሳሳቱ መልሶች የሉም።
- ✓ ምላሽ ሰጪዎች የእያንዳንዱን ጥያቄ አቅጣጫ እንዲከተሉ በትህትና ተጠይቀዋል።

ክፍል አንድ፡ የስነ ሕዝብ ድጋፍ መረጃ

የዚህ መጠይቅ ክፍል ምላሾች ግላዊ መረጃ ያካትታል። እባክዎን በጥንቃቄ ያንብቡ እና ለእያንዳንዱ መግለጫ ተገቢውን ምርጫ (✓) ምልክት እና ክብ ያድርጉ ወይም ባዶ ቦታዎችን ይሙሉ።

1. መታወቂያ ቁጥር _____
2. ጾታ፡ ወንድ (1) ሴት (2)

3. ዕድሜ

እድሜዎ ስንት ነው?

ሀ) 17-25 አመት (1)

ለ) 26-33 ዓመት (2)

ሐ) 34-41 ዓመት (3)

መ) 41 ዓመት በላይ (4)

4. ኮሌጅ

ሀ) የግብርና ሳይንስ ኮሌጅ (1)

ለ) በቢዝነስ እና ኢኮኖሚክስ ኮሌጅ (2)

ሐ) የተፈጥሮ ሳይንስ ኮሌጅ (3)

መ) ማህበራዊ ሳይንስ እና ስነ-ሰብ ኮሌጅ (4)

5. ትምህርት ክፍል

ሀ) አግሮ ኢኮኖሚ (1)

ለ) የእንስሳት ሳይንስ (2)

ሐ) የእጭዎት ሳይንስ (3)

መ) ባዮሎጂ (4)

ሠ) ስታቲስቲክስ (5)

ረ) ስፖርት ሳይንስ (6)

ሰ) የሂሳብ አያያዝ እና ፋይናንስ (7)

ሸ) ኢኮኖሚክስ (8)

ቀ) የግብይት አስተዳደር (9)

በ) የስነ ዜጋ እና ስነምግባር ጥናቶች (10)

ተ) የእንግሊዝኛ ቋንቋ እና ስነጽሁፍ (11)

ቸ) ሳይኮሎጂ (12)

ክፍል II: የማህበራዊ ሚዲያ አጠቃቀም

የዚህ መጠይቅ ክፍል መረጃውን ለመሰብሰብ የሚረዳው ለምን ዓላማ ማህበራዊ ሚዲያን እንደሚጠቀሙ እና ማህበራዊ ሚዲያን ምን ያህል እንደሚጠቀሙ ነው። እባክዎን መልስዎን ከተሰጠው ብዙ ምርጫ ክብ ያድርጉት።

1. የትኛውን የማህበራዊ ሚዲያ አይነት በብዛት ይጠቀማሉ?

ሀ). ዩቲዩብ (1)

ለ). ቴሌግራም (2)

መ). ፌስቡክ (3)

ሠ). እም (4)

ረ). ሌሎች (5)

2. በየቀኑ የማህበራዊ ሚዲያን ለ ትምህርታዊ ተግባራት ለመጠቀም ምን ያህል ጊዜ በመስመር ላይ ይቆያሉ?

ሀ. በቀን ከ30 ደቂቃ በታች (1)

ለ. በቀን ከ30ደቂቃ-1ሰአት ባነሰ (2)

መ. በቀን ከ1-2 ሰአት በላይ(3)

ሠ. በቀን ከ2:-3 ሰአት በላይ(4)

ረ. በቀን ከ 3 ሰአታት በላይ (5)

3. በየእለቱ ከትምህርታዊ ላልሆኑ ተግባራት ማህበራዊ ሚዲያን ለመጠቀም ምን ያህል በመስመር ላይ ይቆያሉ?

ሀ. በቀን ከ30 ደቂቃ በታች (1)

ለ. በቀን ከ1ሰአት በታች (2)

መ. በቀንከ1-2 ሰአታት በላይ. (3)

ሠ. በቀን ከ2-3 ሰአታት በላይ (4)

ረ. በቀን ከ 3 ሰአታት በላይ. (5)

የማህበራዊ ሚዲያ አጠቃቀም

የዚህ መጠይቅ ክፍል የሚያተኩረው በማህበራዊ ሚዲያ አጠቃቀም እና በተማሪዎች የትምህርት ውጤት መካከል ያለውን ግንኙነት ከተሳታፊዎች አንፃር በመለየት ላይ ነው። እባኩን በመረጡት ምላሽ ላይ ይህን ምልክት (✓) በማድረግ ለሚከተለው ጥያቄ ምላሽ ይስጡ።

ማሳሰቢያ፡ 1= በጣም አልስማማም ፣ 2= አልስማማም = ፣ 3= አልወሰንም ፣ 4= እስማማለሁ ፣ 5= በጣም እስማማለሁ

ቁጥር	የማህበራዊ ሚዲያ አጠቃቀም	የምላሽ ልኬት				
		1	2	3	4	5
1	የአካዳሚክ እውቀትን ለማሻሻል					
2	ለመዝናኛ/ደስታ እንዲኖርዎት					
3	ከቤተሰብ እና ከጓደኞች ጋር ጥሩ ግንኙነት እንዲኖርዎት					
4	ለመለጠፍ ፣ አስተያየት ለመስጠት ፣ ሀሳብ ፣ ሺዲዮ እና ምስል ለማካፈል					
5	ብዙ ጊዜ ማህበራዊ ሚዲያን የኮርስ ቁሳቁሶችን ለማንበብ እጠቀመሎ					
6	የማህበራዊ ሚዲያ አጠቃቀም በተወሰነ ደረጃ የጥናት ልማዴን ይረዳኛል።					
7	የማህበራዊ ሚዲያ መስመር ላይ ማሆን ከምየጠነበት ጊዜ እንደሚረዝም ተረድቻለሁ					
8	ማህበራዊ ሚዲያን ብዙ ጊዜ መጠቀም ለትምህርቱ ስኬት ከባድ ችግር ሆኖብኛል።					
9	ማህበራዊ አውታረ መረቦች የእኔን ትክክለኛ የፊደል አጻጻፍ ይጎዳሉ ምክንያቱም በቀላሉ ከ Google ኮፒ-መለጠፍን ስለምሰራ ነው።					
10	የማህበራዊ ሚዲያ አጠቃቀም በጥናት ጊዜ ላይ አዎንታዊ ተጽእኖ ይኖረዋል።					
11	አብዛኛውን ጊዜ በማህበራዊ ሚዲያ ላይ በመወያየት፣ አስተያየት በመስጠት እና በማጋራት አሳልፋለሁ።					
12	የማህበራዊ ሚዲያ አጠቃቀም አካዴሚያዊ ውጤቴን ይጨምራል።					
13	በማህበራዊ ሚዲያ ላይ በማሳልፈው ብዙ ጊዜ ምክንያት የእኔ CGPA ይቀንሳል።					

14	የማህበራዊ ሚዲያ አጠቃቀም የተለያዩ የኮርስ መረጃዎችን ለማግኘት ይረዳል					
15	የማህበራዊ ሚዲያ አጠቃቀም ፈጠራን እና የፈጠራ እውቀትን ለማሻሻል አስፈላጊ ነው።					
16	የማህበራዊ ሚዲያ አጠቃቀም በጥናቴ እና በቡድን ስራ ጊዜዬ ላይ ተጽዕኖ ያሳድራል።					
17	ማህበራዊ ሚዲያን ከክፍል ጓደኞቼ ጋር መረጃ ለመለዋወጥና ለአካዳሚክ ተግባራት እጠቀማለሁ።					
18	ማህበራዊ ሚዲያ መጠቀም በእኔ CGPA ላይ አዎንታዊ ተጽእኖ አለ					
19	በአጠቃላይ ማህበራዊ ሚዲያን ለትምህርታዊ እንቅስቃሴዎች መጠቀም አልችልም					

ክፍል III:- ሳይኮሶሻል ምክንያቶች

የዚህ መጠያቅ ክፍል የሚያተኩረው በስነ-ልቦና-ማህበራዊ ሁኔታዎች እና በተማሪዎች የአካዳሚክ ስኬት መካከል ያለውን ግንኙነት ከተሳታፊዎች አንፃር በመለየት ላይ ነው። እባክትን በመረጡት ምላሽ ላይ ይህን ምልክት (✓) በማድረግ ለሚከተለው ጥያቄ ምላሽ ይስጡ።

ማሳሰቢያ: 1= በጣም አልስማማም ፣ 2= አልስማማም ፣ 3= አልወሰንም ፣ 4= እስማማለሁ ፣ 5= በጣም እስማማለሁ

ቁጥር	የአካዳሚክ ተገላሻነት	ምላሽ ልኬት				
		1	2	3	4	5
1	ከዩኒቨርሲቲ ትምህርት ከተለያዩ ኮርሶች የተሻለ እውቀት አግንቼዋለሁ					
2	በሐቀኝነት፣ እኔ ምንም አላውቅም; በዩኒቨርሲቲ ቆይታዬ ጊዜን እያባከንኩ እንደሆነ ይሰማኛል					
3	ለምን ወደ ዩኒቨርሲቲ እንደመጣሁ ማለት አልቻልኩም እና እውነቱን ለመናገር ስለ ትምህርት ብዙም ግድ የለኝም።					
4	የእኔ ትምህርት ጥናቴ ብዙ ነገሮች መማር እንድችል አስችሎኛል።					
5	በጥቂት ተጨማሪ ዓመታት ውስጥ የትምህርት ብቃቴን እንደሚያሻሽል አምናለሁ።					
6	እኔ በዩኒቨርሲቲ የምማረው ትምህርት ሊገባኝ አልቻለም;					
7	የዩኒቨርሲቲ ትምህርት ኮርሶች በግሌ እርካታን እንዳገኝ እረድቶኛል።					
8	በትምህርቴ ስኬታማ እንደምሆን በዉጤት ማሳየት እፈልጋለሁ					

	ማህበራዊ ድጋፍ ለትምህርት					
9	ቤተሰቦች ለትምህርት የምትጠይቁትን በእውነት ይረዱኛል					
10	ከቤተሰቦች እሞሽነል እርዳታ እና ማህበራዊ ድጋፍ አገኛለሁ					
11	ከቤተሰቦች ውስጥ ከእኔ ጋር ደስታንና ሀዘኔን የምካፍልበት ልዩ ሰው አለ።					
12	ጓደኞቼ በትምህርት እንቅስቃሴዎች ውስጥ ይረዱኛል					
13	በትምህርት ቆይታ ጊዜ ደስታዬን እና ሀዘኔን የምጋራሩ ጓደኞች አሉኝ።					
14	ስለ ትምህርታዊ ችግራዬ ከጓደኞቼ ጋር ማውራት አልቻልኩም					
15	ስለ አካዴሚያዊ ችግራዬ ከቤተሰቤ ጋር ማውራት አልቻልኩም።					
16	ከዩኒቨርሲቲ የምክር እና መመሪያ አገልግሎት አገኛለሁ					