



**COLLEGE OF EDUCATION AND BEVIORAL STUDIES
DEPARTMENT OF PEDAGOGICAL SCIENCE AND
ENGLISH LANGUAGE LITERATURE COMPOSITE MAJOR**

**THE EFFECT OF USING SOCIAL MEDIA ON ACADAMIC
ACHIVEMENT IN WOLKITE UNIVERSITY**

**A SENIOR ESSAY RESEARCH PAPER SUMITED TO DEPARTMENT OF
PEDAGOGICAL SCIENCE IN PARTIAL FULFILMENT FOR THE DEGREE OF
BACHELOR OF DEPARTMENT OF PEDAGOGICAL SCIENCE**

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DECEMBER, 2020

WOLKITE, ETHIOPIA

Acknowledgments

First of all my heart felt thank May almighty god who help me on all of my life activities whose offerings for given's and grateful helps are precious forever and also for being any grievance me to reach this and in doing everything without any difficulty.

Secondly I would like to thanks my sincere and heart full my advisor; yohannes Zakaras while she give me her time and energy for her generous help, advice and polite treatment in the whole progress of this paper.

Third I am also thanks to my family to support financial and moral treatment and my friends shared me important ideas in writing this research. Finally I would like to thank the participant of this study by giving relevant information and my classmates for their corporation during my study.

Abstract

The purpose of this study is to determine the Effect of using social media on academic achievement of students among Wolkite University College of Education and Behavioural Studies Department of pedagogical Science, Psychology, Education Planning and Management on department students. In this study Descriptive statics of frequency and percentage, where used to analyse the data, the Effect of using social media on academic achievement, the Effect of using social media on time management and while inferential statics (T-test) is used to see Gender difference of social media on students. Which is conducting 190 population from those taken 39 participants 23 where females and 16 males who selected by using stratified sampling technique. It has been identified students used social media more for entertainment than educational use. In addition, it is identified that students used social media while lecture is going on, while doing their assignment and while study side by side. The research findings showed that a great number of students in Wolkite University are used to social media. To this end the researcher recommended that students learn to manage their time properly, use social media sites more for academic use than entertainments, students should be monitored by their teachers how to use social media.

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CHAPTER ONE:

Introduction

1.1 Background of the study

Social media is phenomenon that has been developing in rapid place. Different scholars have described it in a different way and as Jack and Scott (2011) say, there is no single recognized definition of social media. Drury (2008) defines social media as online resources that people uses to share contents video, photos, images, text ideas, insight, and humour, opinion, and gossip news. On the other hand Brake (2008) further defined social media as activities, practices, and behaviours' among communities of people who gather online to share information, knowledge, opinions using conversational media. Conversational media web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, video, and audio.

Recently people are engaging in social media for different purpose and spent a lot of time on social media uploading or downloading, getting information concerning their career or academic work. People are always online every second, chatting with friends, watching online movies or, social media has become habit some people they find it difficult study for one hour without login to one network site (Napoleon, 2013).

Social media exploded as category of online discourse which enables people to create contents, share them, bookmark them and network at prodigious rate. This has breached the gab that in communication where people had to rely solely on traditional methods such as letters and phone call as mode of getting in touch with friends and relatives. Today, communication is as easy as walking in to neighbour residence to deliver apiece information through the use of social media.

The use of social media among students has reached high level and has affecting their study time. poor grammar and wrong spellings when socializing on social media as well as diverting their attention from their studies and students spend much time on their studies time on social networks than in their academic under taking and it has affecting their grade points (Ndaku, 2013)

Social media has become an international trend and has spread its reach to almost every corner of the world. According to a survey conducting in 2014 there were 15.4 million people using face book which representing 8.5 per cent of the total population (Hague, 2014). However, with these

advancements a major concern arises as in this age of huge technological development social media are being more and more popular.

In Africa, A study conducting on the effects of social media on students revealed that students have more friends on social media than in real life and they are able to express themselves very well on social media. Furthermore the same study indicated that majority of the students agreed that because of social media they are not able to even have full concentration on their studies (Eded, 2013).academic performance might affect adversely because students are paying more attention.

In Ethiopia in recent years, educational institutions have great fear that students towards social media. For this reason some educational institutions have blocked face book they fear that time spend on face book might affect academic performance of students (Nebiat&Grum, 2014).

Generally Wolkite University is an education institution which is modern technology to facilitate the teaching and learning process. Students in Wolkite University have an access to use social media Laptop, cell phone and in the institution computer centre. The researcher has initiated to conduct research on this topic, because most of students spend their time on the internet by watching films, and video games and a face book. Internet by watching films, and video games and Facebook.

1.2 Statement of the problem

The rapid advancement of media technology has the greater impact on the way people communication on daily basis the growing dimension of the use of the social media among the youth of today cannot be over emphasized over the years; social networking has become more popular. It is the way to make connections not only on campus but with friends outside of school. Social networking is. way that helps people feels they belong to a community due to the increased popularity of it, economist and professor are questioning whether grade of students will not be affected by how much time is spent on this site (Chaney, 2010). The internet is today the most important source of information and the growing dimension of the use of social media by student cannot be understood.Today student at all levels especial tertiary level have been engaged in the use of social networking sites.

Memos and Taswer(2013) Kist (2008), Jacobsen and Forester (2011), believe that the use of technology such as internet is one of the most important factor that can influence educational

performance of students positively or adversely many parents and guardians are worried that students are spending too much time on face book and other social media sites and have not enough time to study. Parents are worried about student's constant use of social media sites.

Even though researches are conducting on the issue in different part of the world, but these are a dearth of research on the issue in Ethiopia. Therefore, the researcher gives some highlight about the issue in relation to Ethiopian context specifically in our institution Wolkite University

1.3 Research Questions

- 1 What is the effect of using social media on academic achievement?
- 2 How using social media affects student's time management?
- 3 which gender spent more time in using social media?

1.4. Objective of the study

1.4.1. General Objective

The general objective of the study and is to identify the effect of using social media on academic achievement on Wolkite University College of Education and Behavioural Studies

1.4.2 Specific Objectives of the Study

The specific objectives of the study are:

- * To assess the effect of using social media on academic achievement.
- * To assess the effect of using social media on students' time management.
- *To determine gender-based difference of time in using social media.

1.4.3 Significance of the Study

The study has the following significances.

- * To would help students to manage using social media effectively as educational supportive materials
- * It may help teachers to understand the problem of student's academic area.
- *It would help for parents to understand their children misbehaviour and law educational performance.
- * It would give an input about academic performance of students and its relation with using social media for the institution.
- * It may help for other researchers as baseline to conduct a research on the issue.

1.4.4 Limitation of the study

The researchers have faced challenge during the questionnaire distributed the students have not enough time to filled the questionnaire and successfully conducted the researchers as required. In case of that some accurately. The researchers have also faced shortage of many to successfully accomplish this as required however the researchers have managed the challenges

1.4.5. Delimitation (Scope) of the Study

In order to assess the effect of using social Media on academic achievement, this study delimited to at Wolkite University College of Educational and Behavioural Studies on departments. Under this study, those on departments who found in Wolkite University out of the target population is not being part of the study.

1.4.6 Operational Definition of key Terms

Social media: It includes face book, internet, imo, telegram, and etc...

Educational achievement: it refers to the acquisition of certain information or mastery of certain skill as a result of specific instruction

Time management: it refers using the time allocation properly as per university schedule for each course.

1.4.7 Organizational of the Study

The Study will be classified five chapter, The first chapter provides general Introduction about the topic under study, background of the Study, Statement problem the study ,basic question , objectives of the study, significances of the Study, delimitation of the Study, limitasyon of the Study, operational Definition of the Study, The second chapter outline the related literature Review of different Authority about the Subject Matter under the study and Third chapter of the researcher design and methodology, Description of the Study, Population producers of data Collection , methods of data analysis and ethical Consideration, The last chapter time and schedule Budget break down and Reference.

Chapter Two:

Review of Related Literature

2.1. The Effect of Using Social Media on Academic Achievement

Research conducted by Al-Rahim (2014) on the impact of social media use on academic performance among university students states that there is a direct relationship between using social media and their academic performance. Using social media among students directly causes the

gradual drop of grades of students, it directly affects students' academic performance if the student invests their time in social media instead of their studies (Karla & Mamani, 2013).

Shambere and Sitole (2012) conducted a study on social media habits among students. Their study indicates that such media is most commonly used by younger ones and Facebook is most widely used by a large number of students and has multiple effects on student life. The high speed and quick approach to the internet and the development of smart phone technology are most important drivers behind the adoption and connectivity with social media, and its effect on students' academic performance.

Students spend much time on participating in social media activities and many students also blame using various social media for their study decrease. Researcher also revealed that the impact of using social media on academic achievement is high in African university students. A study done in Ghana by Larson (2015) on the use of social media and its impact on academic performance of students reported that confirmed Gusto that most of the respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day. In addition, the study revealed that the use of social media sites had affected academic performance of the respondents negatively and that there is a direct relationship between the use of social media and academic performance of students.

2.2. The Effect of Using Social Media on Time Management of Students

Grave (2010) suggests that time allocation matters for educational achievement, even after controlling for a number of variables, including abilities, motivation, characteristics of the study and the university. Regarding the association between using social media and time management of students at university level, most of the students spent their time on using social media

specifically face book and it have a direct impact on time allocation for different courses (Grave, 2010).

The time spent on line social media is found to heavily influence by attention span of the students specifically they determined that the higher the attention span (Karla &Manani, 2013). Using social media have caused many problems among students and have lost their interest in their studies as they spend most of the time on social media. Rousisetal (2011) state that students spend on average 30-35 minute per day searching face book and student's note that they actually spend on 3-4 minutes on each visit to check updates but make several visit a day.

A study conducting by Nebiat and Girum (2014) in Ethiopia on the impact of social media reported that higher educational institution Ethiopia have blocked face book because the fear that time spend on face book might affect academic performance of student and social media access to students could be dangerous if they use for entertainment purpose in the background while studying could lower student`s grade.

Students need plan to perform effectively its daily activity by using program. So that goal oriented person has capacity to manage time and benefit from social .if an individual has internal motivation to gain knowledge the capacity to disturbed by violent video will be less a student who has low motivation to gain knowledge uses social media for entertainment only and the probability to send and receive violent video will become high.

2.3. Gender Usage of Social Media

When reviewing literature related to gender, studies have shown that boys have been online, more than girls in previous decades because of earlier forms of technology such as video or computer games (Lin &Rahmanyam, 2007). In contrary, other researchers reporting that girls have reporting that they use social media for things like chatting and downloading music (Glels&Price,2008).Because of this, one may hypothesize that girls will as more likely to be attracted to social media and other online social groups than boys (Glels&Price,2008).

In contrary, research done on gender difference on using social media reporting that both male and female use social media in every aspect (Bonds &Racket, 2008). A study conducting by Peter (2016) Supporting that there is a significant difference between male and female student usage of social media. But, girls are more likely than boy to post sexually explicit pictures of themselves, and talk about sexual activity in social media (Rafferty, 2009).However, boys are

more likely use social media simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to gain (Bonds & Raccke, 2008).

Girls are more likely than boys to share personal information about daily lives (Merten & Williams, 2009). Results of a recent year study involving Facebook showed that though teenagers age 13-17 used these sites for fun and positive reasons, 55% of girls share personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of boys share any personal information besides their hobbies, interest, and friendships (Merten & Williams, 2009). This study also shows that adolescents use social media when dealing with a death of a peer, and use members of profiles to help their grieving process (Merten & Williams, 2009).

In recent study, it was shown that boys seem to benefit more from social media communication technology than girls do (Peter & Valkenburg, 2009). This is hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face to face with others than girls do (Peter & Valkenburg, 2009). The number of teenagers, both male and female participating on social media is staggering, and this may explain why certain problems arise from these sites that have become more major problems in today's society. Using social media has its impact on academic performance of students and it has different experiences among male and female.

CHAPTER THREE:

Methodology

3.1. Research Design

They study were employing descriptive survey design. The researcher selects this design because it helps to explain the effect of using social media on academic achievement in Wolkite University by using quantitative and qualitative approach. Grave, S (2010)

3.2. Study Area

This research was conducting in wolkite University College of Education and Behavioural Studies on department. The specific setting of this study area is Wolkite University, which was found in the central part of Gurage zone located in 158km far from Addis Ababa.

3.3 SOURCE OF DATA

The main source of data for this study were both primary and secondary sources, the primary sources of data for this study are students and teachers while documents like in social media in Wolkite University.

3.3. Population, Sample and Sampling Techniques

The target population of this study was Wolkite university students College of Education and Behavioural Studies especially focused on department of Pedagogical 82 ,Science the total number of students on department of, Psychology, 67 and Educational Planning and Management 41.In those departments the total numbers of students are 190.From the total population of 190 students in the department of Pedagogical Science, Psychology, Educational Planning and Management on departments the researcher is selecting 39 students by using stratified sampling techniques. Because the researcher use stratified sampling techniques is to collect information from those different department by giving equal chance to participate in the study. According to Daniel (1995) the simplified formula to calculate the samples is:

$$n=190*20\%$$

$$=39$$

$$100 n=N*P \quad \text{Where, } n=\text{sample}$$

$$100 \quad N=\text{Total Population}=\text{Percent}$$

3.4. Data Collecting Instrument and Procedure

The instrument used for this study in order to collecting data is questionnaires which contain close ended items. The questionnaire is present in English language that the respondent can understand easily it is administered to the respondent during their free class time after providing orientation about the purpose of the study and how they fill the questionnaires and it is distributed by the researcher.

Questionnaire

A questionnaire is designed to obtain relevant information about the effect of using social media on academic achievement in Wolkite university. Questionnaire is developed as main instrument of data collection the respondent. The questionnaire is preparing in English language and administrates teachers and students.

Interview

Interview was restricted and used for the principal and unit leaders. In addition to these, relevant document would be analyzed. The researcher constructed questions in English language and distributed to the target groups.

3.4.3. Focus group discussion

The researcher focusses on three persons use unlike groups that have to be scheduled at a group point in time; opinion pond can be implemented to capture insight from customers who have just interacted with your product or service. This means more thoughtful responses, as customers remember the experience and new ideas are stimulated based on that experience. For example, recently Rockbridge invited online purchaser of our client's product immediately after they completed a transaction to participate in opinion pond. Given the recency of the experience, participants were able to offer thoughtful feedback, and our client gained new ideas to help shoppers during the purchase process that they had not heard before because customers had just experienced areal purchase situation. The client is currently conducting a feasibility study of the product ideas to determine how they might implement them

3.5. Method of Data Analysis

During the study, quantitative method of data analysis is used to analyse and interpret about the effect of using social media on academic achievement such as table, percentage, frequency and T-test to see significant difference in gender on using social media.

3.6. Ethical Consideration

The researcher was asked permission letter to respective department of Pedagogical Science, Psychology, Educational Planning and management The researcher is asked the willingness of the respondent and any respondent are not to be enforced to give any information. Privacy of respondents was kept confidentially and finally the data is gathered secretly from the respondent and administered ethical

CHAPTER FOUR

4. Data Analysis and Interpretation

This chapter presents the result and interpretation. The first part focused on the back ground

information of the respondents, the second part presents the effect of using social media on academic achievement, the third one is about the effect of using social media on time management, and the last one is gender difference in using of social media.

Table 1 Demographic Characteristics of Respondents

Variable	Description	Frequency	Percentage (%)
	Female	28	72
	Male	11	28
	Total	39	100
Age	20-22	24	62
	23-25	15	38
	Total	39	100
Relationship status	Single	38	97
	In relation	1	3
	Total	39	100
GPA	2:00-2.5	24	62
	2.6-3:00	6	15
	3.01-3.00	5	13
	3.6-4:00	4	10
	Total	39	100

The above table 1 shows that the demographic data of the respondents. Hence among the respondent, 39 (100%) of the respondents were females and 28 (72%) were males. of the number majorities 11 (28%) were between the age of 20-22 years, whereas 24 (62%) were between 23-25years. 15 (38%) were single, 38 (97%) were in relation. In addition 1 (3%) were between 2:00-2.5 grade levels, and 24 (62%) were between, 2.6-3:00 grade levels, 6 (15%) were between 3:01-3.5 grade level and 5 (13%) were 3.6-4:00 grade levels 4(10%)

Table 2 The effect of using social media on academic achievement

Variable	Description	Frequency		Percentage (%)
Do you think that using social media affect your Academic achievement?	Yes	20		51
	No	19		49
	Total	39		100
During your free time What is your hobby?	Using social media	7		18
	Watching film	9		23
	Watching sport game	11		28
	Reading fiction	12		31
	Total	39		100
Which social media do You use frequently?	Face book	8		21
	Google	9		23
	You tube	10		25
	Twitter	12		31
	Total	39		100
Do you have friends who communicate with you by using Social media?	Yes	36		92
	No	3		8
	Total	39		100
What type of information do you exchange with social media more?	Personal issue	6		15
	Political issue	8		21
	Educational issue	9		23
	Social issue	16		41
	Total	39		100
For what purpose do You use social media?	For entertainment		18	46
	For academic		21	54
	Total		39	100
What do you do when You use social media?	Download music & film		5	13
	Watching football game		9	23

	Take information for Assignment	11	28
	Follow social &political info	14	36
	Total	39	100

As it is indicated in the table 2, the effect of using social media on academic achievement. 20 (51%) of the participant's response is “Yes”, that using social media affect the academic achievement of students While, 19(49%) of the participants response is “No” and using social media does not affect their academic achievements.

12(31%) of respondents use social media during their leisure time, 11(28%) of the respondents watch films during their free time, 7(18%) respondents watch sport game during their free time and 9(23%) of respondents read fiction during their leisure time. The social Medias which are frequently used by the respondents are treated as the follows. Facebook 8(21%), goggle, 9(23%), you tube 10(25%) and twitter 12(31%) respectively.

36(92%) of respondents responded that “Yes “they have friends whom communicate through social media,3(8%) of the participants responded that, “No” friends whom communicate with social media 6(15%) of respondents exchange information about personal issue with social media, 8(21%) of the respondents exchange information about political issue,9(23%)of respondents exchange information about educational issue with social media and,16(41%) of the respondents exchange information about social issue with social media.,18(46%)of respondents use social media for entertainment purpose and 21(54%) of respondents use social media for academic purpose.

5(13%) of respondents use social media for down loading music and films, 9(23%) of the respondents use social media for watching sport games,11(28%)of respondents used it to take information for an assignment and finally 14(36%) of the respondents enable them to follow social and political information,

Table 3 The effect of using social media on time management

Variable	Description	Frequency	Percentage (%)
Do you use social media (E.g. face book) in class lecture	Yes	22	56
	No	17	44
	Total	39	100
Do you use social media when you prepare yourself for an exam	Yes	20	51
	No	19	49
	Total	39	100
How using social media affect your time management for the academic achievement	Most of my time is spent on social media	13	33
	My preparation is less due to social media	12	31
	I can't attend presentation due to social media	9	26
	Other	4	10
	Total	39	100
How many days per week you spent on Social media?	One day	16	41
	Two – three days	13	33
	Four – six days	6	15
	Always	4	11
	Total	39	100
How many times do you spent per day on Social media?	One hour	20	51
	Two – four hours	13	33
	Above four hours	6	16
	Total	39	100

The above table 3 shows that the effect of using social media on time management.22(56%) of respondents responded that “Yes “social media can be used while lecture is going on in class and 17(44%) of respondents responded “No” social media is not used when lecture is going on in the class.

20(49%) of respondents replied that “Yes” social media can be used when they prepare themselves for an exam and 19(51%) of respondents replied that” No” social media is not used when they prepare themselves for an exam.

13(33%) of respondents said that most of their time is spent on social media 12(31%) of respondents replied that their preparation is less due to social media and 10(26%) of respondents they can't attend their presentation due to social media.

16(41%),of respondents use social media One day per-week, 13(33%) of respondents replied that they use social medias two-three days per week 6(15%) of the respondents use social media four-six days per-week and 4 (11%) of respondents always spend their times on social media 20(51%) of respondents responded that they spend their time one hour per-day on social media. Similarly, 13 (33%) of respondents spent their time on social media above four hours per-day and 6(16%) of respondents replied that they spend their time for about two-four hours per-day.

Table 4T- test comparison on gender difference of social media

Variable	Sex	N	Mean	Std. Deviation	Df	T	Sig.(2-tailed)
Gender difference	Female	23	9.1290	1.60071	57	-1.089	.281
	Male	16	9.5714	1.6071	56.928	-1.093	.279

As table 4 indicated that there is no statistically significant difference between male and female in using of social media in terms of their sex level. The table also shows that the mean score of university students females and males respondents are there is no spastically significant difference at (t=.281, 279, df=57, 56.92) $p>0.05$.

This study has attempted to identify the effect of using social media on academic achievement. This part of the paper presents the discussion of research findings based on the basic research question raised with previous research findings.

According to the findings, about 39% of the respondents supported that social media has effect on academic achievement and 92% of them have friends communicated by social media, among many types of social media sites 52% of respondents are face book users for different purposes. For example the 52% social media constitutes entertainment, 13% for down load music and films. As well as 26% constitutes the exchange of information about personal issue which is dominant from the exchange social media? Similarly, social media holds 15% from the hobbies. Therefore, this finding shows that the effect of using social media on academic achievement has significant effect on students.

This findings is in line with earlier studies of Al Rahm, 2014, Kimberly etal 2009) indicated that the effect of using social media on academic achievement among university students stated that directly cause gradual drop of grade of students and affect students' academic achievements if the student invest their time in social media instead in their studies. Shambere & sit hole 2012,Larson, 2005) conduct study on social media habit among student their study indicates that such media most commonly used by younger and face book is the most widely used by large number of students and have multiple effect on student life, it affect students' academic achievement and decrease their study skills.

4.1 The Effect of using social Media on Time management

The above results show that the effect of using social media on time management holds 56% while lecture is going on in class and 39 % of social Media users use when they prepare themselves for an exam.49% of the users' preparation is less due to the social media In addition to this 33% of social media users spend two-three days per-week and 15% of them spend two-four hours per-day. . This suggests that the more students spend time on social media, student

who tend to participate less in class are more engaged in using social media and have an effect on time management.

This is the same with, (Grave 2010, karla & Mamani, 2013) suggest that the association between social media and time management of students at university level most of students spent their time on using social media have direct impact on time management for different course and heavily influence attention span of student and caused many problems in their studies.

4.2 Gender difference on social media

Results show that there is no gender difference on using social media among Ambo university students because of both female and male are equal use. In contrary, research done on gender difference on using social media reported that both male and female use social media in every aspect (Bonds & Racked

, 2008). A study conducted by Peter (2016) supported that there is a significant difference between male and female student usage of social media. But, girls are more likely than boys to post sexually explicit pictures of themselves, and talk about sexual activity in social media (Rafferty, 2009). However, boys are more likely use social media simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to gain (Bonds & Racked, 2008).

Girls are more likely than boys to share personal information about daily lives (Merten & Williams, 2009), results of a recent year study involving Facebook showed that though teenagers age 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interest, and friendships (Merten & Williams, 2009). This study also showed that adolescents use social media when dealing with a death of a peer, and use members of profiles to help their grieving process (Merten & Williams, 2009)

The finding of the current study shows that there is no gender difference on using social media among Wolkite university students. But, according to previous study there is gender difference on using social media. The possible reason for the difference might be the sample size difference between the studies.

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summary

The main objects so this study is to investigate the effect of using social media on academic achievement in Wolkite University.

To achieve this object three research question is set. These research questions are;

- ✓ What is the effect of using social media on academic achievement in Wolkite University?
- ✓ How using social media affects student's time management?
- ✓ Which gender spent more time in using social media?

To find out the answer for the above research question those researcher the view of college of education and behavioural studies.

To collect relevant for the study, this research as distributed questionnaires to students and interview was conduct 3 students and these questionnaires and interviews is returned as mentioned in chapter four. The response given by the respondents have been analysed and interpreted using percentage and thematic. Therefore, on the basis of the data collected and analysed the study has come up with the following finding

As mentioned in the study and respondent by majority of respondents, have clear objective in the social media which is to acquire increased knowledge and skill in the actual job. And also most of students are information to take social media that in line with the objectives of the university.

6.1. Conclusion

The aim of this study is to identify the effect of using social media on academic achievement in case of Wolkite University College of social Education and Behavioural Studies on departments The finding shows the majority of the respondents agreed that using social media has a direct effect on students' academic achievement and on their studies and time management. More ever, most of the respondents are using social media for entertainment, and they don't use social media for academic purpose. Due to fact that social media can be used for various reasons such as communicating with people, improving communication skills but when they focus more of time on this, it affects their academic achievements. The researcher still sees the effect of using social

media on time management. This is because students spent higher amount of time on social media for entertainment use than educational use. Generally it has been identified that in Wolkite university students are using social media especially face book for non-academic purpose and keep their times for un necessary uses on social media

6.2. Recommendations

Based on the above finding, the following recommendations are made:

- 1) Students should be aware on the effect of using social media on their academic achievement.
- 2) Students should create balance between how to use social media and give more attention for academic activities.
- 3) Students should manage their study time and prevent distractions that can be provided by social media, there should be decrease in the number of time spent on using social media.
- 4) Give awareness or orientation to the students on how to manage their time and in using of social media.
- 5) The university specifically colleges and departments better give training on how to use social media, time management skill and how to allocate time frame for each task.

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APPENDIX

Wolkite University

College of Education and Behavioural Studies

Department of pedagogical Science

Questionnaire for Wolkite University

Dear participants

This questionnaire is designed to obtain relevant information about the effect of using social media on academic achievement. I would like to assure you that your responses will be used only for academic research purpose and that it will be kept confidential. No need of writing your name. Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each items genuinely and return the questionnaire.

Thanks for your participation in advance

Part One: Background Information

Instruction: This part of the study is concerned with your background information and please put a “√” mark on questions that are appropriate to you.

Part Two: The effect of using social media on academic achievement

Instruction: This part of the questionnaire is about your experience of using social media and please put a “√” mark on the correct answer.

S. no	Items	Alternatives	(√)
1.	Do you think that using social media affect your academic achievement?	Yes	
		No	
2.	During your free time what is your hobby?	Using social media	
		Watching film	
		Watching sport game	
		Reading fiction	
3.	Which social media do you use frequently?	Face book	
		Google	
		You tube	
		Twitter	
4.	Do you have friends who communicate with you by using social media?	Yes	
		No	
5.	What type of information do you exchange with social media?	Personal issue	
		Political issue	
		Educational issue	
		Social issue	
6.	For what purpose do you Use social media?	For entertainment	
		For academic	
7.	What do you did when you use social media?	Download music & film	
		Watching football game	
		Take information for assignment	
		Follow social & political info	

Part Three: The effect of using social media on time management

Instruction: This part of questionnaire regarding your time management skill in using social media. Please put a “√” mark on the alternative that is appropriate for you.

S. no	Items	Alternatives	(√)			
1.	Do you use social media (e.g. face book) in class lecture?	Yes				
		No				
2.	Do you use social media when you prepare yourself for an exam?	Yes				
		No				
3.	How using social media affect your time management for the academic achievement?	Most of my time spent on social media				
		My preparation is less due to social media				
		I can't attend presentation due to social media				
		If any other -----				
4.	How many days per week you spent on social media?	One day				
		Two – three days				
		Four – six days				
		Always				
5.	How many times do you spent per day on social media?	One hour				
		Two – four hours				
		Above four hours				
Gender usage of social media			SA	A	DA	SD
1.	Gender determines the level of using social media.					
2.	Both male and female students use social media equally.					
3.	Female students use social media than male students.					
4.	Male students use social media than female students.					

SA: Strongly agrees

SD: Strongly disagrees DA: Disagree

A: Agree