Influence of Social Media Utilization on the Self-Esteem and Academic Achievement of Secondary School Students in South Ethiopia

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Abstract

Background: Secondary school students spend most of their time on social media sites chatting with friends and less time studying, resulting in lower grades. Today's younger generation is hooked on social media, which has put increased pressure on adolescents. Therefore; this study aimed to investigate effect of social media use on academic achievement and self-esteem of high school students in south Ethiopia.

Method: A cross sectional survey design was applied. Systematic random sampling technique was used. The data was analyzed by using descriptive (mean, standard deviation, percentage) and inferential statistics(R square, independent t-test and ANOVA). Multiple regression analysis was conducted.

Result: The findings of this study revealed that, Intensity of Social media utilization has a statistically significant influence on self-esteem (p=0.46) and no a statistically significant influence on academic achievement (p=.904). Extent of Social media utilization has significant difference (M=52, SD=.501) and (M=58, SD=.494) among study participants. There were negative relationship(r=-.107) between self- esteem and academic achievement among study participants. There were statistically significant difference between mean score of social media utilization (M=65.73, SD =3.292, N=152) (M=65.97, SD=3.950, N=67) and M =.-716, t (152) , p =.0828, and M =.-716, t (67) =, p =.073) self-esteem regarding to male and female among study participants.

Conclusion: This implies that the finding shows that there is significant influence in social media utilization on self-esteem and academic achievement of secondary school students'. This indicates that stockholders should take responsibility to handle the students' from the problems of technological gadgets.

Keywords: Social Media; Self-Esteem; Academic Achievement; Secondary Student; Ethiopia

Introduction

The introduction and spread of social networking sites around the world began at the turn of the twenty-first century and has grown in bewildering ways. A large portion of the population has instant Internet connection. It has become an important aspect of people's life, particularly among secondary school students. Many high school students use social media to create friendships, connect with others around the world, share and learn new things, develop stronger personalities, and improve their social life [1]. The more social media exposure, which can have a positive or negative impact on students' educational attainment [2]. According to Muritala, et al. [3] secondary school students

Influence of Social Media Utilization on the Self-Esteem and Academic Achievement of Secondary School Students in South Ethiopia

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spend the majority of their time on social media platforms conversing with friends and less time studying, resulting in lower scores. The majority of students utilize social media; two-thirds of them do not use it for academic purposes4.

Secondary school students spend most of their time on social media sites chatting with friends and less time studying, resulting in lower grades. Students' leisure activities are replaced or enhanced by media, but time is not taken away from them [4,5]. Today's adolescent pupils are surrounded by digital media such as computers and the internet, video games, mobile phones, and other handheld gadgets, whether at school, at home, or on the go. Although the majority of students are engaged on social media, two-thirds of them do not use it for academic objectives, "social network addicts" have serious negative consequences [6].

There has been a growing concern over the past two of decades regarding social media usage among senior secondary school students, and its influence on their life and education [7]. Today's younger generation is hooked on social media, which has put increased pressure on adolescents'. It is also cost-effective quick access to the world and very essential for all age of peoples irrelevant of demographic factors where they create, share, exchange, and comment within themselves using different networks at their disposal [8].

Ethiopia became a member of information technology society by setting up the Ethio telecom computer network in 1997 and the first Internet Service Provider (ISP) started to provide public accesses [9]. Many Internet cafes subsequently emerged, thereby increasing the popularity of the Internet. The distribution of Internet enabled cell phones contributed to an increase in Internet users in the urban areas of the country [10]. Today's cell phones use a vast collection of software driven applications such as video conferencing, micro-blogging, watch and share videos, social networking and playing video games. In light of the fact that smart phones are within easy reach of nearly everyone has consequences for human behavior which reaches far beyond the area of communication [11].

Currently, the use of social media by students cannot be underestimated. It has been observed that students devote more attention and time to social media than they do for their studies and they cannot pass their examinations well if they do not learn, stated that educators tend to look at social media as encouraging negative conventional literacy abilities (writing, grammar, vocabulary) and will be largely disruptive [12]. Learner's extracurricular activities such as academic clubs and societies, quiz competitions, debates and reading skills needed within the school environment [3].

There is no published study in Ethiopia, despite its negative impact. Therefore, this study designed to examine the influence of social media utilization on students' self-esteem and academic performance of selected secondary school students in Kemebata Tembaro Zone, south Ethiopia.

Basic Research Questions

- What is the intensity of social media utilization predicts self –esteem and academic achievement of adolescents?
- What is the extent of social media utilization among the study participants?
- Is there relationship between the self-esteem and academic achievement of the students?
- Is there gender difference in terms of social media utilization and self –esteem?

Methods and Materials

Study Area

The study area of this research was Hodo public secondary school in Kembata- Tembaro Zone. The Hodo public secondary school located in SNNPRs. It also found at 329 kms south-west of Addis Ababa, 187 kms west of Hawassa town, 56kms west of Durame town and east of Omo river.

Study Design and Period

From April 1 to April 30, 2020, an institutional-based cross-sectional survey was undertaken.

Study Participants and Sampling Techniques

The respondents were chosen using a systematic random selection procedure. Because the students were in different grade levels, proportional allocation to the number of students in each grade level was used to ensure that the sample was representative. The registrar provided a list of students, and participants were chosen via systematic random sampling. All hodo government secondary school students in Kembata Tembaro Zone in the academic year of 2020, as well as those who were available during the data collecting period, were included in the study. During the study period, students who were seriously ill were excluded.

Sample Size Determination

According to Cohen, et al. [13] researchers must take sampling decisions early in the overall planning of a piece of research. Factors such as expense, time, resources and accessibility frequently prevent researchers from gaining information from the whole population. In order to get

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information researcher expected to get subgroups or subsets of the population which is called sample. In line with this concept out of 487 populations, 253 samples were selected including 15% percent contingency by Sample size determination formula.

$$n = \frac{NZ^2 P(1-P)}{E^2(N-1) + Z^2 P(1-P)}$$

n=sample population
N= total population
Z= z-score
P= proportionality
E= alpha significance level

Study Variables

The dependent variable in this study was self-esteem and academic achievement. Demographic variable (sex) was considered to investigate whether self-esteem and academic achievement vary across of this demographic variable and social media taken as independent variable. The usage of social media depends on above stated three variables which allows researcher to use social media as dependent variable. In other words, the students' self-esteem and academic achievement depend on the usage of social media, and demographic factors.

Operational Definition

- **Academic Achievement:** The selected students' 2018/19 academic year first semester performance that was based on the students' semester average performance (SAP) from 100%.

- **Self-esteem**: In this study, it is operationally defined as a ratio level measurement that refers to the respondents' total score on the Rosenberg Self-Esteem Scale during the data collection period.

- **Social Media utilization**: is usage of online technology platforms that help to connect people together far and near.

Data Collection Instrument

In study, both Primary and secondary source of data were used. Primary source information was used in the study in order to find out more relevant and original characters of the research participants [14]. These instruments include questionnaires, in-depth interview and document analysis (observation) where each of them discussed below.

Self –esteem scale: Self-esteem was measured with the Rosenberg self-esteem scale (RSEs) which have good

construct validity ranging from a = .71 – .86. The RSES consist of ten statements regarding how adolescents evaluate their own self-worth. Five statements were phrased in a positive way (e.g. On the whole I am satisfied with myself) and the other five were phrased negatively (e.g. At times I think I am no good at all) [15].

Social media usage measured by five point Scale questionnaire was Adopted and modified by the researchers Rasheed IO [16-20]. Initially, the instruments were Adapted modified and checked by English Language expert and then translated into Amharic language. They modified and translated the questionnaire in order to be clear for the respondents. The total numbers of the indicators/ items are 15. Examples from the items; I use social media to touch with my relatives.

Data Collection Procedure

Before distributing the questionnaire made trust and rapport with respondent's (i.e the students' and teacher' of the Hodo public secondary school was the main due of the researcher through introducing. Next, the researcher deal with principals when the teachers would have class and how to obtain good idea from the participants on the research topic.

The Hodo public secondary school was purposively chosen from the other public and private secondary schools in Kembata Tembaro Zone. Close ended questions were prepared in English and translated to Amharic language to collect the appropriate data. Before distributing the questionnaire, adequate orientations on how to respond to the questionnaire were given to participants. Participants filled the questionnaire in the presence of researcher and his assistant. Enough time had been given to the participants to fill the questionnaire.

Data Analysis

Data analysis is a process that involves editing, classifying and tabulating the collected data (Kothari 2004). In this study, the researcher employed both qualitative and quantitative data analysis techniques. The collected quantitative were edited, coded, summarized and analyzed using SPSS software. The different statistical analyses were applied after the data was coded and entered to the computer via SPSS version 20. The quantitative data was analyzed by using different statistical analyses (descriptive and inferential statistics). Multiple regression analysis was conducted; one sample t-test and independent t-test were used.

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Results

Socio-Demographic Characteristics of the Respondents

According to data gathered from 219 participants as shown in Table 1, indicates, the majority (67.1%) of students in study area are found in late adolescents (16 to 18 years) old.

Age	N	%	Sex	n	%	Grade Level	N	%
16-18(Late adolescence)	147	67	Male	67	31	Ninth	115	53
19-22(Early adulthood)	51	23	Female	152	69	Tenth	104	48
Above 22(Middle adulthood)	15	6.8	**Total**	**219**	**100**	**Total**	**219**	**100**
Below 15(Early adolescence)	6	2.7						
Total	**219**	**100**						

n=frequency, %=percentage.
Table 1: Demographic variables on effect of social media on self-esteem and academic achievements of high school students, south Ethiopia (219).

Descriptive Analysis of Study Variables

In line to the mean index, the maximum possible average value was found within the scores of social media utilization (Table 2).

Variables	N	Range	Min	Max	Mean	Standard Deviation
Social media utilization	219	18	56	74	65.8	3.499
Self-esteem	219	20	25	45	35	3.116
Academic achievement	219	57	30	87	57.9	14.17

Table2: Descriptive analysis of social media utilization, self-esteem and academic achievement (219).

Correlation Analysis among the Study Variables

According to Table 3, indicated that there were negative correlations among study variable (i.e. social media utilization, self-esteem and academic achievement).

Variable	1	2	3	4
Social media utilization	-	-	-	-
Self –esteem	-.141[*]	-0.09	-	-
Academic achievement	-0	0.03	-0.107	-

*Correlation is significant at the 0.05 level (2-tailed).
Table 3: Correlation analysis among the study variables.

Influence of Social Media Utilization on the Self-Esteem of the Students

In the Table 4, the value of R for predictor variables (i.e., social media utilization) is .028; that is, 2.8% of variance in the self –esteem was explained by effect of social media utilization.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.168[a]	0.028	0.019	3.086	0.028	3.13	2	216	0.046	2.191

Predictors: (Constant), social media utilization.
Dependent variable: Self –estee.
Table 4: Model Summary of regression analysis on self-esteem.

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ANOVA of Regression Analysis on Self-Esteem

In this case of table5, the Social media utilization produced significant influence to self-esteem developments, F (2,216) =3.130, p <.05 (Table 5).

Model	Sum of squares	df	Mean square	F	Sig.
Regression	59.617	2	29.809	3.1	0.05
Residual	2057.38	216	9.525		
Total	2117	218			

Dependent Variable: Self-esteem.
Predictors: (Constant), Social media utilization.
Table 5: ANOVA of regression analysis on self-esteem.

Coefficient of Regression Analysis on Self-Esteem

The study demonstrated that high utilization of social media by one unit contribute to low development of self-esteem by β= -.142 (Table6).

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	48.287	5.413		8.92	0	37.62	58.96		
Social media utilization	-0.126	0.06	-0.142	-2.115	0.036	-0.24	-0.01	1	1

Dependent variable: self-esteem
Table 6: Coefficient of regression analysis on self-esteem.

Overall Interpretation/ Reporting the Results of Regression on Self-Esteem

In Summary, stepwise multiple regression analysis was conducted to test if the social media utilization significantly predicted participants' self-esteem. The result of the regression indicated that social media utilization explained (=.028, F (2,216) =3.130, p < 05.

In line of this, one participant of interview sex: male and aged 29 from teachers: said that:
"Social media utilization has a negative influence on self-esteem. The students who are stay on social media utilization may compare themselves with profile of others they may become dissatisfied by their contents. Also, they may get unpleasant comments and may or may not get liking about their profile, then their self-esteem become lower."

In contrast of this, one participant of interview sex: female and aged 32 from teachers: said that
"Even though, others argue that the social media utilization cannot influence the students' self-esteem. But, it enhances on self-esteem through online communications."

Influence of Social Media on the Academic Achievement of the Students

In the finding Table 7 the value of R for predictor variable (i.e., social media utilization) is; that .101is, 1.01% of variance in the academic achievement was explained by combined effect of parent-adolescent communication and social media utilization.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.031[a]	0.001	-0.008	14.227	0.001	0.101	2	216	0.904	2.089

Predictors: (Constant), Social media utilization.
Dependent Variable: Academic achievement.
Table 7: Model Summary of regression analysis on academic achievement.

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ANOVA of Regression Analysis on Academic Achievement

In the Table 8, the Social media utilization has no statistically significant impacts to academic achievements, F (2,216) =.101, p =.904.

Model		Sum of squares	Df	Mean square	F	Sig.
1	Regression	40.929	2	20.465	0.101	.904[b]
	Residual	43717.491	216	202.396		
	Total	43758.42	218			

a. Dependent Variable: Academic achievement.
b. Predictors: (Constant), Social media utilization.
Table 8: ANOVA of regression analysis on academic achievement.

Coefficient of Regression Analysis on Academic Achievement

The study demonstrated that low utilization of social media increase by one unit decrease to academic achievement by β= -.003 (Table 9).

Models	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	50.928	24.954		2.041	0.042	1.745	100.11		
Social media utilization	-0.01	0.275	-0.003	-0.038	0.97	-0.55	0.532	1	1

Table 9: Coefficient of regression analysis on academic achievement.

Overall Interpretation/Reporting the Results of Regression Analysis on Academic Achievement

In Summary, stepwise multiple regression analysis was conducted to test if the social media utilization has no statistically significant influence on participants' academic achievement. The result of the regression indicated that social media utilization explained (=.001, F (2,216) =.101, p=.904.

In support of this, one participant of interview sex: male and aged 41 from teachers: affirmed that:
'The extremely usage of social media is susceptible in loosing of the priority of the user. Many school teachers and the society at large are getting worried, due to no rules set or established by school authorities on the improper use of technological gadgets. Since they are high school students their ultimate goal is focusing on their education but if they focus on social media or they are not using it on balanced way, it is not good for their academic life and self-esteem, but purposively and balanced way of social media usage is good for academic life and I can't say that it is bad for academic life while they are using on improperly. Balanced way that aligning with their academic purpose, but if they use out of the purpose of academic area or not looking for the information's that would be very important for their studying and if they are killing long time on it by simply chatting, sharing and liking the online activities, it may be bad for their academic life."

However others participants of interview, one participant of interview sex: male and aged 34 from teachers: stated that:
"Regarding to it is not possible to say the social media usage has influence or not in terms of academic life because it has advantages and disadvantages. We can consider it as advantageous because of availing of bulky information's by easily that would be helpful for academic or other social life and its entertainment, but we can take it as disadvantageous because of its nature of entertainment and killing of study time that would not realize when Students' are using. So, social media usage could be influenced or not in terms of academic life depends on the experience and intention of the user of social media. Literally, if there is an opportunity in one thing, also there is a challenge. Sometimes when students use social media before starting to do their assignments or other activities, they focus more on social media and time is going, even they want to use one hour sometimes they use more than one hour and they realize that the time spending

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on social media is more than what they intended to spend on it. Having of access of information for academic purpose is a key advantage of social media, but unintentionally spending more time on it is other negative side of social media usage and can be taken as influence of social media utilization on academic life adolescents.''

Relationship between Self-Esteem and Academic Achievement

In order to analyze the relationship between self-esteem and academic achievement product-moment correlation was conducted (Table 10).

Variable	N	Mean	Standard deviation	95%CI for SE & ACAC			Sig
				R	T	Df	
Self-Esteem	219	35	3.116				0.847
Academic achievement	219	57.87	14.168	-0.107	1.98	216	

Table 10: Correlation analysis on self-esteem and academic achievement.

According to Table 10, the weakest Pearson product-moment correlation coefficient for the Students' social media usage with academic achievement(r = -.107). There was negative relationship between self-esteem and academic achievement. The findings of this study revealed that self-esteem increases, the academic achievement of the students' decreases.

In similar to this finding, one participant of interview sex: male and aged 48 from teachers: said that: ''Some participants argued that the self-esteem and academic achievements never be correlated and they are different that the self-esteem is determined by subjective perceptions and thoughts, where academic achievement is determined by proper utilizations of study time.''

In consistent with this, one participant of interview sex: male and aged 37 from teachers: said that: ''But, others believed that the self-esteem and academic achievements have a relationship. Both of them go parallel with each other, which the increases in academic achievement, also results increase with self-esteem level. They are interdependent and based on self-regulatory learning process.''

Gender difference in Terms of Social Media Utilization and Self-Esteem

The finding reveal that there were no statistically significant difference between self-esteem and academic achievement among male and female (M=65.73, SD =3.292, N=152) (M=65.97, SD=3.950, N=67) at .05 significant level. This indicates that there were statistically significant differences between mean score of academic achievement among male and female participants (Table 11).

Variable	Group	N	Mean	Std. Deviation	Std. Error Mean
Social media utilization	Male	152	65.73	3.292	0.267
	Female	67	65.97	3.95	0.483

Table 11: Independent sample T-test on social media utilization in terms of gender.

Variable	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social media	Equal variances assumed	3.254	0.073	-0.467	217	0.641	-0.24	0.514	-1.253	0.773
	Equal variances not assumed			-0.435	108.15	0.664	-0.24	0.552	-1.333	0.853

Table 12: Independent Samples T-test for equality of variance on social media utilization in terms of gender.

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According to Table 12, one independent t- test demonstrated significant difference between the observed and expected estimation of social media utilization among the male and female students. The expected estimation for the variables was .5 which was less than the actual level for.641 males and .664 for females' social media utilization. Rather, the extent of males utilization among was 64.1%, 95%CI, = 02, p = .073 and females utilization was 66.4%, 95%CI, = 02, p = .073. Better to say, (M =.-240, t (152) =, p =.073, 3.254 and M =.-240, t (67) =, p =.073, 3.254) which implied the presence of difference between the actual and the expected social media utilizations among males and females (Table 12).

In support of this, one participant of interview sex: male and aged 45 from teachers: said that:
''The respondents said that they could not determine the differences of sex on social media utilizations and equally, both sexes may have demand and join to utilize social media.

Because, this is natural need of human beings and the nature of medias none preferences of sexes.''

In contradict of this, one participant of interview sex: male and aged 33 from teachers: said that:
''However others suppose, females have more skill of media utilization and they engage to compare socially them with others. Thus, they use social media to have relationship with and to maintain acceptance (liking) by others than males.'

Gender difference in Terms of Self-Esteem

Thus, the finding reveal that there were statistically significant difference among males and females on self-esteem (M=34.78, SD =3.078, N=152) and (M=35.49, SD=3.169, N=67) at .05 significant level. This indicates that there were statistically significant differences on mean score of self-esteem among male and female participants (Table 13).

Variable	Group	N	Mean	Std. Deviation	Std. Error Mean
Self esteem	Male	152	34.78	3.078	0.25
	Female	67	35.49	3.169	0.387

Table 13: Group Statistics on self-esteem in terms of gender.

Variable	Assumption	Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
Self – esteem	Equal variances assumed	0.047	0.828	-1.573	217	0.117	-0.716	0.455		-1.614	0.181
	Equal variances not assumed			-1.555	123	0.123	-0.716	0.461		-1.628	0.196

Table 14: Independent Samples T-test for equality of variance on self-esteem in terms of gender.

According to Table 14, one independent t- test demonstrated significant difference between the observed and expected estimation of social media utilization among the male and female students. The expected estimation for the variables was .5 which was less than the actual level for.117 males and .123 for females' self-esteem. Rather, the self-esteem of males was 11.7%, 95%CI, = 02, p = .828 and females utilization was 12.3.4%, 95%CI, = 02, p = .828.

Better to say, (M =.-716, t (152) =, p =.0828, 047 and M

=.-716, t (67) =, p =.073, 047) which implied the presence of difference between the actual and the expected social media utilizations among males and females.

Respondents from teachers in line with this, one participant of interview sex: male and aged 27 from teachers: said that:
''Literally, self-esteem is affected by individual perceptions of reality. Therefore, the context that the individuals live in must be understood, their experience and the social

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surrounding may shape the way they perceive themselves. Unless perceptual and contextual factors influence, the sex will not affect the self-esteem.''

In contrast to this, one participant of interview sex: male and aged 31 from teachers: said that: ''Even though, others said that the females have low self-esteem than males. This is because of cultural expectations, the females lower their self-esteem being physically as well as mentally equal with males.''

Discussion

Impact of Social Media Utilization on Self – Esteem and Academic Achievement

The social media utilization has statistically significant impact on self-esteem of participants. The present study agreed with Up to date, study conducted by Vogel, et al. [21] on the relationship between social media and self-esteem have revealed that those who spend more time on social media report lower levels of self-esteem. In addition, Mehdizadeh's [17] indicates that people who stay on face book have low self-esteem. In light of this, co-relational analyses conducted by Carly R, et al. [22] indicates, a Social Media scores and Self Esteem levels were not significant, r(38)= .537, p= .-095. In similar to this study indicated that individuals with low self-esteem tend to frequently log in to media sites and spend more time on it [23].

Also, this study was contradicted with study conducted by Cramer, et al. [24] has shown that individuals with high self-esteem show more downward social comparison compared to those with low self-esteem. In addition, the study found by Tazghini, et al. [25] people with high self-esteem reported that they like the ability to share pictures, thoughts, and ideas with others compared to individuals with low self-esteem.

This study, consistent with the research contradicted by Hille Adesope YR, et al. [26] who argue that adolescent students may immerse in online social media gaming, chatting or other online entertainment, and even become addicted if there is no effective management and supervision from their parents and teachers result in low self-esteem.

Influence of Social Media Utilization on the Academic Achievements

The social media utilization and parent adolescent communication has no statistically significant impact on academic achievement. In light of this study Kaplan AM, et al. [27] that they believed that social media impacted their academic performance positively. Though it had no effect, about 75% of the students reported that they used it for academic assignments. Beside of this, social media can help students in developing themselves, enhancing their knowledge and creativity and increasing their technical skills in optimal use. In addition to this Harrath Y, et al. [28] study indicate that there is a positive impact of media utilization and academic level through the useful and optimal usage.

In contrast to the present study, the study found Habes M, et al. [23] most students suffer from setbacks as a result of social media preoccupation. Similarly the study of Obi N, et al. [29] it was observed that the use of these sites also affects students' use of language and grammar. Regarding to, this study Junco R [30] found that adolescents writing SMS through mobile phone can negatively affects their ability to speak properly, and that messages cause a delay in speech and learning skills significantly. Also, study Sivakumar R [31] stated that social media has a negative association with students' academic performance which is much greater than the advantages derived through the use of social media platforms. People around the globe have been addicted to the internet which has given rise to more students using social media more often than before. And they recommended that those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance. In addition to the finding that social media platforms (Face book, watzapp etc) users usually devote lesser time to their studies [32].

The Relationship between the Self-Esteem and Academic Achievement

This study indicates that there no relationship between the self-esteem and academic achievement among study participants. In support with the study Supple AJ, et al. [33,34] difference in self-esteem of adolescent has statistically significant impact on academic performance. Similarly the study conducted on relationship between self-esteem and academic achievement was discussed. Similarly, the study found Pullmann H, et al. [34] low self-self-esteem leads to students feelings of deficiency and inability and contrast to this, positive high self-esteem enables students to develop positive relationship with peers, teachers and even with a common man.

In contradict with of this study, the study Grantham TC, et al. [35] described students with high self-esteem set higher goals in life and strive to achieve them with determination, commitment and steadfastness. Also, study explain that a positively high self-esteem among students leads to success academically [34].

Gender Difference in Terms of Social Media Utilization

The present study indicates that there is statistically significant difference in social media utilization in terms of gender difference. Similarly the early researches focus on social media indicated that there was a sex variation in usage and attitudes of social media. Women are significantly preferred to utilize social media than men. A study conducted on internet usage indicated that men were higher in number of internet utilization than do women because of focusing on privacy issues. The finding of this study confirmed by the study Cohen L, et al. [13] showed that older female internet users from an individualistic culture are more about online privacy than males. Similarly, the study found that Face book more used by male students than female students and also males spend more time on it than female[33]. In support of this, the study finding founded that women were four to five times more likely to use social networking sites than men Tufekci Z [36]; and in America women started using social media slightly higher than men which showed a significant difference in the mean frequency use of social media sites (SMS) within a week between males and females [37]. The study on the usage and implications of social networking sites of secondary school students indicated that the difference between sex and rate of social media network (SNS) usage was significant [38].

In contrast of this, the study indicated also stated that among students' both boys and girls equally prefer to join online activities [39].

Gender Difference in Terms of Self-Esteem

The present study indicates that there is statistically significant difference in self-esteem in terms of gender difference. In consistent of present study, the research has shown that girls are more likely to show physical appearance and comparison and with the pressure of posting photos online they are more active on media sites. Girls tend to show more social comparison online which are self-relevant and can be threatening to their self-worth, which can lead to higher levels of depression and lower levels of self-esteem [40]. Research on gender differences in self-esteem states that male adolescents have higher self-esteem than female adolescents do [41,42]. In addition, some studies strongly implicate adolescent girls' body dissatisfaction as a significant predictor of low self-esteem (Johnson &Wardle, 2005. Likewise, several studies reported higher self-esteem for men in young adulthood [41]; although in some studies the gender difference was small or non-significant [43-45].

As we have seen above in this chapter, the views of students and teachers' tabulated, analyzed and interpreted on chapter four were discussed with previous studies. This enabled the researcher to make conclusion and possible recommendations in the following chapter

Conclusion

The major findings of present study that obtained from the participants of present study as follows: 1. There were negative relationship between self-esteem and academic achievement among study participants. 2. There were statistically significant difference between mean score of social media utilization and self-esteem regarding to gender difference among study participants.

This implies that the finding shows that there is significant influence in social media utilization on self-esteem and academic achievement of secondary school students'. This indicates that stockholders should take responsibility to handle the students' from the problems of technological gadgets.

The Study's Strengths and Limitations

For first, this is the first research of its kind in Ethiopia, the specific limitations of this study were purposive selection of only one study site and lack of considerations for diversified locations and samples; might be biased to response of the self-report. Hence, the findings of the present study may not be generalized to the whole secondary school students' of Kembata Tembaro Zone as well as Ethiopia.

Ethical Approval and Consent to Participate

All procedures undertaken during data collection after obtaining the ethical review from ethical review board of Dilla University, Institute of Education and behavioral science department of psychology formal letter of permission was obtained from each school directors. Followed by explaining the purpose of study, we received written informed consent for those aged 18 and above, whereas, assent (parental informed consent) was obtained for under age 18 years before data were collected. All information was kept confidential.

Consent for Publication

Not applicable

Availability of Data

The data for this study was available from the corresponding author on reasonable request.

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Competing Interests

There are no competing interests declared by the authors.

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Author's Contributions

MM conceived the research idea, developed the proposal, did the analysis, and wrote the final paper and the manuscript TD and DM revised the proposal, checked the data analysis and write-up. Finally, all the authors read and approved the final manuscript.

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