INFLUENES OF SOCIAL MEDIA USAGE ON PSYCHO-SOCIAL ADJUSTMENT OF STUDENTS IN SECONDARY SCHOOLS OF MIRAB BADAWACHO DISTRICT IN HADIYA ZONE,SNNPR STATA,ETHIOPIA

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Influences of Social Media Usage on Psycho-Social Adjustment of Students in Secondary Schools of Mirab Badawacho District in Hadiya Zone ,SNNPR State, Ethiopia

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POSTGRADUATE PROGRAM DIRECTORATE

Wehere by certify that we have read and evaluated this Thesis entitled:**Influences of Social Media Usage on Psycho-Social Adjustment of Students inSecondary Schools of Mirab Badawacho District in Hadiya Zone, SNNPR State, Ethiopia**prepared under our guidanceby Belete Paulos. We recommended that it be submitted as fulfilling the thesis requirement.

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DEDICATION

I dedicated this thesis to my father, Paulos Lire Agago and my mother, Abebech Awule who helped me to complete this work from the starting up to finishing.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this Thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this Thesis. Any scholarly matter that is included in the Thesis has been given recognition through citation.

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The author was born on February 07,1979 in Mirab Badawacho District;Hadiya Zone;SNNPR. As he reached the school age, he attended his primary school and Junior Education (1-8 grades) in koto primary School in Denama Town at Hadiya Zone, SNNPR State. He attended hisSecondary and Preparatory School, Shishicho Town, kamebatTamebaro Zone in 1999-2001. After completing his preparatory education, he attended his first degree in HawasaUniversity in College of Educational and Behavioral Sciences in 2002-2005. Following his graduation, he was employed in the Educational Bureau. He worked in School Guidance and Counseling in Mirab District, Hadiya Zone, SNNPR state of Ethiopia. By the permission of the District, hejoined the Postgraduate Program Directorate of Haramaya University in the regular program with MA degree in Social Psychology in 2019.

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ABBREVIATIONS ANDACRONYMS

FA   Facebook Addiction

PSA   Psychosocial Adjustment

SASS   Social Anxiety Scale for Students

SC   Social Connectedness

SMU   Social Media Usage

SNS   Social Networking Sites

SNNP   South Nations and Nationalities Peoples

VU   ViberUsage

WU   WhatsApp Usage

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Influences of Social Media Usage on Psycho-Social Adjustment of Students inSecondary Schools of Mirab Badawacho District in Hadiya Zone, SNNPR State, Ethiopia

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ABSTRACT

The main purpose of the study was to examine the influences of social media usage on psychosocial adjustments of secondary school students in Mirab Badawacho District of Hadiya Zone, Southern Nations Nationalities and People Regional State, Ethiopia. A sample of 336 students male=214 & female=122) was selected by utilizing stratified Random Sampling techniques. For this study, questionnaire and interview was employed for data collection from the participants. In this study, correlational research designs was employed. Inferential statics mainly Pearson correlation coefficient, linear regression, one-way ANOVA and independent sample t-test were used to analyze the data. Finding of this study in terms of status of social media usage in the study area shows that most of the respondents strongly agreed by social media usage in the study area. Furthermore the obtained standard deviations from the often spend more time on social media usage and the finding Pearson correlational coefficient analysis revealed that Facebook,WhatsApp and viber usage have a significant negative relationship with students self-esteem, significantly positive relationship with psychosocial problem, such as depression, social anxiety and social connectedness. Linear regression analysis yielded that Facebook usage was the most promint factor to students self-esteem and social connectedness. Facebook and viber usage were the most contributing negatively variables students psychosocial adjustment. WhatsAspp and viber were found contributing factor to students social anxiety viber,WhatsApp and Facebook usage were identified as the first, second and third contributing factor students depression. Result ofANOVA and t-test analysis yielded that there was statically significance mean difference among three types of social media (Facebook,WhatsApp and Viber) usage in terms of psychosocial adjustments among students.Furthemore t-test result revealed that there was statically a significance grade level, age and gender mean difference of secondary school students in terms of psychosocial adjustments. However, there was no statistical significant age difference of participation psychosocial adjustments among students. Based on the findings, it was recommended that there should be awareness creative and encouragement to use the appropriate social media site for educational purpose in secondary school students.

Key words*: Social Media, Usage, Influences, Psychosocial Adjustment, Secondary School Students*

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitations and limitations of the study, definition of key terms.

1.1. Background of the Study

In today's society, especially for the young generation, social media has become a part of everyday life. Social media is not desktop or laptop computers but also accessed using mobile applications and smart phones, which were easily accessed people, can go online in their home, school, work and even cafes. These social media both the web and mobile application include Facebook, twitter, viber,youtube, WhatsApp, integral, blogs etc. people are now logging on to social media on mobile devices everywhere at any time making it a common everyday activity and this can be confirmed which estimates that about 1.925 billion users of smart phones make use of their devices for social media in the world (Star, 2011).

People have access to all types of information across the globe in the palm of their hands using materials that facilitate use of social media, such as Facebook, twitter, yahoo, telegram, imo, Skype, messenger, whatsApp messenger, viber, youtube, etc, have taken the technology world to a completely new level. The dramatic evolution of technology, especially new social media, has greatly influenced every facet of human society including the way people use space, the perception of media, and the ability to control the media (Chen, 2012). Thus more scholars have started recently to examine the effect of social media on human life the rapid emergence of the internet as a communication venue for adolescents has been accompanied by diametrically opposed view about its social consequences (Pickert,C. 2012). Over the past decade, social media usage have increased substantially in popularity and become part of social practices (Boyd & Ellison, 2007).Social media usage are various web-based platforms that allow people to interact, play games, converse through instant messaging and share their interest. With the rapid development in a short period, social media Usage has revolutionized peoples communication methods and become a part of our culture (Schultz,2009; kross, verduyn, Demiralp,park, Lee,Linand Ybarra,2013).

Because of this growth in usage, it is important to focus on the potential adverse influence of excessive use that can be problematic the different developmental aspect or even addictive (Cao sun, Wan,Hanso and Tao, 2011), for types of social media usage and their technological features, supporting a wide range of practices and interests it seems that Facebook has become the most rapidly use social media usage with approximately 1.32 billion monthly active users(Contena, Loscalzo&Taddie2015).

According to Kuss and Greenfield (2011), students are vulnerable to a various social influences such as, cognitive, emotional, and physical. These research result show that the use of social media may have socially and physically negative influence on people on one hand and also well be beneficial for social connection on the other hand. When to see the positive side of use of social media sites, it helps us to communicate with family and friends and they may have to meet has a significant effect on the way interact (Baek, Bae&Jang;2013).

Social media have it has increased people's capacity for making and sustaining friendships as well as facilitating regular communication with family and friends. Many people use social media as a way to stay in contact, while others use the medium as a way to develop new connections. In addition a positive side of social media was they allow people to develop or maintain relationships with individuals who may not be close to them geographically. When it comes to location social networking websites allow families, couples, and friends to stay connected using a simple click of a button (Greenfield &Subraamanya; 2008).

Current media often demonize social networking sites and publicize their negative impact on users. This is because previous studies concluded that in appropriate usage and the amount of time spent on different social media site may lead to several psychological adjustment problems(Nee&Fan ; 2012).

Students who are frequently exposed to social media suffer more than the non-users. Different international studies have argued that frequent use of social media have indirect effects on adolescents social self esteem and well being for example (Kalpidou, Costin, and Morris (2011) Valkenburg, Peter, and Schouten, (2006). Kalpidou(2011) further examined how using social media was related to self-esteem and college adjustment and found that excessive internet users had lower self-esteem and were more socially disinherited than non-users(Niemz, 2005)In

African context, the study of Johnson (2004) stated that impact of WhatsApp on psychosocial adjustments of students' social of youth and data was collected from 550 students of territory institutions of Ghana. The result indicated that WhatsApp has negative impact on the studyof the youth in Ghana.The social media tools usage especially WhatsApp, Facebook, and Viber, have become dominant factor from numerous social media in today's digital world for an individual users affecting how social, psychological, communication and academical aspects positivity as well as negatively (Yeboan &Ewur ; 2014).

In Ethiopian context, the number of Facebook users has been increasing in faster rate from time to time. Recently internet world statistic (2014), reported that there are more than 1.3 million Facebook users in Ethiopia. Thus, from the total facebook users, the age group (14-24) has been increased from 38% in 2010 to 51.6% in 2010.For example (Gedion,2011)examind the role of fac ebook in building the social capital building when to compare non users facebook.Gebremedhin (2014) studied the inter relationship of social networking to adolescent students psychological adjustment in Addis Ababa. The result revealed that student's with higher Facebook usage show lower psychological adjustment (Dogmawit; 2014), in relation to the undesirable outcomes on their behavioral health.

1.2. Statement of the Problem

Social medias in appropriate use might lead to addiction which means where users spend too much time on different social media that it negatively affects. Addiction as described by the American Psychological Association refers to a compulsive behavior that leads to negative effects. Today social media usage is becoming a critical issue especially affect psychological adjustment of students.The study of Morrison & Gore (2010), revealed that people who use social media excessively (identified as internet addicts) showed significantly develop more symptoms of depression, anxiety, low self-esteem and loneliness than those who did not user.

Kross (2013) stated that more social media usage particularly Facebook WhatSApp,Youtube, imo and viber user students are to be exposed most of the time to decline in life satisfaction, low self-esteem, increasing social anxiety, depression,lowsocial relationshiparadoxically can increase and observe a decline day to day activities in their life. Gebremedihn (2014);studied the inter

relationship of social networking to adolescents student's psychological adjustment in Addis Ababa. The result revealed that students with higher Facebook usage show lower psychological adjustment.

Based on the above studies, this study is different from the previous studies with target population. So, the researcher needs to study the effect of social media usage on the psychosocial adjustment among students in some selected secondary schools of MirabBdawacho District. It is possible to conclude that all the above researchers did not give locally emphasis for the influenceof social media usage on the psychosocial adjustment among students in some selected secondary schools. The researchers assumed that the recognition of social media usage addiction, as a social problem in Ethiopia is very recent. There is no available research findings or written evidence as to how and when society and significant others started to considered it as a social problem.

Beside on this the researcher wasinitiate him to conduct the influences of social media (Facebook, Whatsapp and Viber) usage in different aspect of psychosocial adjustment among some selected secondary schools of MirabBdawacho Distric. Understanding the existing gap, the researcher was interested to conduct the study in this area in order to fill the gap. In this study aft er referring different international and national literatures, the researcher found some rationales th at motivated him to conduct the influence of social media usage on the psychological adjustment among students in some selected secondary schools of Mirab Badawacho District. Firstly, the rationale of the researcher in conducting on this title in the experience of the researcher that obtained when conducting a fieldwork for the fulfillment of the courses seminary in social psychology. The observation of the researcher students share several photos, harmful videos of pornography, and other the risk taking behaviors those might be harmful for psychological, and social. Therefore, the researcher believes that there was a need to conducted social media usage influence on psychological adjustment as the major problem of the productive students in Mirab Badawacho District secondary schools and also such comprehensive study was not carried out in South Nation and Nationalities Peoples (SNNP) regional state of southern Ethiopian and that is why this research is initiated to fill this gap.

Secondly, the rationale of the researcher that initiated him to conduct the study on this title in that previous study focused mostly on the relationship between Facebookusages with psychological behavior among student in secondary schools and give attention the age group between (16-24). No attention the other forms of social Medias such as whatsapp, Viber, telegram, Imo, Messenger etc. In addition not considers the other aspect of psychological behavior such as social connectedness, social anxiety etc. therefore to investigate the medias and the psychological aspect, the previous study found attempts to fill this gap by looking in to examine the influence of social media usage such as Facebook ,watsapp and Viber, on different unaddressed variables psychological behavior among students at age group include (14-24), it was considering in Mirab Badawacho District secondary schools.

Thirdly, the rationale of the researcher initiated him to conduct his study on this issue was in different studies conducted on similar topic revealed that inconsistent finding regarding to the influence of social media on psychological adjustment. Some studies to concerning social media usage. Show that there was a negative influence or in direct related social media usage on psychological and social adjustment Johnson, (2004). Where, as the other, studies regarding to the influence of social media on psychological adjustment findings, positive effect for direct related the Australian psychological society, (2010) and Pempek, Yermolayeva, and calvert, (2008). The main aim of this study was to fill the gap inconsistent findings.

Fourthly, the rationale of the researcher was the recognition of social media usage addiction as a social problem in Ethiopia. Beside,on this,the researcher initiated him to conduct the influences of social media (facebook, Whatsapp and Viber) usage in different aspect of psychological adjustment among student in some selected secondary schools of Mirab Badawacho District and that is why this research is initiated to fill this gap and were contribute to research literature.

1.3. Research Questions

The presents study was initine to find ted answer the following basic research questions:

1.What was thecurrent status of social media usage in secondary school students of Mirab

Badawacho District?

2.What was the relationship between social media usage (Facebook WhatsApp and Viber) and students psychosocial (self-esteem, social anxiety, depression, social connectedness) adjustment?

3 Which social media has a more determinant influence on the psychosocial adjustment of stude nts?

4Is there any psychosocial adjustment difference among students due to using social media with respect to gender, age and grade level?

1.4. Objectives of the Study

This study had two objectives: the general objective and the specific objectives.

1.4.1. General Objective

The general objective of the study was to examine the influence of social media on the psychosoc ial adjustment of secondary school students in Mirab Badawacho District.

1.4.2. Specific Objectives

Specifically, the Specific Objectives of This Study were Intended to

1. Assess the current status of social media usage in secondary school students of Mirab Badawacho District

2. Examine the relationship between social media use (Facebook,WhatsApp and Viber)usage and students psychosocial (self-esteem,social anxiety depression and social connectedness);adjustmen t

3. Identify major type of social media that determines the psychosocial adjustment of students.

4. Identify if there is gender, age and grade level deference psychosocial adjustment among students

1.5. Significance of the Study

The findings of this study would throw shading light on how and when social media influences for psychological adjustment among students. Particular this study was significant for the following reasons. First, Create awareness among students, parents, teachers and other responsible bodies about the influence of social media on psychological adjustment students. Second, it might help to be teachers can aware of the influences that social media may have on their students, so as to contribute them to enlighten and create awareness amongst the students on the possible influences it has on them. The study is benefit for parents in the sense that they may become aware of the possible influences these social media usage has on their children. Third, it the findings of this research were important to policy makers and program implementers who are concerned about the social and psychological well-being of students in Ethiopia. Fourthly, the media organization can benefit to aware the influence of important social media usage on psychological adjustment in the case the study contribute creates appropriate social networking system in the world. Further, researchers can benefit to add on existing knowledge in the area of a study and give insight. Hence, it wasserve as a source for others.

Generally, this study contributes to the creation of a conscious information society and to minimize the risks related to social media usage by students.Moreover,it might serve as a sour ce of data for schools, media organizations, institutions and for future researchers.

1.6. Delimitations of the Study

This study was delimited on the influence of social media usage on the psychological adjustment among students in some selected secondary schools of Mirabi Badawacho District in Hadiya Zone, SNNPR State, Ethiopia.The target population consists of four randomly selected secondary schools such as Denama ,Wada Koto and Jareso Secondary Schools of grade 9,and10 students whose age range 14 -24. The variables of the study were Facebook,WhatsApp andVib er The work were didnot include others Social Media and school,because of several constraints like time, energy and finance. The research is delimited geographically and thematically.

Regarding the geographical delimitation, it is confined to the study were cover selected school. The

sampletechniques of the study were stratified random sampling technique for selected Secondar y schools of Mirab Badawacho District. Descriptive and inferential statistical analysis were use d in this study.

1.7. Limitations of the Study

The first constraint of this study was lack of adequate previous conducted research work at local level. Even some literatures found limited to the influence of Facebook on students psychosocial aspects. Hence, most of the materials and journals referred in this research are obtained from different web site. The other constraint of this study the sample was drawn from among secondary schools of Mirab Badawacho Districtduring data collection period. For this reason, generalizing the result is difficult to the large number of secondary schools of Mirab Badawacho District. The quality of this study would have been random sampling method was employed to obtain the sample schools. Moreover, it would have been good if the number of sample schools were very large.

1.8. Oprational Definitionsof Key Terms

Depression refer to the participants despondency and dejection typically felt over a period accompanied by expressing feelings of hopelessness, emptiness, inadequacy, disappointment and regret.

Facebook refers to student spend time using the social networking to provide personal inform ation, continuosiy update information, exchange comments and chat with their friends.

Psychosocial Adjustment refer to the user self reported feeling of perception or experience social media users, which indicate the sub, set of self esteem, depression, social anxiety and so cial connectedness.

Self-esteem refers to as a ratio level measurement that refers to the respondents' total score on the Rosenberg Self-Esteem scale during the data collection period.

Social anxiety refers to the participant a feeling of worry, nervousness, or unease typically about off-line social relationship based on uncertain outcomes.

Social connectedness refers to the participant to effective the individuals to life situations

and capacity to interact effectively with the environment. More specifically social connectedness refers to a respondent ability to get along with other people.

Social media usage refer to user to use an online communication technology service website that is Facebook, WhatsApp and Viber applications that enable users to create and share content in social networking.

Viber refers to respondents to use sends messages text, video and make phone calls to other viber users in form of social networking system.

WhatsApp   refers to respondents allows the sending of text messages and voice as well as video and image calls.

2. REVIEW OF RELATED LITERATURE

This chapter examins the view of related literature on effects on psychosocial Adjustments of students. The literature review include the concept of over all of social media. After that, were discussed literature on student's social media usage and their social and their social anxiety, social connectedness, self-esteem and depression. Then, personal affects the usage of social media, was presented their included such as gender, age and grade level. The theoretical framework section address as three main theories that scholars consider when analyzing the usage of social media by students and address their conceptual framework.

2.1. An Overview of Social Media

Social media has become a global phenomenon and a very important means of communication among peers, families and all manner of person in the world. Social media sits such as Facebook twitter, integral, linked in and mobile instant messaging service(IM) such as WhetsApp, Viber and IMO and Video calling services like Skype have become popular means of communication in the past few years statistics Show that active social media users the word over are estimated at about two thousand two hundred and six billion, a global diffusion of 30% which is a rise in number of users by about one hundred and seventy-six million users in the last year alone.

 Boyd and Ellision (2007) define social media as a public web-based service that permits user to create a personal profile, identify other user with whom they can relate to or have a connection with, read and react to poses made by other users on the site, and send and receive message. Kuss and Griffiths (2011) also defined social media as Virtual communities where user can create individual public profiles, interact with real-life friends, and meet other people based on shared any website that enables social interaction by user is considered a social media site. Such sites are powered by web 2.0, an online technology with the ability to allow user to interact and share information online(Bandura & Zarandi ;2009).

People are now logging on to social media on mobile device everywhere, at any time and on the gov, making it a common everyday activity and this can be confirmed by statistics released by social media today conman which estimate that 1.925 billion user users of smart hones make use of device for social media. In a survey carried out in September 2014, the pew research center

found that the popularity of Facebook continues to grow; as it is still the most popular social media site through there has been a slowdown in its growth.

2.2. Forms of Social Media

This section presents the finding of some forms of Social media sites such as Facebook , WhatsApp and Viber have become a popular means of communication in the past few years, statistics Shaw that active social media users the word over are estimated at about two thousand two hundred and six billion, a global diffusion of 30% which is a rise in number of users by about one hundred and seventy-six million users in the last year alone.

2.2.1. Facebook

Facebook was created and launched in February (2004) by Harvard University students, Mark Zuckeberg, Eduardo saver in, Dustin Muscovite and Chris Hughes. At that time, this begun its network only for Harvard University. Two months later, the site expanded to include other levy league school. After that the college network slowly grew and by the end of 2004, it had registered more than a million user. In 2006 Facebook opened up its membership access to the people worldwide who were over 13 years of age (Facebook,1013).By 2009; Facebook surpassed its competitors My space, which had a longer history and which until that points was the most popular online social network. Facebook, a popular online social media usage, in the most visited website in the united states, and my space ranks fifth (Orelind,2009).Therefore, many people join online social networking sites that if Facebook were a country, it would be the fifth most populated in the world ahead of Japan and Russia(Zuckereberg,2009).

2.2.2 .WhatsApp

WhatsApp started in the year 2009, is mobile messaging app, which allows the users to exchange message without having to pay for SMSbrian action to make communication and the distribution of multimedia messaging more easily and faster purposely created the WhatsApp. WhatsApp works with internet connectivity and helps its users to stay in touch with friends and relative in their contact list. WhatsApp has done it for messaging what sykpe and IMO messenger did for voice and video calls. it is easiy to get started. Simply enter the telephone number of device into

the application. It then sorts through the contact (with your permission) on the phone to figure out who also has the app already installed (Rodman, 2007).

2.2.3. Viber

Viber social media was founded in 2010 by TalmonMarco and Igormagazine in Tel Aviv, Israel, who are friends from the Israel defense forces where they chief information office. Users can then invite more contact or go ahead and start sending message to the ones that the app discovered. With the help of this application, an individual can chat with family, friends beyond the limit of seas and keep contact to every at one time. This amazing application is useful for us from many ways.

2.3. Social Media Usage and Psychosocial Adjustment

This section presents the finding of some previous study that the examined how influencseof online social media usage on student psychosocial adjustment (depression, social anxiety, and social connectedness and by difference sex and grade level students.

2.3.1. Social Media Usage and Depression

The study by, Chen, G. M (2012 show that time spent on online social media by high school students was positively correlated with depression. Similarly, according to Rosen Whaling,rab, carrier, and Cheever (2013) participant who spent more time online and those more Facebook,WhatsAppa messenger, Telegram,Youtube and Viber image management evidenced more clinical symptoms of major depression, mirrored these finding. According to a study of American university students founded that more intense online social media use predicted increased loneliness (Lou, 2012).

 In addition, by (Kalpidou ;2011), indicated that college student who reported having number of online social media, friends' experienced lower emotional adjustment to college life. Further the same study found that college student who spent more time on online social media reported having lower self-esteem than those who spent less time.

The study by Selfhout(2009), explored the idea that the quality social media interaction was a better predictor of mental wellness than general social media use. They found that adolescents who reported low friend ship quality and high frequencies of social use of online media (taking to friend, messaging ,etc.) at time I was less likely to be depressed for passive use at time I were more likely to be depressed and social anxious at time 2. Similarity Davia(2012) also explored this idea in examining the social media usage behaviors of 334 undergraduate student , he founded that more negative and less positive interaction on social networking sites were associated with greater depressive symptoms. In contrast finding Pertoric (2004), Shaw and Gant (2002)also stated that evidence for an inverse association between internet use and depression, suggesting that possibility more social forms of internet use like chatting and gaming reduce the risk of depression pertoric (200), Shaw and Gant (2002).

Recently researcher Davila (2009) and Self out (2009) proposed that new type of depression, termed social media depression which develop when preteens and teens spent long periodic on social media site and begin to experience symptoms so depression thus acceptance by and contact with peer are important elements of adolescents life and social network are commonly used for social dialogue among peers therefore references of dejection or despondent behavior are common with social, being unable to gain social approval and judgment (bullying) of their peers on the site(Selfhout, 2009).

Other studies also pointed out adolescents often disclose more about themselves on social networking than they do in person Christofids(2009). Therefore, receiving bad coronets and being removed from a friends list can be stressful events for them. As an example one of more popular feature of social networking is the status update, in which personally written text describing the profile of owner's current experience or emotion are displayed along with date and time of disclosure. Similarly, the study of (Sturn, 2010) indicated that allows adolescents to receive several comment and opinions of other status, and such comment may lead them to self them self-criticism and other depressive behavior. In relation to the above, some study noted youth with higher levels of self-perceived social support reported increases in depressive symptoms when using online social media to make new friend as compared to less supported youth, who did not experience change in depressive symptoms. This finding suggest the possibility that even if their offline social communication were positive ,some youth may neglect

in person friendships for forming new connection online and experience psychosocial challenge (Hanson ;2005).

2.3.2. Social Media Usage and Social Anxiety

There are also several studies linking social media to social anxiety and compulsive behavior. A recent research study (Anxiety Uk, 2012), founded that 45% of birth adults indicated they feel worried our uncomfortable when they cannot access their email or social network sites Rosen (2013) founded that younger generation (particularly the investigation and net generation are checking in very often (defined as every hour, every 15 minute or all the time)with their message and social network. In addition, younger generations were scored as consistently more anxious than older generation when they were unable to check their social network and texts.

A new medical term has been created out of this constant connectivity. Phantom vibration syndrome, defined as perceived vibration from a call phone that is not vibrating, has been reported to occur with large number of people (Droun, 2012; and Rothberg 2010). Phantom vibration syndrome may reflect a manifesting of the anxiety that cell phone elicit in those who are obsessed with churching in on their social media and message.

Similarly, the finding of LaGreca and Lopez N (2010) stated that show for a large number of people social media sites such as imo, telegram, viber, and skype increased their contact with friend and family opinions and research result this study finding noted that one of interesting aspects of online socializing is the way anonymity affect teens interaction with each other teens find online that they are judged by physical characteristics such as,race,clothingstyele,or age they might be in real life .These aspects of online social media sites lead adolescents to adopt a moreorganized way of social interaction similarly Peter,2005; citein and Sefhout (2009) strengthe ned the above statement who found that online communicateon thought online social media such as Facebook, whatsapp,telegram, messenger and viber might prove individuals who not feel socially accepted by their peers with such an alternative way to reconnect with others.

This is because introverted youth in this study were reported using internet because it makes them feel less shy and able to make new friend online(peter,2005) cited in Selfhout,2007). Simila rly social anxiety has been linked to a preference for online versus face-face communication in

addition ,according to (Caplan,2007;Valkenberg and peter,2007) stated that socially anxious youth who receive positive online communication from friend tends to increase closeness with their friendship offline. Those indicate that making such connection helps socially anxious adolescents to improve their feeling of social interaction. Moreover the result showed that for youth who perceived themselves as less physically attractive, having a large online friend network use viber ,imo and telegram predicted decreases in feeling of social anxiety and loneliness. This finding suggest that difficulties related or physical cues might be ameliorate online and that on-line connection allows youth to expand their social connection in this domain.

3.3.3. Social Media Usage and Social Connection of Students

According to Madge (2009) and McKenna (2000), indicated that adolescents is a stage that is associated with a strong need for friend ships and peer-group affiliation along with the need for person-to-person communication. Consistently the studies of Madge(2009) stated that the changing dynamic of communication within the adolescents population especially those in their teenage years, have important implication on their social relationship and communication, in real life. This finding indicated that social media such as Facebook, Viber,imo and WhatApp usage act as a mediator between real and virtual communication ,leading directly to the individual's virtual interpersonal relationship.

According to Subrahmanym, and Greenfield (2008), the presence of higher positivity and lower negativity in peer interaction in early adolescences each predict a greater number of friends on their Facebook and telegram. This in turn keeps them logged into their social networking site to chat with increasing number of friends they have online, impacting in one way or another studies of Geernfield (2008) explains that long hours they spend logged in their social media (whatapp, F acebook, telegram and messenger, effacts with peer based connectedness being so important to te enage adolescents, their instruction with other enhance their sense of belonging and help them understand their individual self.

Worldwide, adolescents have become too busy and full of activity that their time to interact with friends is becalming more limited. Consistently the study the studies of lee and sun (2009), indicated that adolescents they adapt these new technology to continue improving and sustain their relationship. similarly the finding lee and Robbins,(1995) ,stated that Facebook usage have

in fact helped the teens to be more connected to their social group and maintain relation as they also expand their network of friends.by staying connected to their social group ,they are defining their self-deftly maintain friendship and their social-identity (belonging to peer group).

On the other hand, according to Bastani and Zarandi (2009), study the influency of Facebook connection among social media user in twelve major city in Iran shows that, far away from alienating people from their strong relation ,the internet has not changed the relationship among its user but it has increased their social contacts with different group ,Consistently the studies of Avni maniar and Annal modi university of Baroda, Gujarat (2013), found that high majority of them possess smart phones and Giga byte internet plan .All of them used whataspp for chatting with their contacts. They also used this application for sharing audio and video files. The purpose behind using this application was keeping connectivity between their friends and relatives. Hence, the application is popular amongst in user.

3.3.4. Social Media Usage and Adolescents Self-esteem

Currently several researcher examined the effect of online social media usage on adolescent's self-esteem. This scholars argue for such as a linkage in their researcher documenting how teens show gains or losses in self-esteem when they provide technical advices to strangers over this social networking sites.

According to Rosenberg (1989), self-esteem may be conceptualized an overall positive or negative evaluation of the self. Given that memberships social groups and categories comprise an important parts an important part of the self-concept, adolescents who enjoy peer relationships such as quality friend ship peer group acceptance, also enjoy other indicators of well– being including higher self-esteem Rosenberg (1989), currently there are sound theoretical arguments regarding the usage of social media predictor of behavior outcome particularly adolescents self-esteem. These arguments are based on mixed evidence supporting influence of lower versus higher self-stem of adolescents on the engagement in technology- based communication behaviors in general and Facebook, telegram ,you tube yahoo,whatapp and viber usage in particular.

According to Heine (2008) and Nie (2001) cited in Rodman (2007), stated that it enhances adolescents' self-esteem by offering organized way of social interaction with the rest of society. Addition, it represent selective and, therefore, positively biased aspects of self, which may might raise self-esteem. Some studies suggest that the use of online social media and general might have a beneficial effect on children adolescents' self-esteem by enhancing communication, social connection, and even technical skills.

For example according to Ito, Horst, and Bittani(2008), stated that social media sites offer multiple daily opportunities to connect with friends and share common interties. Recently, Faceb ook and whatapp messenger was shown to stimulate online socialization.thus supportin self-estee m and various forms of social capital. This finding was supported by a study conducted by Valkenburg (2006),showing that individuals with low self- esteem can improve their condition though the social opportunities provides by online social media Valkenburg (2006). This study found that online social media enhances social self-esteem, measured perception of one's body image, close relationships, and romantic appeal, especially when user receives positive feedback from online social media friends.

Alternatively, Sturn(2010) reported that there is co-constriction between individuals' face - to-face and online lives with participants identifying that they use social media primarily for socialism with people form their offline lives. Similarly, indicated a study by Madden and Zickuhr (2007)91% of adolescents who use online social media sites reported using this sites to stay in touch with friends they see frequently.in relation to the above zywica and Danwski (2008) states that both high-and low self-esteem teens may attempt to look popular on social networking sites; those with low self-esteem may try to compensate for lack of offline social networking and those with high self-esteem try to enhance their already high social status.According to this study, social media can serve adolescents to fill the gap, which occur in their development with a positive outcome thus, it could be argued that those adolescents who already have were establishe d face to face peer relationships, accompanied by the associated benefiters of higher self esteem a nd who predominantly use social networking sites to further supplement this previously establish ed relationship are more likely to engage frequent online social media use then adolescents who have weaker face to face peer relationships, with the associate lower self esteem. In contrast, to ot her study selfout (2009); Lenhert and Maddem (2007) and Nee(2012) revealed that the quality of

interpersonal relationship and negative behavior are negatively correlatd with problematic internet usage and the amount of time spent on online social media sites these findings show that the higher the usage of social media (Facebook,imo,telegram,whatsapp etc.), the lower students self-esteem .in other words, adolescents who are high in social media usage are generally low in various aspects of psychosocial development particularly self-esteem.

Similarly the study of Johnson (2004), states that they relationship between self-esteem and university students' communication choices (i.e., face-to-face, email, letter, or telephone), with results indicating that students with lower self-esteem show stronger preference for email or online communication than those with higher self-esteem.Theresearcher also noted that online communication might major causes of their lower self-esteem. Similarly according to Ehrenberg (2008; coited in sturm,2010) found that young people with lower self-esteem showed higher level of instant online messaging use than those with higher self-esteem similarly according to O'Keeffe and Clarke(2011), students indicated that Facebook usage sites are designed to share information about the self with others. Including likes/dislike, hobbies, and personal thoughts.This information could make adolescents'aware of their own limitation and shortcomings, which would lower self-esteem(O'Keeffe and Clarke ;2011).

2.4. Gender Difference Usage of Social Media

When reviewing the literature the difference in their use of online social media sites and it's prevent psychosocial effects can be seen sexes. Regarding this, some empirical studies have found gender as a significant factor influencing online social media usages. The studies Line and Subrahnanyam (2007) investigated show the boy boys online more than girls have I previous decades because of earlier forms of technology such as video or computer games. The other studies stated that Girls have reported that they use social media for things like chatting and downloading music. Because of this, one may hypothesize that girls will be more likely to be attracted to social media network and other online social group their affects psychologically aspects Price (2008). The studies founder shows that, the number of teenage girls and boys who communicating on these social media network are not equally affecting their psychological wellbeing. In a recent study, it was shown that boys seem to benefit more from social media use and communication technology than girls do Peter and Valkenburge (2009). This was hypothesiz

ed because boys tend to have more difficulty expressing their thought and emotion face-to face with other than girls do(Peter &Altenburg ;2009).

The study young (2014) reported the opposite gender effect, that females became internet depends more often than male .when we come to the difference in psychosocial effect of face book on males and female it is virtual consider the feature of Facebook that allow exchanging comments ,like any other . Online social media is also a place where teens judge each other merely by how many people like him or her. Regarding this ,female were more familiar with posting picture and other compotes; listing their friend and friend as way of establishing themselves of feeling connected and feeling like the one they are accepted in this regarded ,female adolescents who could not get such approval may expertise more psychosocial challenge than male. Moreover, researching investigating gender motives for acquiring online friends suggest that individual who have very large online friend network may do so in a calculated attempts to appear more physically attractive and more popular to other stated at the period of adolescence female are more sensitive for body male image than males in this case lead anxiety (Lee ,1995)

2.5. Theoretical Framework

Smith, Hamon, Ingolds and Miiler (2009), defined theory as a general framework of ideas and a how they are related to each other and can be used to answer questions about a particular phenomenon. Therefore, in this section, theories related to the development of students and theories that can be used to describe their social media use are discussed. Even though most of the theories in this area are very broad that deals with media in general, three media theories that are very helpful to understand adolescents' social media usege and two competing hypotheses that specifically focus on social networking sites are found to be relevant to deal with the interest. Therefore, starting from media dependency theory and social cognitive theories will present.

2.5.1. Media Dependency Theory

Sandrabell-Rokeach and Melvin DeFleur proposed the Dependency theory in 1976 in an article that sought to describe why media could have cognitive, affective and behavioral effects on

different people in different ways. According to this theory, there is an integral link between media, audience and large social system. The theory states that the more dependent an individual is on the media for having his or her needs fulfilled the more important he media will be to the person. The media will also have much influence and power over that individual Rosenberg, M (1989). According to this theory, as adolescents with low self-esteem, academic performance, social connectedness and high depression and social anxiety use social media to meet their needs social media become more important to them. Therefore, they may have strong emotional attachment with their account besides to spending much time and having active participation. For that reason, this study will examine the effect of social media usage on adolescents' psychosocial adjustment (self-esteem score in Rosenberg scale, depression scale, Anxiety scale for adolescents and social connectedness scale with their emotional attachment in addition to time spent on social media and number of friends in social media intensity scale(Rosenberg ;1989).

2.5.2. Social Cognitive Theory

Media research employing social cognitive theory's conceptualization of observational learning focuses on cognitive and psychosocial process as they relate to how media portrayals influence learning and performance of observed behavior. According to social cognitive theory, when people pay attention to and think about information from media, they acquire new knowledge or modify existing mental representations. What is observed, learned, or performed depends in part on the characteristics of the model display Bandura (2002, cited in Lernner and stienberg (2004). Bandura (2002) also noted that, the display's influence on learning also depends on the characteristics of the observe (e.g., gender, race, preexisting attitudes and experience, current needs and emotional states etc.). Learned symbolic representations may severe to guide subsequent behavior, depending on avariety of factors (e.g., opportunity, perceives appropriatene ss, and expectations of reinforcement and feelings of self-efficacy. According to this theory, adolescents who frequently view models on the social networking sits and who perform behaviors that are rewarded, or not punished, are more likely to imitate those behaviors, this theory also suggests that media influences both adolescents world views and their behaviors (Bandura; 2002)

2.6. Conceptual Framework

Conceptual framework is defined as the way ideas are organized to achieve a research purpose. Itwas used to clarify the concepts and to propose relationships among the concepts in this study.

Independent variables (IV)

Dependent variables (DV)

Social media
Facebook

 WhatsApp

Viber

Demographic variables (DV)

Age

Sex

Grade level (secondary   school students 9&10)

Self-esteem

Depression

Social anxiety

social connectedness

Demographic variables (DV)
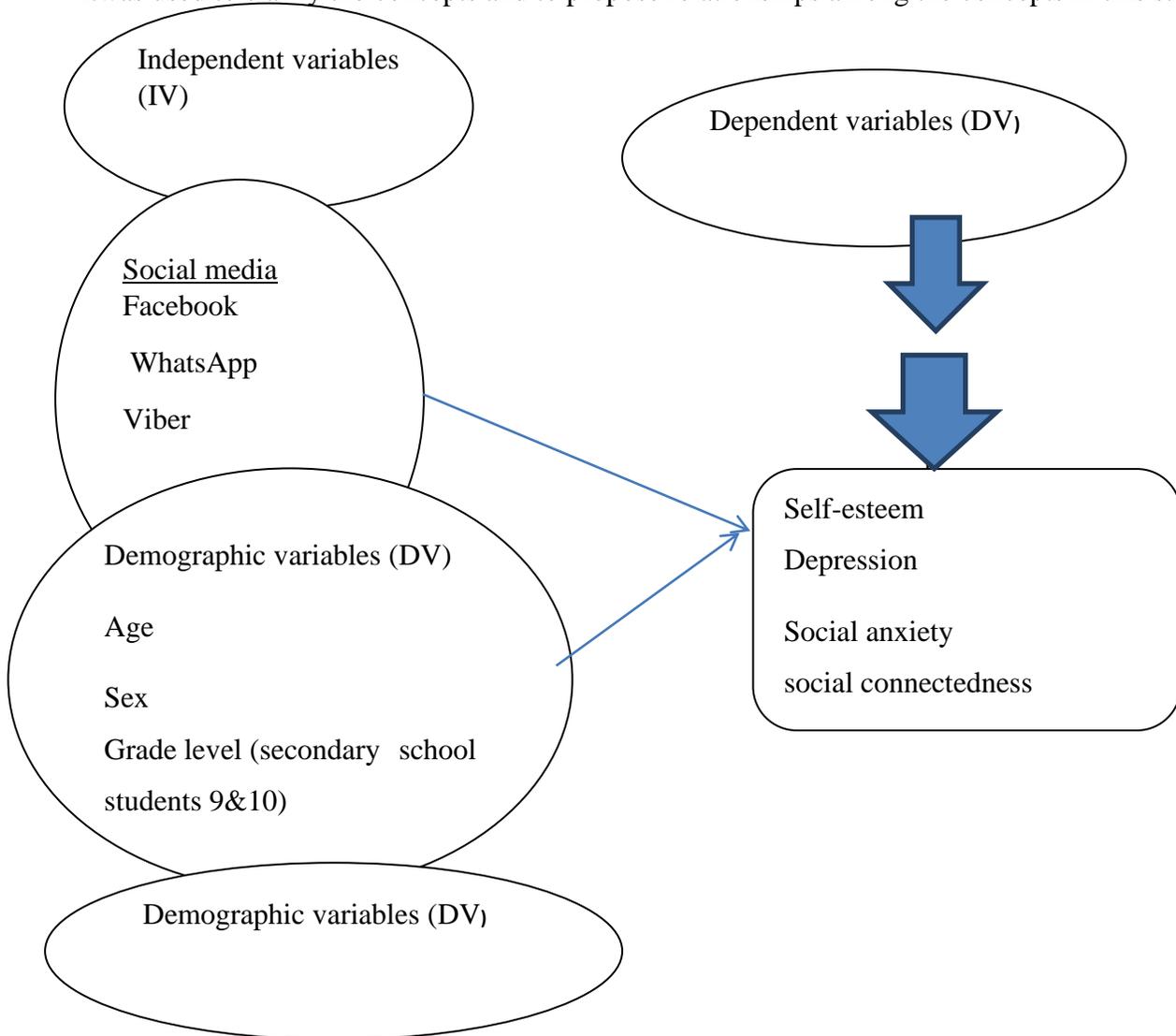
Fifure.1.conceptual fremwork of the research (*Source: summary of review literature*)

3. RESEARCH METHODOLOGY

This chapter deals with description of the study area research design, and sources of data, population,
sample size and sampling techniques, data collection instruments, data analysis and ethical consideration.

3.1. Research Design

To undertake this study, the correlational survey research design was employed. So the correlational design is important to collect information conserving the exact current problem related to the influence of social media usage on the psychosocial adjustment among students and to draw conclusions from the facts discovered that provide a better understanding of the influence of social media usage on the psychosocial adjustment among students. The qualitative data were collected through interview and quantitative data were collected through questionnaireA quantitative research approach involves the gathering of numerical data, such as average scores from different respondents on some type of behavior or activity, or the calculation of percentages of people who exhibit a given behavior or perform a certain task. Correlational survey, using questionnaire to gather data about a particular topic and it is usually being used to identify the relationship between variable Kalaian (2008). At the same time, researcher might ask students to complete a questionnaire regarding their views and concerns in using social media and psychological adjustment. Correlational survey study can be conducted relatively quickly. In this study the researcher compared many different variables at the same time such as sex, age and grade level.

3.2. Description of the Study Area

This study was conducted in Mirabi Badawacho District Secondary School in Hadiya Zone SNNPR State Ethiopia. MirabiBadawacho District is one of the eleven Districts including Hosanna City Administrative found in Hadiya Zone SNNPR in the Southwest central part of Ethiopia. It is located at a distance of 275 km South of Addis Ababa, 211 km southwest of the Regional City, Hawassa, and 88km west of the Zonal Town of Hosanna.The Study was

conducted insomeselected secondarySchools of in MirabBadawacho District, in Hadiya Zone, SNNPR State, Ethiopia. According to MirabBadawacho District education bureau, nine secondaryschool fromthis the researcher primarily chose four Secondary Schools, because there are no available previous studies conducted in that area regarding the influence of social media on psychosocial adjustment among students.
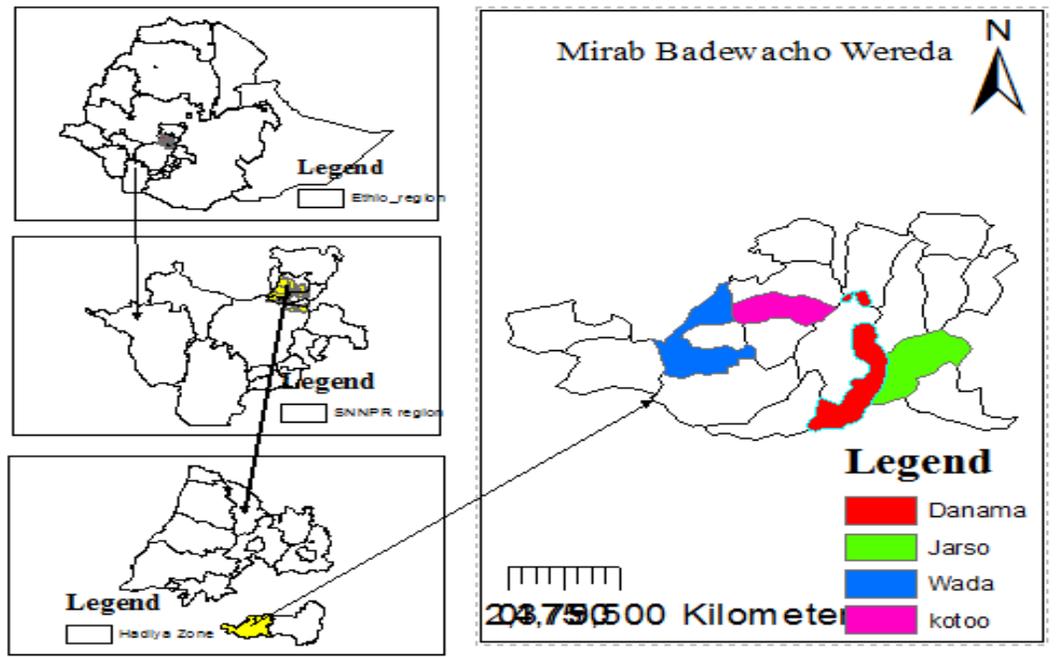
Figure .1: Map of the study area

Source: Haddiya Zone (Mirab Badawacho District Finance and Economic Development Office, 2014).

3.3. Sources of Data

This is because the intention of the study is to describe and analyze the influence of social media usage on the psychosocial adjustment among students in some selected secondary schools of Mirabi Badawacho District in Hadiya Zone SNNPR State Ethiopia. The researcher was use the primary sources of data were gatheredfrom, selected Secondary School students in Mirabi Badawacho District.

3.4. Population, Sample Size and Sampling Techniques

The target population for this study were 2114students who were found in selected secondary school students in Mirabi Badawacho District, in Hadiya Zone SNPRS. The study population comprisesed selected secondary school students. Sampling procedure was employed to determine the sample size. Moreover, from each selected grade level, participants were selected by utilizing stratified random sampling technique in selecting the participants proportionally (from each stratum sex and grade). Stratified sampling if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample (Kalaian,2007). Under stratified sampling, the population is divided into a strata).The researcher selected from the population according to Yamane (1970) determinant provides a simplified formula to calculate sample size is as follows cited in Glenn (2009) The researcher selected from the population according to (Yamane, 1970) determinant provides a simplified formula to calculate sample size is as follows cited in Glenn (2009)

Below this mathematical illustration for the Yamane method

$$n = \frac{N}{1 + N*(e)2}$$

Where;

n= corrected sample size

N= population size

e = Margin of error (MoE). *95% confidence level and p=0.05 based on the research condition.

$$n = \frac{2114}{1 + (2114*(0.05)2}n = \frac{2114}{1 + (2114*(0.0025)}n = \frac{2114}{1 + 5.397}n = \frac{2114}{6.397} \qquad n = 336$$

Table 1. Population, sample size and sampling techniques

School name	Grade level	Sex	Population size by sex	Sample size by sex	Total sample size	Sampe Percet	Total population	Sampling techniques
Denam(01)	Seconday School Students.	M F	410 120	53 31	84	16	530	Stratified random sampling techniques
Wada(01)	Seconday School Students.	M F	411 116	54 30	84	16	527	Stratified random sampling technique
Koto	Seconday School Students.	M F	398 130	56 28	84	16	528	Stratified random sampling technique
Jareso	Seconday School Students.	M F	420 109	51 33	84	16	529	Stratified random sampling technique
Total population			N=2114	n=336	n=336	100%	2114	

Based on the above formula and table, a minimum of 336 samples were taken as respondents.

3.5. Data Collection Instruments

The present study employed both qualitative and quantitative data collection techniques. Questionnaire and interview were used to gather the data. The quantitative data were gathered through questionnaire to generate the effect of social media usage on the psychosocial adjustment among students. Qualitative information was collected through interviews.

3.5.1. Questionnaire

Questionnaire was the major instrument to collect data from respondents. The questionnaire has three parts: demographic questions, level of social media usage measure and psychosocial adjustment measures. The demographic questions focused on background information of the respondents, level of social media usage test investigate the level of Facebook, whatsapp and Viber usage and the psychosocial adjustment scales assess self-esteem, depression, social connectedness, and social anxiety of the respondents.Pilot tests was conducted before the questionnaire administered by involving non-sample respondents of 20 students, out of the sampled students from grade 10 section A and B. The main aim of this pilot test is to assure the validity and to evaluate the clarity and reliability of the questions based on the response of the pilot sample by avoiding ambiguities and making relevant amendments.

The reliability of the items was tested and analyzed by Chronbach's alpha. The analysis of pilot test took place using SPSS version 20 and the reliability of Chronbach's alpha of 0.95 was obtained. According to Margurite (2010), the Chronbach's alpha value indicates that the instrument is very good to measure the intended objectives. Therefore, the results that showed very good to measure the intended objective. All the items were developed to address the stated objectives under investigation had made to maintain Validity and Reliability of the Instruments.
The questionnaire items were prepared in English and developed using **5**-point Likert type scales items are to indicate on, afive-point scale, the five points are (strongly dis agree=1, dis agree=2, undecided=3, agree=4, strongly agree=5). The research questions that was responded by the sampled studentswas research question number one, two, three and four the numbers of respondents were 336. The tools were constructed based on the research question and literature of the study. Finally, the researcher used descriptive statistic and inferential statistics to analyze the response of sampled students.

3.5.2. Interview

In this study, interview was conducted in the form of face-to-face using un-structured questions to enabling respondents to address matters in their own terms and words. The classical survey research producing quantitative data is generally associated with interviews where the wording and order of questions are the same for every respondent. The researcher conducted interview

after the questionnaires distribution and finally, the researcher used tape recorder for the interview and the interview were conducted in selected Secondary School students in Mirabi Badawacho District. Unlike the questionnaire, it was used supplementary instrument in the process of data collection. As Ritchie and Lewis (2003) indicated, interview is important since it brings people face to face and helps the interviewer get direct answer and can the researcher can ask questions that need further explanation by the interviewee. Therefore, researcher by using purposive sampling method selected four (6) key informants of the participants from Denama Secondary School Students. The researcher used for each interview 10-20 minutes and used different questions for interview in the study area. The researcher used for interview instrument used to collected data was by note taking and by video recorded. The interview questions were four in number which in order to set more deep information qualitatively in addition to the questionnaire.

Table 2. Measurement of Cronbach's Alpha

No	Variables	Number of items	Original reliability	Cronbach's Alpha
1	Status of students social media usage	2	0.89	0.75
2.	Facebook usage	10	0.92	0.75
3.	Whatsapp usage	10		0.75
4.	Viber usage	10		0.76
5.	Student self-esteem	10	0.83	0.75
6.	Student depression	10	0.89	0.75
7.	Student Social anxiety	10	0.91	0.75
8.	Student Social connectedness	10	0.92	0.76

As the above table shows, the internal consistency of measurement items for both social media usage and psychosocial adjustment importance measure using Cronbach's alpha. The value of Croobach's alpha shows that there was high internal consistency. (>0.7) for all measurement items internal consistency and fit indices of the original reliability all items scale were found to be in other external bodies. Face validity and content validity of this instrument checked from other external bodies. However, according to the result analysis for the pilot test

some variables of inter item correlation are low and negative result in this case needed some items were modified in wording and statement.

3.6. Data Collection Procedures

The researcher had obtained a letter of permission from Haramaya University, postgraduate program directorate to the principal of selected secondary school principal office. After meeting the concerned informants, the researcher explain the overall purpose of the study and then when the researchers get permission he were directly go to the work. Based on the basic research questions, questionnaire and interview were designed and redesigned to collect the data. The questionnaires were developed for sampled students in the study area and pilot tested, to minimize the flaws that might prevail in the construction of the instrument. Before distribution, rapport was established and clarification of the objectives of the study was made. They were told that provision of responses for questionnaire did not harm them or provide them to benefit.

Besides, they were assured that their response was kept confidential. Then, sufficient time was given to the subjects to fill in the questionnaire on the implication of the item and provide accurate information. Moreover, the researcher gave additional instructions as to how to respond to each question to the sampled students. Then, 336 questionnaires were administered to the subjects at Denama, Wada,Koto and Jariso in the study area from each sample schools A-E section students were participated. The questionnaires were filled in by the sampled students after the class ended.

The administration of the questionnaire was done with the help of enumerators on different days. Moreover, appropriate time was selected and the situation was arranged thus, as to avoid hurried response and make close supervision while completing the questionnaire. With regard to questionnaires 336 copies of questionnaires were distributed and 336 questionnaires were filled and returned.

3.7. Methods of Data Analysis

Both descriptive and inferential data analysis procedure were employed in the present study. With the help of the statistical packages for the social sciences (SPSS) version 20 software,

quantitative data were organized and analyzed. Descriptive statistic likepercentage and frequency were used to analyze demographic variable of the respondents such as (sex, age and grade level)Pearson moment correlation coefficient was used to analyze the relationship between the social media (Facebook, WhatsApp and Viber) usage and students psychosocial (self-esteem, depression,social anxiety and social connectedness) adjustment. Multiple linear regression were employed to analyze for the type of social media (Facebook, WhatsApp and Viber) usage that have determinant influence on psychosocial (self esteem, social anxiety, depression, and social connectedness') adjustment among students. One way ANOVA were used to test for whether there is statistically significant difference among which social media on psychosocial adjustment of students. Regarding to examining whereany gender, age and grade level deferent sample t-test. Finally, the result obtained were be summarized, concluded and recommended depending on the data analyzed.

3.8. Ethical Considerations

The study was carried out with great attention to numerous ethical concerns. First researcher was shoued the written letter from postgraduate program directorate to the get keeper and he were go directly to the principal of the school and then ethical clearance for this research were be received from the Mirab Badawacho District selected secondary school principal office. The consideration of these issues is necessary for ensuring the privacy as well as the security of the participants. These issues were identified in advance in preventing future problems that could have adverse effect on the research process. Among the significant issue, that was considered included consent, confidentiality and data protection. A copy of the whole research presenting the results was given to the concerned schools so that they can make use of the findings for their future plans.

4. RESULTS AND DISCUSSION

This chapter presents the results and discussionsof the study.First,thedemographic character tics of the study sample were described. This is followed by the results of relationship between the social media (Facebook, WhatApp,andViber) usage and students psychosocial (self esteem ,social anxiety, depression, and social connectedness) adjustment. Next, whether social media has major determinate influence on the psychosocial adjustment among Students was investiga ted. Finally, result of gender, age and grade level difference was investigated.

4.1. Demographic Data of the Respondents

Table. 3. Demographic characteristic of the study of sample (N=336)

Demographic characteristic		frequency	percent
Sex	Male	214	63.7
	Female	122	36.3
	Total	336	100%
Age	14-18	137	40.8
	18-24	199	59.2
	Total		100%
Grade level	Grade (9)	123	36.6
	Grade (10)	213	63.4
	Total	336	100%

As it is shown in table3, outof 336 respondents, 214 (63.7) were males and 122 (36.3) were female and age range from 14-18 the number of respondent were 137 (40.8), from 18-24 the number of respondent were 199(59.2%).Regarding their grade level, 123(36.6) of respondent were from grade 9 and 213 (63.4) of the respondent were from grade10 students. Thus, majority of the respondent were from grade10 students and age range 18-24 years.

4.2. Status of Social Media Usage in Secondary School Students of Mirab Badawa cho District

The one way,ANOVA was used to test the status of social media usage under research questio n 1. In this study, respondents respondedtothe questionnaire to indicate the status of social me dia usage in secondary school students in the study area. In this part of the analysis the status

of social media usage in secondary school studentsin Hadiya ZoneMirab Badawacho District has been presented as follows.

Table. 4. Status of social media usage in Secondary School Students of Mirab Badawacho District

Descriptive statistics				Summary of one way ANOVA				
Item	Mean	SD		Sum of Squares	Df	Mean Square	F	Sig.
I often spend more time on s ocial media usage	3.13	0.907	Betwen Groups	27.618	2	13.809	18.551	.000
			Within Groups	247.879	333	.744		
			Total	275.497	335		13	
I have faced most of time fe eling depresse d or nervous	3.13	0.693	Betwen Groups	6.420	2	3.210	6.917	.001
			Within Groups	154.553	333	.464		
when off line of social media			Total	160.973	335			

The data summarized in table 4, clearly reveals that the calculated mean score of the respondents status of social media usage in secondary school students respectively were 3.13 and 3.13. This shows that most of the respondents strongel agree by social media usage and agree in the study area. Furthermore, the obtained standard deviations from the often spend more time on social media usage were 0.907and .693 which respectively showed that there was a little desperation among social media usage in secondary school students. From one way ANOVA Analysis, the computed F-ratio at α= 0.05, F (2,100) =18.551 which was much greater than the critical region at α= 0.05, F (2,100) =. 6.917. Therefore, it can be concludedthat there was statistically a significant mean difference between social media usage in secondary school students, F (2,100) =18.551, p<0.05, one tailed. In addition, in the case o f social media usage in secondary school students, the computed F-ratio at α= 0.05, F(2,100) = 18.551 which was much greater than the critical region at α= 0.05 F (2,100) = 6.917. Therefore, it can be concluded that there was statistically a significant mean difference betwe en social media usage in secondary school students F (2, 100) = 18.551 p<0.05, one tailed.

4.3.The Relationship between Social Media Usage and Students Psychosocial Adjustment

Pearson's Coefficient of Correlation matrix was used to test the relationship between the nature of social media usage and psychosocial Adjustment under research question 2. The Assumption to employ the Pearson's coefficient of correlation based on Julie pallant (2005). Normality that the data sets to be correlated both variables should approximate the normal distribution and is not skewed in either the positive or negative direction in such normality distribution data, most data points tend to be over close to the mean. Linearity that the data follows a linear relationship. Again, this can be exampled by looking at a scatter plot if the data point has a straight line (and not a curve) relationship, then the data satisfies the linearity assumption.

Data are measured at least at the interval or ration level (continuous) Paired observation that every dependent and independent variable must be in pairs. In general, the assumption for conducting Pearson correlation coefficient was fulfilled by the present data. Thus, the data were found to be appropriate for the analysis. The results obtained are presented in table 5.below

Table.5.Pearson product moment correlation coefficient between social media usage and Student psychosocial adjustment n=336)

Variable	Self-esteem	Depression	Social anxiety	Social Connectedness
Facebook	-0.60**	0.61**	0.81**	0.81**
Whatsapp	-0.54**	0.78**	0.79**	0.69**
Viber usage	-0.50**	0.80**	0.80**	0.61**

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

Table 5, shows that there is statistically significant positive relationship were found between Facebook usage and social connectedness($r=0.81,p=0.05$) .This means that as Facebook usage increases ,social connectedness of respondent also increases .similarly there is statistical ly significant positive relationship were found between WhatsApp usage and social connected ness ($r=0.69,p<0.05$). This means that as WhatsApp, usage increases students social connected ness also incases. Table 5, also revealed that, there is astatically significant positive relationshi p between viber usage and social connectedness ($r=0.61, p<0.05$) as Viber usage increases stu dnts social connectedness also increase.Therefore, from the analysis conducted Facebook,

WhatApp and Viber usage practice significantly positive correlates with social relationship in secondary school students.

Table 5 also revealed that a statistically significant negative relationship between Facebook usage and students' self-esteem (r=-0.60, p<0.05). This means that Facebook usage increases student self-esteem decreases or Facebook usage deceases students' self-esteem increases similarly it was found that statistically significant negative relationship between WhatApp usage increases students' self esteem (r= -0.54,p<0.05). This means that WhatApp usage incre asing stuedents self esteem decreases. Similarly, it was investigated that statistically significan t negative relationship between Viber usage and students' self esteem (r= -0.50, p<0.005). Thi s means that Viber usage increases student's self-esteem decrease.

Generally, these three social media,Facebook,WhatsApp and Viber usage are negatively correl ated with students' self-esteem. As can be observed from the table 5, a statistically significant positive relationship were obtained between Facebook usage and depression (r=0.69, p<0.05). This means that as Facebook usage increases students' depression also incre ase. Similarly it was found that statistically significant positive relationship between whatsapp usage and depression (r= 0.78, p<0.05).This means that as WhatsApp usage increases students 'depression also increases. In a similar way, it was found a statistically significant high positive relationship between Viber usage and students depression (r=-0.80, p<0.005). This means that as Viber usage increase student depression also increase. Generally, these three form of social media; Facebook, WhatsApp and Viber usage increases depression also increase in Mirabi Badawacho District secondary school students.

Table 5, also revealed that, a statistical significant positive relationship between Facebook usage and social anxiety (r=-0.66, p<0.005). These to mean that as Facebook usage, increase students social anxiety, also increase in secondary school students. Table 5 showed that, a statistical significant moderate positive relationship between WhatsApp usage and social anxiety (r=-0.79, p <0.05). This means that WhatsApp usage practice increase, student high positive relationship between Viber usage and social anxiety (r=-0.80, p<0.05). These mean that as Viber usage practice increase students social anxiety; also increase.The present finding identified, of relationship between social media usesg and psychosocial adjustment based on

this it was found that there is a significant negative relationship between FacebookWahatsApp and viber usage of students.

The findings of the present study also yielded that there is a positive relationship between Facebook, whatsapp and viber usage and social connectedness. It is in line(2008), with Bastani and Zarandi, (2009) and Madge, (2009) who argued that increasing number of online friend's influences research also media explain that the long hours spent on social media logged in their (whatsapp, Facebook, telegram, imo and messanger) influence with peer-based connectedness, being so important to teenage students, their individual self. Besides, it is similarly the findings of Lee;& Robbins, (1995) who argued that online social media have in fact helped the teens to be more connected to their social groups and maintain relations as they also expand their network of friends. Support the present findings with use and gratification theories founded that peoples active and its media use is needed, the initiative in linking need gratification to another resources for need satisfaction, people have enough self-awareness of their media use, interests and motives to be able to provide good relationship.

The finding of this study implies that people communicate online social media with the other enhance their individual social relationship. This means that usage of different social media site correlat with an individual's social interaction. The other findings of this study yielded that a significant negative relationship between Facebook, WhatsApp and Viber usage and students self-esteem. Thus, it appears that frequent Facebook,WhatsApp and Viber usage has decreases self-esteem secondary school students. In other words, the result revealed that the higher usage Facebook, WhatssApp and Viberthe lower the self-esteem. Similar with the finding (Gebremedihin, 2014), founder that students with higher Facebook usage show lower psychosocial adjustment. This is in agreement with the findings of selfhout (2009); Lenhart and Maden (2007) and Neeet (2012) and Madden and Zickuhr (2007) who argued that higher usage of social media (Facebook, imo, telegram,WhatssApp etc.),the lower students self esteemThey further indicated that, students who high in social media usage are generally low in various aspects of psychosocial development particularly self-esteem. Similarly, with study on Johnson (2004) found that relationship between self-esteem and university students online communication choices with results indicating that students with lower self-esteem show a stronger preference for email or online communication than those with higher self- esteem.

Consistent also with the, media dependence theory found that as adolescents with low self-esteem, and high depression and social anxiety use social media to meet their needs, social media become more important to them.

Therefore, they may have strong emotional attachment with their account besides to spending much time and having active participation. Contradict the finding with Vakenburge(2006) and Ito, Horst, and Bittain (2008) the finding these researchers argued that individuals with low self-esteem could improve their condition through the social opportunities provided by online social media. Thus, according to their finding online social media enhance social self -esteem, measured as a perception of one's body image, close relationships, and romantic appeal,especi ally when users receive positive feedback from online social media friends. These previous study has found that social media sites usages Facebook and WhatsApp Messenger improving online socialization and supporting self- esteem.The present findings also yielded a significant positive relationship between Facebook,WhatsApp and viber usage and depression secondary school students. Thus, it appears that frequent Facebook, WhatsApp and Viber usage increases depression the secondary school students. This findings support by pantic (2012) and Rosen Whaling, Rab,Carrier, and cheever (2013), who argued that time spent on online social media by high school students was positively correlated with depression. Thus, according to their finding people who spent more time online and those who performed more Facebook, WhatsApp Messenger, Telegram, Youtube and Viber image management evidenced more clinical systems of major depression, mirrored these findings. The present findings contr adict, with the findings of petrotic (2004),Shaw and Gant (2002) that resulted in an inverse association between social media use and depression.

The findings these writes suggest that possibly more social forms of internet use like chatting and gaming reduce the risk of depression Justification of the researcher if peoples devoted more time to usage of inappropriate social media site negatively correlate different psychosocial aspect such as express depression symptoms dejection behaviors, regret, fatigue, mood less etc. This means that an individual more time usage social media practice better depressed than nonusers. The present finding also yielded significant positive relationship between WhatsApp and Viber usage and social anxiety. Thus, it appears that frequent Facebook, WhatsApp and Viber usage increases social anxiety of the secondary school

students. Support the previous finding with peter (2005; sefhoute(2009), Drouin (2012; and Rothberg (2010) the finding of these authors online communication through online social media such as Facebook, WhatsApp, Telegram, Messenger and Viber might provide individuals who do not feel socially accepted by their peers with such an alternative way to reconnect with others. Contradict with the findings, of La Greca and Lopez (1998) found that show that for a large number of people social media sites increased the contact with friends and family but decreased their participation in social activities. This means that social media usage increase social anxiety decrease inverse relationship.Contracted of result between the present and past finding regarding these variables might be due to the difference in study cite, different nature of the respondent, cultural variation, sample size different and passage of time. For instance, students in Ethiopia have less practice social media user than students who live in western countries, the western culture and Ethiopia culture they have huge differences and difference technological advancement between western and Ethiopia where past research was undertaken.The researcher also interviewed DenamaSeconday School students regarding the social media usage during the interview session responded as:

> *During the interview time the responded responses that the using facebook have more useful for social connectedness. Thus, it appears that facebook, usage has the most contributed on social relationship of the secondary school students. Whereas reaming variables whatspp and viber usage positively contributing with depression and social anxiety. This implies that a students used whatsapp and viber they are more time vulnerable to depression and social anxiety and the student says that they are more time used the social media they have more relationship the other peer group so they do not use the social media they are depressed.*

4.4. Social Media on the Psychosocial Adjustment among Students

Multiple linear regression analyses were performed for predicting which form of social media usage was determinant on psychosocial adjustment of criteria variable.The assumptions to employ linear regression was based on Julie pallant, (2005).Alinear relationship between predictor variable (s) and criteria variable need to be normally distributed over all and normally distributed for each value of independent variable . Forever value of predictor variable(s) the distribution of criteria variable scores must have approximately equal variability (homoscedasticity). The predictor variables are not very strongly inter correlated (no multi collinearity) .The sample must be representative of the population. The co linearity statistic presents in the below each regression table shows the tolerance and variance

inflation factors (VIF) value. Tolerance is an indicator of how much of the variability of the predictor variables is not explained by other variables in the model. If this value is very small (less that 0.10) It indicates the possibility of multicollinearity. The VIF (variance inflation factors), which is just the inverse of tolerance value. If VIF value is above 10, it indicates the existence of multicollinearity (Julie pallant, 2005). In general,the assumptions of normality, linearity, homoscedasticity and multicollinearity were met to conduct the analysis. To explore where social media usage (Facebook, WhatsApp,Viber) were predictors of self-esteem a multiple linear regression analysis was performed(table 6)

Table. 6.Multiple linear regression coefficients of social media with self-esteem

Variables	Unstandardized Coefficients	Standardized Coefficients	T	p-value (sig)
	Beta	Beta		
(constant)	72.37		28.39	000
Facebook	1.24	0.71	10.49	000
Whatsapp	0.14	0.11	1.22	0.22
Viber	0.12	0.09	1.11	0.27

*P<05 Criteria Variable self esteem

The result of multiple linear regression on table 6,Shows that Facebook usage yielded a negative beta coefficient (β= -0.71P<0.05) predictor the most significant students' self-esteem. This indicates Facebook usage more negatively affect their self-esteem in secondary school students. While the remaining two variables whatsapp and viber have not been significant predictors to the criteria variable (students' self-esteem), the P value of this two predictor variables was greater than 0.05 respectively.

Table 7. Summary of multiple linear regression analysis of social media usage verses self-esteem

Model	Sum squares	Of df	F	Sig	R	R^2	Adjusted R^2
Regression	15437.75	3	97.92	000	0.69	0.47	0.46
Residual	17499.56	333					
Total	32937.35	336					

a predictors (constant) =social media

b Dependent variable = self esteem

The model summary table 7, shows the strength of relationship between the model and the criteria variable. It also shows that a relationship (R=0.69, p< 0.5) between the criteria variable (self-esteem) and a linear combination of the predictor variables (social media usage) as can be estimated from the multiple correlation coefficient and the coefficient of determination was R^2= 0.47.From the analysis, the predictor variables (social media usage) contribute 47% towards criteria variable (self-esteem) as represented by the coefficient of determination R^2 other factors contribute 53% towards self-esteem. The regression sum of squares indicates that information about variance not accounted for the model. From the analysis the significance value of the F (32937.35) = 97.92, p<0.05, which is an indication of the variance explained by the regression model is statistically significant. This implies that the model can be used for prediction purposes.

Table. 8.Multiple linear regression coefficients of social media with depression

Variables	Unstandardized Coefficients	Standardized Coefficients	T	p-value (sig)
	Beta	Beta		
(constant)	72.37		28.39	000
Facebook	0.24	0.71	10.49	000
Whatsapp	0.14	0.11	1.22	0.22
Viber	0.12	0.09	1.11	0.27

*P<.05 Criteria Variable depression

The result of multiple linear regression table8, shows that forms of social media usage face book. WhatsApp and Viber, Yielded a positive beta coefficient have predicted the significantly for criteria variable (depression) respectively. From these predictor variables

Viber revealed a positive beta coefficient (β= 0.72, p<.0.05) predict the most significantly depression.

Followed by WhatsApp yielded appositive beta coefficient (β= 0.24, p <.05) predictor the sec ond significantly for depression facebook revealed a positive beta coefficient (β= 0.14,p <.o5) predict the third significantly for depression. This indicated that users of these three forms of social media Facebook revealed a positive beta coefficient (β= 0.14, p < 0.05) predict the third significantly for depression. This indicated that users of these of these three forms of social me dia Facebook WhatsApp andViber usages exposed for depression in secondary school students

Table. 9.Summary of multiple linear regression analysis for social media usage verses depression

Model	Sum squares	Of df	F	Sig	R	R^2	Adjusted R^2
Regression	15437.75	3	97.92	000	0.69	0.47	0.46
Residual	17499.56	333					
Total	32937.35	336					

a predictors (constant) =social media

b Dependent variable = depression

Table 9, result of model summary part shows that positive significant relationship (R=.69, p<.05) between the dependent variable (depression) and a linear combination of the predictor variables (social media usage) as can be estimated from the multiple correlation coefficient and the coefficient of determination was R^2=0.47. From the analysis, the predictor variables (social media usage) contribute 68% towards criteria variable (depression) as represented by the coefficient of determination R^2. Other factors contribute 32% towards depression.

Table. 10.Multiple linear regression coefficient of social media with social anxiety

Variables	Unstandardized Coefficients	standardized coefficients	T	P-value (sig)
	B	Beta		
(constant)	6.56		4.07	.000
Facebook	0.19	0.14	2.58	.010
Whatsapp	0.25	0.24	3.36	.001
Viber	0.59	0.50	8.26	.000

*P<.05   Criteria Variable social anxiety

The result of multiple linear regression table 10, Shows that viber and WhatsApp usage revealed a positive beta coefficient (β= 0.47, p<0.05) & (β= 0.36, p < 0.05) provedto be the most significantly students' social anxiety. This indicated that as the usage of viber and WhatsApp more affect social anxiety in positiveiysecondaryschool students. While the remaining Facebook variable have not predict significantly to the criteriavariable (social anxiety), the P value of this predictor variable was greater than 0.05.

Table. 11.Summary of multiple linear regression analysis for social media usage verses social anxiety

Model	Sum of squares	Df	F	Sig	R	R^2	Adjusted R^2
Regression	14761.10	3	235.34	.000	0.82	0.68	0.68
Residual	6962.24	333					
Total	21723.35	336					

a predictors (constant) =social media

b Dependent variable = social anxiety

Summary table 11.shows that a positive relationship (R=.82, p<.05) between the dependent variable (social anxiety) and a linear combination of the predictor variables (social media usage) can be estimated from the multiple correlation coefficient and the coefficient of determination was R^2= 0.68. From the analysis, the predictor variables (social media usage) contribute 68% towards criteria variable (social anxiety) as represented by the coefficient of determination R^2in secondary school students. Other factors contribute 32% towards social anxiety. The regression sum of squares indicates information about variance not accounted for

the model. From the analysis the significance value of the F (16971) =231.59, p<0.05, which is an indication of the variance explained by the regression model is statistically significant. This implies that the model can be used for prediction purposes.

Table. 12.Multiple linear regression coefficients of social media with social connectedness

Variables	Unstandardized Coefficients	standardized coefficients	T	P-value (sig)
	B	Beta		
(constant)	-0.75		-039	.696
Face book	1.26	0.77	14.32	.000
Whatsapp	-0.01	-0.01	-0.11	.910
Viber	0.08	0.01	1.01	.315

 *P<.05 Criteria Variable Social Connectedness

The result of multiple linear regression table 12, Shows that Facebook and usage yields a positive beta coefficient (β=.77, p< 0.05) affect the most significantly the student social con nectedness.This indicated that Facebook usage more building social relationship in secondary school students. While the remaining two variables have not contributed significantly to the criteria variable (social connectedness).

Table.13.Summary of linear regression analysis for social media usage verses social connectedness

Model	Sum of squares	Df	F	Sig	R	R^2	Adjusted R^2
Regression	19159.80	3	217.22	.000	0.81	0.66	0.66
Residual	9790.85	333					
Total	28950.65	336					

a. Predictors (constant) =social media

b.Dependent variable = social connectedness

Summary table 13, shows that a positive significant relationship (R=.81, p<0.05) between the criteria variable (social connectedness) and a linear combination of the predictor variable (social media usage) as can be estimated from the multiple correlation coefficient and the coefficient of determination was R^2=.66. From the analysis the predictor variables (social media usage) contribute 66% towards dependent variables (social connectedness) as represented by the coefficient of determination R^2. Other factors contribute 34% towards social connectedness.

The above result shows that the significance value of the F (28950.65) =217.22, p<0.05, which is an indication of the variance explained by the model, is statistically significant. This implies that the model can be used for prediction purposes Contracted of result between the present and past finding regarding these variables might be due to the difference in study cite,different nature of the respondents cultural variations sample size different and passage of time. For instance, students in Ethiopia are less of social media user than students who live in western countries, the western culture and Ethiopia culture have huge difference and difference technological advancement between western and Ethiopia where past research was undertaken

The finding of this study showed that Facebook usage was the most significantly contribute negative to students'self esteem. Thus, it appears that Facebook usage negatively contributed more to self-esteem in the secondary school students. This finding supports the previous findings of Mehadizadeh (2010), O'Keeffe, and Clarke (2011) the finding of these researchers there is significant negative contribution to self-esteem from the time spent on Facebook per session. Those with lower self-esteem spent much more time and presented less self-promoting content on online Facebook pages. These previous studies yielded that Facebook usage sites are personal thoughts. This information could make students aware of their own limitations and shortcomings, which would lower self-esteem. In Ethiopian context according to the researcher, majority of students spend their time in using Facebook than the other social media is because, there is a limited available internet connection in rural areas and even in urban area. Furthermore, the findings of this study yielded that viber, WhatsApp and Facebook usage was the first, second and third significant positive predictors of depression. Thus, it appears that Facebook, whatsapp and viber usage contributed a lot on depression sequential on the secondary school students. Supporting evidence from Davila (2009 and selfhout (2009) found that a new form of depression, termed social media depression, which contributed from

spend long periods on Facebook, WhatsApp, imo, telegram and Viber and then being to experiencing symptoms of depression, in contrasts to present finding with selfhout (2009) ide ntified the quality of social media users was a better predictor of mental wellness than general social media use.

The findings of present study also yielded Viber and WhatsApp usage was the most significantly positive predictors to students' social anxiety. It appeared that viber and whatsapp usage have the most contributed a lot to causes of social anxiety in secondary school students. A study by, peter (2005). Cited in sefhou (2009) who found that online communicat ion through online social media such as WhatsApp, Telegram, Messenger and Viber might contribute individuals who do not feel socially accepted by their peers with such an alternative way to reconnect with others. In contrast to the previous finding a large online friend network (use viber, imo and telegram) for youth who perceive themselves as less physically attractive, predicted decreases in feelings of social anxiety and loneliness. The studies stated that for a large number of people social media sites such as imo, viber and Skype increases their contact with friends and family but decreased their participation in social activities.

The finding of this study yielded that Facebook usage predicted the most significantly and positively students social connectedness in secondary school students. Thus, it appears that Facebook usage has the most profound effect on social relationship of the secondary school students. This means that Facebook usage more contribute to wards social relationship of the secondary school students of Mirab Badawacho District. Similarly the study with Lee and Robbins, (1995) and Bastani& Zarandi, (2009) found that Facebook usage has in fact contributed to the teens to be more connected to their social groups and maintain relations as they also expand their network of friends. By staying connected to their social groups, they are defining their self-identity maintaining individual friendships and their social-identify (belonging to peer groups). According to justification of the researcher from among online social media Facebook, usage is play the major role to building social relationship between a large populations in different environment setting based on our context. Most of the time people chatted through Facebook usage even thouth there is not known face to face after that makes long last relationship and even enter marriage

4.4.1. Comparison of the Three Forms of Social Medias Usage on Psychosocial Adjustment of Students

One way ANOVA was used to test whether there a is significance or not significant differences between the means of the three forms of social media (Facebook, WhatsApp and Viber) usage on psychosocial adjustment. The assumptions to employ the ANOVA test were based on Julie pallant (2005). The population forms which the samples are drawn are (approximately) normally distributed, the population form which the samples are drawn have the same variance (Homogeneity of variance assumption) and the samples drawn from populations are random and independent (the independent assumptions). In general, the assumptions of normally distribution, homogeneity and the independent were met to conduct the analysis. Thus, the data were found to be appropriate for the analyses. To identify on which psychosocial adjustment(s) with Facebook usage, WhatsApp usage, and Viber usage have significant influences.

Table.14.One wayof ANOVA result of social media (Facebook, whatsapp, and Viber) usage in terms of psychosocial adjustment

Group		Sum of square	Df	Mean square	F	Sig
Self-esteem	Between Group	17759.92	44	403.64	7.77	.000
	Within Groups	15177.43	292	51.98		
	Total	32937.35	336			
Depression	Between Group	19698.32	44	447.69	64.56	.000
	Within Groups	2024.96	292	6.94		
	Total	21723.35	336			
Social anxiety	Between Group	15081.00	44	342.75	52.95	.000
	Within Groups	1890.04	292	6.47		
	Total	16971.04	336			
Social Connectedness	Between Group	23848.14	44	542.00	31.02	.000
	Within Groups	5102.52	292	17.47		
	Total	28950.65	336			

* The mean difference was significant at 0.05 levels

The ANOVA result in table 14, show that the secondary school students three forms, of social media usage were statistical significantly mean different in terms of four dimensions of psychosocial adjustment. Self esteem $F_{(44,292)}=7.77, p<0.05$, depression $F_{(44,292)}=64.56, p<0.05$, social anxiety $F_{(44,292)}=52.95, p<0.05$ and social connectedness $F_{(44,292)}=31.02$,

0.05.This result may shows that forms of social media usage may affect variety on psychosocil (self- esteem, depression, social anxiety and social connectedness) behavior among secondary school students. Therefore, these three forms of social media usage significantly affect a Students psychosocial adjustment in Secondary school students.

TO support of this finding, the result of the interview obtained from a Denama secondary school students of social media usage responded as:

> *The facebook usage contributes students social connectedness in secondary school students. Thus, the facebook usage has contributed the most on social relationship of the secondary school students in case of Mirab Badawacho District. In fact the interview responded says that to be more connected to their social groups and maintain relations as they also expanded their network of friends. By staying connected to their social groups, they are defining their self-identity maintaining individual friendship and their social identity (belonging to peer groups).While the reaming two variables have less contributing to social connectedness.*

4.5. Psychosocial Adjustment Difference among Students due to Using Social Media with Respect to Gender, Age and Grade level

The fourth research question of this study the means of gender, grade level and age were compared by using an independent-one sample t-test was for parametric tests. The assumptions to employ the independent t test based on field, (2009). There is a normal distribution of score (referring to the theoretical sampling distribution); data are measured at least at the interval or ratio level; there is a homogeneity of variances (the samples are supposed to have roughly equal variance); and the sources are independent (collected from different people).In general, the assumptions of normality, interval measured homogeneity of variances and ind ependent fulfilling in the present data.Thus, the data were to be appropriate for the an alysis

Table.15.Independent Sample ttest That Compares Male and Female StudentsRegarding Psychosocial Adjustment

Scale	Group	N	X	S	df	T	p-value
	Male	214	33.96	7.83	268.09	6.59	-000
Self-esteem	Female	122	27.05	10.82			
	Male	214	38.96	8.91	325.69	-5.08	-000
Depression	Female	122	43.13	6.14			
	Male	214	41.90	7.83	332.12	-3.42	-000
Social anxiety	Female	122	44.45	5.85			
	Male	214	42.11	9.93	331.01	-6.14	-000
Social connectedness	Female	122	47.88	7.29			

Table 15, shows that there is a mean difference in the self-esteem score for male (x= 33.96, s = 7.83) than female(x =27.05,s = 10.82). This difference was statistically significant as obtained by t(268.09) = 6.59, p<0.05 based on the assumption that Leven's test equal variance was not assumed. The magnitude of the difference in the mean was very large (eta squared = 0.11) This means 11% of the variance in self-esteem is explained by gender this implies that male social media users has more affect on self-esteem than female social media users in secondary school students.

Furthermore, there is mean difference in the depression score for female (x=44.45, s= 6.14) than male (x=38.96, s=8.90). This difference was statistically significant as obtained by t (325.61) =-5.08, p<0.05)based on the assumption that Leven's test equal variance not assumed. The magnitude of that difference in the mean was moderate (eta squared=0.07). This means only 7% of the variance in depression is explained by gender. Similarly there is a mean difference in the social anxiety score for female (x=44.45, s=5.85) than male (x=41.90, s=7.83). This difference was statistically significant as obtained by t (332.12) = -3.42,p<0.05 based on the assumption that Leven's test equal variance not assumed. The magnitude of the difference in the mean was very small (eta squared=0.03). This means that only 3% of the variance in social anxiety is explained by gender. Finally, there is a mean difference in the social connectedness score for female (x=47.88, s = 7.29) than male (x =42.11, s=9.93). This difference was statistically significant as obtained by t (331.02)=-6.14, p<0.05 based on the

assumption that Leven'stest equal variances not assumed. The magnitude of the difference in the mean was very large (eta squared=0.10). This means 10% of the variance in social connectedness is explained by gender. This means that female social media users are more exposed for depression and social anxiety than male social media users in Seconday school students. In addition, female social media users make more social relationship than male users.

Table.16.Independent Sample t test Compare Grade Level of Secondary school Students Regarding Psychosocial Adjustment

Scale	Group	N	X	S	df	T	P –vaue
Self-esteem	Grade(9) students	123	33.45	7.63	242.1	5.48	-000
	Grade(10)students	213 336	27.45	11.40			
Depression	Grade(9) students	123	40.15	8.53	335	-1.80	-000
	Grade(10)students	213 336	41.73	7.30			
Social anxiety	Grade(9) students	123	42.28	7.48	330.62	-2.31	-000
	Grade(10)students	213 336	44.05	6.49			
Social connectedness	Grade(9)students	123	43.01	9.07	313.35	-3.91	-000
	Grade(10)students	213 336	46.92	9.12			

Table 16, related that there is mean difference in the self-esteem than Secondary School student. Furthermore, there is mean difference in the Depression score for grade nine School students (x=41.73, s=7.30) grade ten secondary school students (x = 40.15, s = 8.53). However, as table 4.10, shows, there is no a statistically significance as obtained by t(335) = -1.80,p>0.05 based on the assumption that Leven's test equal variances assumed. The magnitude of the difference in the mean was very small (eta squared = 0.009). This means only 0.9% of the variance in depression is explained by grade level. It is also shows that there is mean difference in the social anxiety score for Secondary School students.

The magnitude of the difference in the mean was very small (eta squared = 0.15). This mean only 1.5% of the variance in social anxiety is explained by grade level. Similarly, there is mean different in the social connectedness score for secondary school students. This

difference was statistically significant as obtained by t (313.35) = -3.91, p<0.05 based on the assumption that Leven's test equal variances not assumed. The magnitude of the difference in the mean was very small (eta squared = 0.043). This means only 4.3% of the variance in social connectedness is explained by grade level to conclude, Mirabi Badawacho District secondary students are more vulnerable for depression and social anxiety.

Table.17.Independent Sample t-test that Compares Age Group between 14-18 and 18-24 years students regarding psychosocial adjustment

Scale	Group	N	X	S	df	T	p-value
Self-esteem	14-18	137	30.89	9.76	335	0.09	0.93
	18-24	199	30.80	10.05			
.Depression	14-18	137	40.87	7.32	335	0.05	0.96
	18-24	199	40.82	8.63			
Social anxiety	14-18	137	43.04	7.18	335	-0.25	0.80
	18-24	199	43.07	7.07			
Social connectedness	14-18	137	44.58	9.05	335	-0.25	0.80
	18-24	199	44.83	9.50			

The table 17 revealed that there is no mean difference in, self-esteem, depression, social anxiety and social connectedness score for age range 14-18 (x=30.89, s=9.76), (x=40.87, s= 7.32), (x= 7.18), and (x=44.58, s = 9.05) by , comparison age 18-24 (x =30.80, s = 10.05), (x= 40.82, s= 9.05)by, x=43.07, s= 7.07) and (x=44.83, s= 9.50). It also shows that all psychosocial adjustment dimension there was no statistically significant difference as obtained by t (335) = 0.09,p> 0.05, t(335) = 0.05p> 0.05, t(335) = -0.25, p>0.05 and t(355) = -0.25, p>0.05 based on the assumption that Leven's test equal variances assumed. This means that all variables p value is greater than 0.05.To conclude that age range students between 14-18 mean difference in terms of self-esteem, depression, social anxiety and social connectedness in secondary school students. The present study was to see whether there are mean differences in the three forms of social media (Facebook, WhatsAppp and Viber) usage in terms of psychosocial adjustment.

The findings yielded that there is significance mean difference three forms of social media (Facebook, WhatsAppp and Viber) usage in terms of self-esteem, depression, social anxiety and social connectedness in secondary school students. Thus, it appears that Facebook,

WhatsApp and Viber usage have the significant different psychosocial adjustment to the secondary school students' in the Mirabi Badawacho District. Support the finding with the Ellison (2007), Madden, and Zickuhr (2007) revealed that there was significant psychosocial adjustment difference between usages of numerous social media. This result may shows that different types of social media usage may affect differently psychosocial (self-esteem, depression, social anxiety and social connectedness) adjustment among secondary school students. The finding of this study shows that female students are more influence self-esteem than malesocial media users in secondary school students. Contradict the existing finding with Giles & price, (2008) revealed that girls have indicator that they use social media for things like chatting and downloading music. Because of this, girls were more likely to be attracted to social media networks and other online social groups that affect self-esteem aspect.The other finding of this study was female students showed more depression, social anxiety and social connectedness than male students. The difference was statistical significant based on the assumption that Levene's test equal variances not assumed. This means that female social media users more vulnerable for depression and social anxiety than male social media users in secondary school students.

Familiar with the finding with young (2004) this research finding, females were more familiar with posting pictures and other components: listing their friends and friends as a way of establishing themselves, of feeling connected and feeling like the one they are accepted. In this case, female students who could not get such approval may experience more psychosocial challenges than males. When concluded that most of the time female students are more sensitive to receiving, giving posturing comments and sharing video than males students. Most of the time, female students bother about that dislike/like comments and feedback from the other as a result to develop some sort of anxiety, depression, hopeless and nervous.The present study finding also yielded those secondary schools students are more affect self-esteem. Agree with existing findings of Linandsubrahmanyam, (2007), found that university students have shown to be the greatest consumers of the social media, than high school students particularly for social interactions. Social networking sites, as well as email instant messaging, exchanging information, blogging, and online journals have completely changed the way that students interact and gather information. The other finding of this study was that there is no age mean difference in terms ofself-esteem, depression, social anxiety and social connectedness in

secondary school students. This implies that age range between 14-18 years social media users and age range 18-24 years social media user no a significant mean difference regarding psychosocial adjustment. This means that increase in Facebook usage also related increases social relationship. Whereas remaining in WhatsApp and viber usage positive significant correlation with depression and social anxiety. This implies that a person used whatsapp and viber social media more vulnerable depression and social anxiety. Regarding prediction Facebook usage was the most negatively predictor significantly to students' self-esteem. Viber, whatsapp and Facebook usage the first, second and third respectively significant predict and positively on depression. Regarding social anxiety, viber and WhatsApp usage was predicted the most significantly and positively students' social anxiety. While the remaining Facebook is no predictor significantly to the social anxiety. Facebook usage predict the most significantly and positively students' social connectedness. While the remaining two variables have not contribute significantly to social connectedness. Regarding mean difference there is statistical significant mean difference between three types of social media usage (Facebook, WhatsApp and viber) in terms of psychosocial adjustment. There is significant difference in psychosocial adjustment regarding gender and grade level difference. There is no significant difference in psychosocial adjustment regarding age difference.

IN support of this finding, the result of the interview obtained from a Denama secondary school students the of social media usage responded as:

> *In general, the different types of social media usage may affect differently psychosocial (self- esteem, depression, social anxiety and social connectedness) adjustment among secondary school students. The respondent says that facebook usage was the most contributing towards social connectedness. While the remaining two variables have some contribute to social connectedness. This implies that student used WhatsApp and Viber is depression that is more vulnerable and social anxiety. Regarding facebook usage was the first, second and third, respectively contributing to positively on depression. The respondent also says that when one day or for time being they do not use social media they are more depressed.*
>
> .

5. SUMMARY, CONCLUSIONSANDRECOMMENDATIONS

The study is going to summarize, conclude, and recommend depending on the findings through the objectives as follows:

5.1. Summary

The general aim of this study was to examine the influence of social media usage on the psych osocial adjustment of secondary school Students.

The present study addressed to answer the following questions

1. What is the current status of social media usage in secondary school students of Mirab Badawacho District?

2. What is the relationship between social media usage (Facebook WhatsApp and Viber) and students psychosocial (self-esteem, social anxiety, depression, social connectedness) adjustment?

3. Which social media has major determinant influence on the psychosocial adjustment of students?

4. Is there any psychosocial adjustment difference among students due to using social media with respect to gender, age and grade level?

The researcher summarized the following findings depending on the objectives of the study.In addressing these research questions, the present study employed quantitative research approach specifically correlatinal survey research designed. A sample involvd 336 students (male= 214, females = 122), secondary school students. The total sample selected using stratified random sampling techniques. Percentage and frequency were employed to analysis demographic characteristics of respondents; Pearson correlation coefficient, multiple linear regression, one way ANOVA and independent t-test were employed to analysis basic research questions of this study.

❖ The following major findings were found from the analysis based on basic research questions. According to the objectives, the researcher summarized for research question one from findings as follows. The majority of social media us

age in secondary school students responded, they have been strongly agree by social media usage and agree in the study area.

This means the results showed that there was the status of a little desperation a mong social media usage in secondary school students in the study area.

➢ There is high positive relationship between the three forms of social media (Facebook, WhatsApp and Viber) usage with social connectedness.

➢ Furthermore, Facebook, WhatsApp and Viber usage moderate negative relationship with self-esteem.

➢ There is positive relationship between the three forms of social media (Facebook, WhatsApp and Viber) usage with depression and social anxiety.

➢ Facebook usage was the most negative predictor students self-esteem and positive for social connectedness. Facebook and Viber usage the most contributed negatively towards students connectedness.

➢ Viber,WhatsApp and Facebook usage, the first second and third significant positive predictors of students depression. Viber and whatsapp usage predictors the most signifi cantly and positive students' social anxiety.

➢ Male students are a significantly more affected by self -esteem them female students.F urthermore, t-test result shows that female students are significant more depressed, social anxiety and social connectedness than male students.

➢ Secondary school students are significantly more affect self-esteem

➢ There is no a significant mean score difference for the age range between 14-18and 18-24 years in terms of fourpsychosocial adjustment dimensions.

To sum up there is a high significant correlation between Facebook usage with social connecte dness.This means that increase in Facebook usage also related increases social relationship. Whereas remaining in WhatsApp and viber usage positive significant correlation with depressi on and social anxiety. This implies that a person who used WhatsApp and Viber social media more vulnerable to depression and social anxiety. Regarding prediction Facebook usage was the most negatively predictor significantly to students' self-esteem. Viber, WhatsApp and Facebookusage,were the first, second and third respectively significant predict and positively on depression. Regarding social anxiety, viber and whatsapp usage was predicted the most significantly and positively students' social anxiety. While the remaining Facebook is no

predictor significantly to the social anxiety.Facebook usage was predict the most significantly and positively students' social connectedness. While the remaining two variables have not contributed significantly to social connectedness. Regarding mean difference there was statistically significant mean difference between three types of social media usage (Facebook, WhatsApp and Viber) in terms of psychosocial adjustment. There is significant difference in psychosocial adjustment regarding gender and grade level difference. There is no significant difference in psychosocial adjustment regarding age difference

5.2. Conclusions

Based on the major findings of the study, the following conclusions were drawn.

➤ The majority of social media usage in secondary school students responded, they have been strongele agree by social media usage and agree in the study area. This means the were showed that there was the status of a little desperation among social media usag ein secondary school students in the study area Generally, the researcher concludes that three forms of the social media usage were positive relationship with depression, social anxiety and social connectedness among secondary school students.

➤ Facebook usage is the most significant influence for students self-esteem and social connectedness among secondary school students.

➤ Viber and Facebook usage are the most significant contributors of student social anxietyin secondary school students. Finally, the researcher concluded that three forms of social media usage predictors for depression respectively secondary school students.

➤ There is a mean difference in the three forms of social media usage in terms of psychosocial adjustment in secondary school students.

➤ Regarding gender variation, the researcher concluded there is gender difference of psychosocial adjustment with social media among secondary school students.

➤ Regarding gender variation, the researcher concluded there is grade level difference of psychosocial adjustment with social media among secondary school students.

➤ Finally, the researcher concluded that there is no age difference between 14-18 and 18- 24years of students on psychosocial adjustment in secondary school students in Mirabi Badawacho District.

5.3. Recommendations

Based on the major findings of the study, the following were recommended:

➢ Policy makers and program implementers should concerned about psychosocial well-being of students in Ethiopia. Therefore, the government has to device an effective policy that can contribute to the healthy environment for educational, psychological and social development aspect of students.

➢ School principals, teachers and other extended families students need to be encouraged and teach to use the appropriate social media site for educational purpose.
The goverment should be responsible to develop and create social awareness program concerning how to reduce the influences of social media. This finding revealed that ma le social media users in more affect self-esteem than female social media users in seco ndry school students.

➢ School counselor should create awareness, provide time management skill and life skill training students to decrease the influence of social media and enhancing study skill. Social psychologists, social workers and NGOs should have to pay attention to give short-term training for parents and students' in terms of usage of the appropriate social media with psychosocial adjustment. This may help students to use appropriate social media to have psychosocially well adjusted.

➢ Further, researchers should conduct to see large sample size, broad study area. And different age groups people and include more forms of school medias by consideri ng unaddressed psychological and social variables by using longitudinal study designs and mixed method that are useful for evidence based interventions.

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7. APPENDICES

Appendices A

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

College of Educational and Behavioral scenes

Department of Psychology

I am Belete Paulos Lire Masters Degree student in social psychology at Haramaya university Department of psychology currently; I am working research to finalize my study. The purpose is to examine influence of social media usage on psycho-social adjustment of students in case of mirab Badawacho District some selected secondary schools students. This questionnaires aims to get your exact feeling, attitude and opinion for each question, which makes my study complete. Hence, I kindly request you to fill this questionnaire honestly. You are not expected to write your name. All information you give on the questioners will be kept confidential and used for the purpose of this academic study.

I think you much for your time and consideration in advance

1. **Demographic Items**

I Direction: please indicate your answer by making (x) in the box that corresponds to your answer or write the correct answer on blank space.

1. School name _____
2. Age   _____
3. Sex Male   Female   ☐   ☐

4. What is your grade level

     1. Grade (9) ☐   2   Grade (10)   ☐

5   Do you use social media?

6   If your answer to Q 5 is yes which social media do you use frequently?

A. Facebook   B. Viber   C. Whatsapp

Part II: Status of the social media usage in secondary school students.

Direction: The following statements refer to the Status of the social media usage in secondary school students in the study area. You are to indicate on, a five-point scale, the five points are strongly dis agree, Disagree, Undecided, Agree, and strongly agree. So, please, put this Mark (x) on one of the five alternatives based on your agreement.

No	How often do you use Social media?	Strongly d is agree	Disagree	Undecided	Agree	strongl y agree
		1	2	3	4	5
1	I often spend more time on social media usage					
2	I have faced feeling depressed or nervous when off line of social media					

III Direction: the following statements refer to your social media usage practices in the three types of social media. Please show the extent to which you carry out these practices while you social media usage lessons by putting a tick (x) in one of boxes against each statement.

The number that you are going to rate will refer to the word or phrase that is place corresponding to each number below.

1= strongly disagree 2= disagree 3=undecided 4= agree 5= strongly agree

2. Social media usage questionnaires'

- **Think of the social media you use most frequently and answer the following questions**

1, questionnaire assess for the level of social media usage

No	Items that measure the level of social media usage	Facebook					Whatsapp					Viber				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	I often prefer the excitement to social media usage to intimacy with my parents.															
2	Social media has become part of my daily routine															
3	I am act nervous if someone disturbed me while I am using social media.															
4	I would be sorry if social media shutdown.															
5	I often spend more time on usage of social media because of this problem my education.															
6	I am give priorities for social media before something else that I am needed to do.															
7	I often feel happiness if when I use social media than the other things.															
8	I am feeling depressed, moody or nervous when I am off, line, which goes away once my back to social media.															
9	Overall, I am satisfied during usage of social media															
10	I get irritated when someone interrupts me when I of using social media.															

3. Psychosocial adjustment questionnaires'

IV. Direction: the following statements refer to your psychosocial adjustment condition, please show the extent to which carry out these situation while you psychosocial adjustment lessons by putting a tick (x) in one of boxes against each statement.

1. Questionnaires Assess for the level of self-esteems

No	Items that measure the level of self-esteem	1	2	3	4	5
1.	Overall am satisfied with myself.					
2.	At times, I think I am not good at all,					
3.	I feel that I have a number of good qualities.					
4.	I am able to do things as well as most other people do.					
5.	I feel I do not have much to be proud.					
6.	I certainly feel useless at times.					
7.	I feel that I am a person of worth, at least an equal plane with others.					
8.	I wish could have more respect for myself.					
9.	Overall, I am inclined to feel that I am a failure.					
10.	I have a positive attitude towards myself.					

2. Questioners Assess for the Level of Depression of Students.

No	Items that measure the level of Depression.	1	2	3	4	5
1.	It is hard for me to get sleep at night.					
2.	I feel incapable of making decisions.					
3.	I wake at every noise during the night.					
4.	Compared to others I feel mainly unsuccessful.					
5.	I feel fade up with everything.					
6.	Everything is going wrong to me.					
7.	I sometimes cry in my sleep.					
8.	I have loss my trust in sleep.					
9.	I have no interest in other.					
10.	Sometime I wish the end of all and my own as well.					

3. Questioners Assess for the Level of social Anxiety of students.

No	Items that measure the level of social anxiety	1	2	3	4	5
1.	I worry about what other say about me.					
2.	I am afraid that others do not like me.					
3.	I worry about what others think of me.					
4.	I think that others make fun of me.					
5.	I feel that peers talk about me behind my back.					
6.	I get nervous when I meet new people.					
7.	I get nervous when I talk to peers I do not know very well.					
8.	I feel nervous when I am around certain people.					
9.	I worry about doing something new in front of others.					
10.	I feel shy even with peers I know very well.					

4. Questioners Assess for the Level of Social Connectedness of students

No	Items that measure the level of social connectedness	1	2	3	4	5
1.	I have good relationship with the classmate at school					
2.	I use social media helped connect with people whom I am share a common interest.					
3.	Social media helped me meet new friends.					
4.	Social media help me feel closer to my friends.					
5.	Even around people I know, I feel that I good belong					
6.	Social media accurately explain my relationship with others.					
7.	I have sense of togetherness with peers.					
8.	I believe have good relation with social media user friends.					
9.	I feel myself decrease all sense of connectedness with society.					

Appendices B

HARAMAYAUNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHEVERAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

INTERVIEW GUIDE QUESTIONS

In interview guide question for each selected sample secondary school students from Denam school students participants participate one of them in each purposively.

Could we start our discussion by introducing each other? (By telling age, sex, grade level)

1. Age: ——2. Sex_____3. Grade level:————

1. Do you have often feel happiness if when you use social media than the other things?

2. Have feeling depressed, moody or nervous when you have off, line, which goes away one my   back to social media?

3. Do you have a positive attitude towards yourself?

4. Do you feel incapable of making decisions?

5. Have you feel that peers talk about behind your back on the social media?

6. Do you have Social media help to meet new friends?

Thank you!