

1 The Effect of Social Media on Study Habits of Students: -A Case  
2 Study at Oda Bultum University, Oromia Regional State,  
3 Ethiopia

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7 **Abstract**

8 Nowadays due to the advancement of technology students waste much of their study time in  
9 using social media rather than dealing with academic issues. As a result, the intent of this  
10 study was to investigate the effects of social media on students reading habits at Oda Butum  
11 University, Ethiopia. The study used descriptive research methodology using cross-sectional  
12 data collected from both primary and secondary sources through qualitative and quantitative  
13 research techniques. To answer the research questions; the researchers collected primary data  
14 from 280 students, and also FGD was administered to further elaborate cases that are not  
15 clear during data collection period from respondents. In this research, the output of the data  
16 collected from students showed that most students preferred to use Facebook and YouTube to  
17 follow their friends posting and to watch video contents of different programs respectively.  
18 Furthermore, the data output revealed that students spent an average of 6.10 hours and 7.24  
19 birr per day in using different social media accounts than dealing with studying their  
20 academic subject matters.

22

23 **Index terms**— social media, study habits, oda bultum university.

24 **1 Introduction a) Background of the study**

25 Social media is computer-based technology that facilitates sharing of ideas, thoughts, and information through the  
26 building of virtual networks and communities. By design, social media is internet-based and gives users quick  
27 electronic communication of content. Content includes personal information, documents, videos, and photos.  
28 Users engage with social media via computer, tablet or smartphone via web-based software or web application,  
29 often utilizing it for messaging (Cohen, 2011).

30 Social media originated as a tool that people used to interact with friends and family but was later adopted  
31 by businesses that wanted to take advantage of a popular new communication method to reach out to customers.  
32 The power of social media is the ability to connect and share information with anyone on Earth as long as they  
33 used the social media(Icha Oyza and Agwu Edwin, 2015).

34 According to (Aaron Smith and Monika Anderson, 2018) it has been estimated that some 81% of Americans  
35 used social media as of 2017, and even increases time to time. According to one estimate; over one-fifth of an  
36 individual's online time is spend on social media. In 2005, the percentage of adults using social media was around  
37 5%. Globally, there are roughly 1.96 billion social media users. That number is expected to rise to 2.5 billion  
38 by the end of 2018. Other estimates are even higher. According to the Pew Research Center, social media users  
39 tend to be younger (some 90% of people ages 18 to 29 used at least one form of social media), better educated  
40 and relatively wealthy.

41 The increased use of social networking websites has become an international phenomenon in the past several  
42 years. What started as a hobby for some computer literate people has become a social norm and way of life for

## 2 B) STATEMENT OF THE PROBLEM

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43 people from all over the world (Flad, 2010). Teenagers and young adults have especially embraced these sites  
44 as a way to connect with their peers, share information, reinvent their personalities, and showcase their social  
45 lives (Belal, 2014). With the increase of technology used for communicating with others and the popularity of  
46 the Internet, "Social Networking" has become an activity that is done primarily on the Internet, with sites like  
47 Myspace (Bebo, 2017).

48 Facebook is the most popular social networking website on the internet today, with more than 500 million  
49 members worldwide. This is rather interesting story of an unassuming 19-years-old who did not realize the true  
50 potential of what he was setting out to accomplish. Mark Zuckerberg, born ??ay 14, 1984, in New York, was a  
51 sophomore in Harvard University when he stumbled upon this marvelous creation that made him a millionaire  
52 within a few years (Boyd, 2018) .

53 Facebook being at the forefront of the social media craze, has over 500 million active users on its website  
54 every month. It is emerged on ??ebruary 4, 2004, when a 19-years-old sophomore Harvard student named Mark  
55 Zuckerberg founded the revolutionary site to connect Harvard University students (Grossman, 2010). But later,  
56 this site allows users to build social networks with hundreds or even thousands of people around the world of  
57 which university students are one of the primary demographics using Facebook, with features such as photos,  
58 wall posts, and status updates becoming seemingly irresistible to those who want to connect with their friends  
59 (Hossain, 2017).

60 Many students who have access to social media waste their time on it by chatting and surfing the internet for  
61 non-educative information. They are glued to their phones all day, making them a loose sense of time. Some  
62 students are also seen pressing their phones during classes, seminars, and also in the libraries. Some of them will  
63 even plug in their ear pieces and hum out the songs they are listening to when studying which reduce their rates  
64 of assimilation and act as a source of disturbances to others around them (Ictech, 2014).

65 In a bid to know what is going on in the world and to be current with events, they are always seen on the  
66 internet reading, browsing, and reading fashion and social blogs. There is obvious a great decrease in student's  
67 passion to read for pleasure and enjoyment but instead, prefer to seek pleasure from the media by streaming  
68 videos on social media and playing with their Smart phones. The main reason why they now read is just to  
69 pass an examination and not to gain knowledge. This has reduced the vast use and development of the brain.  
70 Students are no more learning through reading. Students who so much devote their times on networking have a  
71 great tendency of having low grades, poor academic performance, and become unsuccessfull (Boyd and Elison,  
72 2012).

73 The social media also have numerous positive impacts. Firstly, it enhances learning and education. Students,  
74 with the help of the Internet now have access to all form of information. Nothing is strange to 'Google'.

75 No matter how old the information is, the internet serves as search lights to them. Some information that  
76 cannot be found in the libraries and research centers are now available online. The use of search engines such as  
77 Google and Google Scholar has helped many students in their educational life (Harrasi, 2014).

78 Information technology is indisputable that a vast number of students have completely lost interest in reading,  
79 both in and out of higher institutions. To say that the reading competition and zeal among students are fast  
80 declining is simply stating the obvious(Dayo Adesulu, Adewole Adebayo & Rebecca Amos, 2017). With the  
81 same fashion higher education institutions in Ethiopia have a great fear from excessive usage of social media by  
82 students than reading their academic subjects (Yirga, 2016). Due to this and other related facts, the researchers  
83 intended to conduct this research in Oda Bultum University.

### 84 2 b) Statement of the Problem

85 According to (Boyd and Ellison, 2017)social media is the connection of friends or family together which allows  
86 one to communicate easily. With media, one can have a long chain of friends' chat, or share information or ideas  
87 with many people virtually. Social networking sites can be defined as web-based services that allow individuals  
88 to construct a public or semipublic profile within a bounded system, articulate a list of other users with whom  
89 they share a connection, and view and traverse their list of connections and those made by others within the  
90 system.

91 Mostly basic level social networking sites allow users to set up online profiles or personal homepages, and  
92 develop an online social network. The profile page functions as the user's own webpage and includes profile  
93 information ranging from their date of birth, gender, religion, politics and hometown, to their favorite films,  
94 books quotes and what they like doing in their spare time. In addition to profile information, users can design  
95 the appearance of their page, and add content such as photos, video clips, music and files (Aljohani, 2016).

96 The popularity of social media in Ethiopia is rapidly increasing from time to time for a decade. This may be  
97 due to the students of colleges and universities as well as youth is widely used for global access. Social networking  
98 sites like Facebook, Imo, Telegram, Viber, WhatsApp, Twitter, Instagram, and YouTube have become a craze  
99 for everyone nowadays. In these cases, some students are more concerned about social media or social networks  
100 than on teaching by lecturers and will cause affected their academic performance (Abdi, 2018).

101 The negative effects of social networking sites overweight the positive. These sites have resulted in an impact  
102 of potential hazards to the community. The students are victims of social networks more often than others. This  
103 is because the consequences when they learn or find their course material online, they get attracted to these sites  
104 to kill their boredom in their studies and also distract them from their duties (Calancie, 2017).

105 Gaining access to the internet is still very difficult in Ethiopia, with internet penetration at just 15% for its  
106 over 105 million population. And even though over 53 million people have mobile connectivity, just 3.8 million  
107 of them are active social media users. Part of the problem is that data is expensive and not competitive, given  
108 the government's monopoly over all mobile and internet services through the state-owned Ethio Telecom (Ibid).

109 Through researchers' observation, mostly students in Oda Bultum University wasted much of their time in  
110 using social media than concentrating to study their academic subject matters. This excessive use of social  
111 media created addiction on students and resulted to reduce reading time of reference books and other academic  
112 materials. These and other related scenarios motivated researchers to conduct this research at Oda Bultum  
113 University.

### 114 **3 c) Objective of the study i. General objective**

115 The general objective of this study was to investigate effects of social media on studding habits of students; a  
116 case study at Oda Bultum University.

### 117 **4 ii. Specific objectives**

118 The specific objective of this study has been 1. To identify types of social media used by students in Oda Bultum  
119 university. 2. To explain benefits of social media usage in studying habits of students. 3. To measure time  
120 wasted and cost incurred by students in using social media. 4. To assess effect of social media usage in studying  
121 habits of students. 5. To suggest policy issues through possible recommendations drawn from the conclusion.

### 122 **5 d) Scope of the study**

123 This study covered Oda Bultum University students who are in sophomore and above class of year during 2018/19  
124 academic year. The study was used both quantitative and qualitative data sources taken from students using semi  
125 structured questioner. The researchers followed mixed research method to make the analysis and the research  
126 was conducted on effect of social media on reading habits of students.

### 127 **6 e) Significance of the study**

128 The findings of this research output have many significances for academic institutions, government, non-  
129 government organizations, research institutes and policy makers to understand the effect and cost of social  
130 media on academic performance of students in higher education.

131 In addition to this, the findings of this research match benefited universities to develop regulations for  
132 systematic use of internet services. The University begins its operation by opening 7 colleges and 14 departments  
133 and currently reached at 9 colleges containing 34 departments in different streams.

## 134 **7 II.**

### 135 **8 Research Methodology**

#### 136 **9 b) Data Source and Type**

137 For this research the researchers collected data from primary and secondary sources. The primary source of data  
138 was collected through questioner and secondary source of data were collected from books, internet and literatures  
139 related with social media.

#### 140 **10 c) Research Design and Strategy**

141 The researchers used mixed research design methods through triangulation. The researchers were applied both  
142 qualitative and quantitative research design methods to collect the necessary data from respondents. To collect  
143 the required and necessary data the researchers distributed questioner and get filled through enumerators that  
144 were selected and trained about data collection strategies and methods. Furthermore, FGD were used to get  
145 further explanations from students about effects of using social media on reading habits.

#### 146 **11 d) Sampling Technique and Sampling Procedures**

147 The researchers applied purposive research method to select Oda Bultum University to conduct the research.  
148 After that the researchers randomly selected 280students from the seven colleges using simple random sampling  
149 technique using probability proportion to sample size (PPSS).For this research the researchers selected 280  
150 students from 1102students to conduct the research and to answer the research questions formulated. The 280  
151 students were selected using Waste on sample size formula.

152 An Equation for determining Sample Size adapted from (Wasteon, 2001) Where

## 17 I. SOCIAL MEDIA USAGE FOR ACADEMIC AND NONACADEMIC PURPOSE

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### 153 12 Result and Discussions

154 In this part of the paper, the researchers make data analysis and presentation using frequency tables, bar graphs, 155 and charts. To answer the research questions, 280 questioners were distributed and collected from students that 156 are following their regular classes within the university from 2 nd to 4 th year by the academic year of 2018/19.

157 After the questioners are collected, it was filled and coded using SPSS21 to make data analysis and presentation 158 up on the specific objectives of the research title. As it is presented in Table ???.1. from total students selected 159 to give responses on social media usage, 213 (76.1%) were males and the remaining 67 (23.9%) were females. In 160 the above table from total 280 respondents, 245 (87.5%) answered that they do have a social media account and 161 the remaining 35 (12.5%) answered that they did not have a social media account. This revealed that 87.5% of 162 students have access to different social media accounts within Oda Bultum University.

### 163 13 a) Background of the Respondents

164 From these respondents, 7 (2.5%) had age less than or equal to 17, 238 (85.0%) had age between 18-20 and the 165 remaining 35 (12.5%) had age group between 21-23 respectively.

166 As a result, most students 213 (76.1) were males and also most of 238 (85.0%) of them were within the age 167 group between 18-20. Thus, this result is in line with ministry of education report (MOE, 2018/19). As it is 168 shown in the above table most students prefer to use Facebook account followed by YouTube account and very 169 few students prefer to use WhatsApp within the university.

### 170 14 b) Types of Social Media used by students

171 Students participated in the FGD also asserted that most students preferred to use Facebook and followed by 172 Telegram and IMO respectively. Most of them explained further that this social media account was preferred 173 to exchange messages, assignments and also course materials with university students that are followed their 174 education indifferent universities throughout the country. They also further explained that now a days; they 175 prefer these accounts to follow political issues, ideas and other related messages that are disseminated using the 176 accounts.

### 177 15 Source: Own Survey Result, 2019

### 178 16 Bar chart 1

179 As it is shown on the bar chart from total students asked to respond how to access and use the social media 180 240 students answered that they used the social media using their personal cellphone, 73 students explained that 181 they used own laptop computer and the remaining 145 responded that they do have an access to social medias 182 using desktop computers in computer laboratory of the university which is similar with (Cohen, 2011).

183 As a result most students in Oda Bultum university access social media accounts using their own cellphones 184 using mobile data connectivity or using WIFI connections within the campus. Students also further explained 185 during FGD that most of them are using WIFI connection of the university during both day and night time 186 for different purposes around the library since the server is available around it without having proper sitting 187 place and power connection for their cellphone. From total students asked to answer question related with social 188 media usage for academic purpose, 220 (78.57%) responded that they used different social media accounts to do 189 assignments given from instructors, 100 (35.71%) responded that they have been used to read reference materials, 190 230 (82.14%) responded that they have used to write senior essays, 15 (5.36%) students explained that the have 191 been used to search scholarship opportunities and 115 (41.07%) responded that they used the social media to 192 exchange documents using emails. Furthermore, other 70 (25.00%) students explained that they used social 193 media accounts for other purposes.

### 194 17 i. Social Media Usage for Academic and Nonacademic 195 Purpose

196 Students who are selected to respond about usage of social media for nonacademic issues; 150 (53.57%) responded 197 that they used the social media to listen music and watching videos, 235 (83.93%) responded they used the social 198 media to share /follow friend's posts and status updates at different periods, 125(44.64%) responded that they 199 used to exchange sexual related messages and photos and for dating purposes, 30 (10.71%) responded that they 200 used to exchange sexual related video contents and 45 (16.07%) explained that they have been used the social 201 media for some other issues. Us it is shown in the above table, students waste minimum 2 hours and maximum 202 of 12 hours in using the social media. The average time wasted by students in Oda Bultum university is found 203 6.10 hours and its standard deviation among students is 2.22 hours. Similarly based on students responded for 204 the question about money wasted in suing social medias is found minimum of 3 birr and maximum of 15 birr per 205 day and the average cost of using social media is 7.24 birr and the standard deviation is found 2.77 birr per day. 206 This revealed that most students in Oda Bultum university wasted in using social medias 6.10 hours and 7.24 207 birr per day rather than studying their subject matter.

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208 **18 c) Time wasted and cost incurred by students in using social  
209 media**

210 **19 d) Benefits of using Social Media for Students**

211 Source: Own Survey Result, 2019

212 **20 Bar chart 2**

213 From total students asked to explain about benefits of using social medias 245 answered that social media helps  
214 them to create contacts with their old friends and family members easily throughout the world and 180 students  
215 also explained that the benefits of using social media is to simply download and read educational materials. In  
216 addition to this, other 240 students responded that using social media benefited them in facilitation of sharing  
217 information and to follow posts about daily events their friends and other 220 students explained that the benefits  
218 of using social media is helping them to exchange educational and other documents through emails, face book,  
219 telegram and IMO.

220 Furthermore, students in the FGD explained that the benefits of using social media now a days helps  
221 them to follow activists about political issues and other related issues about national and regional affairs too.  
222 Most students further asserted in the FGD that university students using social medias to organize peaceful  
223 demonstrations too. From the total students who respond for effects of using social media 230 (82.14%) explained  
224 that using social media forced to reduce reading time for studying of their subject matter and other 200 (71.43%)  
225 students also explained that the effects of using social media affected to reduce their CGPA of students score  
226 from semester to semester.

227 **21 e) Effects and Risks of using social media on Students  
228 Reading Habits**

229 Moreover, from total students selected to respond for the above question 245 (87.5%) explained that using social  
230 media forced them to change their study time habits from the previous constant study time since they missed  
231 their previous proper study time to get internet access for social media usage at the WIFI area. Furthermore,  
232 196 (70.00%) of students asserted that using social media have an effect of stress in time management on reading  
233 habits and other 150 (53.57%) of students explained using social media have other effects like illness on eyes and  
234 headaches due to extended time usage of social medias. Students are asked to explain risk associated with using  
235 different social medias. 245 (87.5%) students mentioned general addictions, 160 (57.14%) mentioned depression  
236 and anxiety, 120 (42.86%) explained unrealistic expectations, 30 (10.71%) mentioned cyber bulling, 65 (23.21%)  
237 mentioned fear of missing out and other 50 (17.86%) mentioned negative body image are some of the risks of  
238 using different social media.

239 **22 IV. Conclusion and Recommendations a) Conclusion**

240 Recently due to the advancement of technology, virtual communication become widely used type of communication  
241 throughout the world. As a result, most people in Ethiopia nowadays have his/her own cellphone to use this  
242 type of communication. Similarly, most students in Ethiopia have their own cellphone starting from secondary  
243 school for this type of communication.

244 Mostly these students utilize their cellphone to play games, to access social media accounts, and to make  
245 and receive calls from friends and family members. Students in Ethiopia dominantly used Facebook, YouTube,  
246 Telegram, Imo, Instagram, WhatsApp, and Viber to share messages and follow status updates of their friends.

247 Almost 87.71% of students in Oda Bultum university used Facebook to follow status updates, to share photos,  
248 and messages of friends and relatives. Next to Facebook, students used YouTube to follow, watch, and share  
249 video contents through internet connection. To use these social media account, students wasted an average time  
250 of 6.10 hours per day and spent an average Ethiopian birr of 7.24 per day than following their academic class  
251 and studying subject matters.

252 Nowadays the worst scenario in Ethiopian universities for degradation of quality education is that, most  
253 students used social media accounts even to exchange assignments, project works, and senior essays from one  
254 university to the other with the same topic and content as their own original work rather than practicing for  
255 themselves. Furthermore, students begin to exchange exam answers during continuous assessment and final exam  
256 periods using social media accounts using their cellphone.

257 **23 b) Possible Recommendations**

258 Based on the findings of this research, the following possible recommendations are forwarded for further  
259 improvement: -? Universities should organize short term training to aware effects of using social media accounts  
260 on student's reading habits in each academic year in collaboration with the student union. ? Universities should  
261 develop mechanisms to have off periods for social media accounts access during class and study time within the  
262 campus in collaboration with the internet administrators. ? Ministry of science and higher education (MOSHE)

## 24 RISKS OF USING SOCIAL MEDIA

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263 should develop proclamations in collaboration with universities to discourage and penalize students directly  
264 coping assignments, project works, and exams using social media accounts. ? Universities should establish online  
265 repositories throughout the country to discourage direct copying of senior essays and project works.

## 266 24 RISKS OF USING SOCIAL MEDIA

267 Series1 Series2

$$n = \left( \frac{P(1-P)}{\frac{A^2}{Z^2} + \frac{P(1-P)}{N}} \right)$$

**R**

Figure 1:

## 11

No.	Departments	No. of Students	PPSS
1	College of Agriculture	223	57
2	College of Agro Industry	80	20
3	College of Business and Economics	244	62
4	College of Natural and Computational Science	144	37
5	College of Natural Resource and Environmental Sciences	188	48
6	Institute of Technology	153	39
7	Institute of Land Administration	70	17
	Total	1102	280

Source: Oda Bultum university registrar report, 2018

### e) Method of Data Analysis

For this research the researchers applied descriptive statistics to answer the research questions.

For data presentation, researchers used frequency tables, graphs, charts, and percentages. Moreover, researchers integrate FGD results with other data collected from students using narration.

III.

Figure 2: Table 1 . 1 :

268 1 2

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<sup>2</sup>The Effect of Social Media on Study Habits of Students: -A Case Study at Oda Bultum University, Oromia Regional State, Ethiopia

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**31**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	213	76.1	76.1	76.1
Female	67	23.9	23.9	100.0
Total	280	100.0	100.0	
	DO You have Social Media account			
Yes	245	87.5	87.5	87.5
No	35	12.5	12.5	100.0
Total	280	100.0	100.0	
	Age of Respondents			
<= 17.00	7	2.5	2.5	2.5
18.00 -20.00	238	85.0	85.0	87.5
21.00 -23.00	35	12.5	12.5	100.0
Total	280	100.0	100.0	

Source: Own Survey Result, 2019

Figure 3: Table 3 . 1 :

**32**

Types of Social media accounts	Frequency	Percent	Valid Percent	Cumulative Percent
Facebook	240	85.71	85.71	25.07
Telegram	170	60.71	60.71	42.83
Instagram	75	26.79	26.79	50.67
WhatsApp	42	15.00	15.00	55.06
IMO	145	51.79	51.79	70.21
YouTube	200	71.43	71.43	91.11
Viber	85	30.36	30.36	100.00
Total	280	100.0	100.0	

Source: Own Survey Result, 2019

From those respondents who responded that they do have social media account 240 (85.71%) explained that they do have Facebook account, 170 (60.71%) have Telegram account, 75 (26.79%) do have Instagram, 42 (15%) do have WhatsApp, 145 (51.79%) do have IMO, 200 (71.43%) do have YouTube and other respondents explained that 85 (30.36%) do have Viber.

Figure 4: Table 3 . 2 :

33

	Frequency	Percent
For academic Purpose (Multiple Response)		
To do assignments	220	78.57
To read reference materials	100	35.71
To write senior essays	230	82.14
To search scholarships and funding	15	5.36
To exchange email	115	41.07
For other purpose	70	25.00
Total	280	100.0
For Nonacademic Purpose (Multiple Response)		
To listen music and watching videos	150	53.57
To share/follow friends' posts & status updates	235	83.93
TO exchange sexual related messages and photos	125	44.64
To exchange sexual related videography contents	30	10.71
For other purposes	45	16.07
Total	280	100.0

Source: Own Survey Result, 2019

Figure 5: Table 3 . 3 :

34

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation

Figure 6: Table 3 . 4 :

35

Effects of using Social Media on students Reading Habits	Frequency	Percent
Forced to reduce reading time for studying	230	82.14
Affected my cumulative CGPA	200	71.43
Forced to change my study time	245	87.5
Creates stress in time management	196	70.00
Other effects	150	53.57
Total	280	100.0

Source: Own Survey Result, 2019

Figure 7: Table 3 . 5 :

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269 ? Ethiopian universities should work to develop proclamations on plagiarism and on taking serious measures  
270 on plagiarized works.

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