# The Impacts of Social Media on Academic Achievement of Female Students at Jimma University

**Mesfin Zewdu**

(MSc, Medical Physics, Jimma University, Radiology Department)

**Tolosa Dadi**

(MSc. Management, Jimma University, Director of Planning & Program Office)

**Hirko Taye**

(MSc, Sport science, Jimma University, Sport science Department)

**Gadise Gezu**

(MSc in Banking & Finance, Jimma University, Banking and Finance Department)

**Abstract -** Online Social networks have gained a tremendous popularity among people all around the world, especially university students. As social media site is a vital part in today's university students, it has also a negative impact. The objective of this study was to assess the impact of social media on the academic achievement of female students at Jimma University. To achieve this objective, the researchers employ descriptive research design that consider survey methods and partly exploratory research design. 493 female students were randomly selected based on their Grade point Average by categorizing (1.75-2:00, 2.00-3.00 and 3.00-4.00). A questionnaire was distributed among 493 female students at colleges and institutes of the university in order to explore the influence of social media on their academic performance. Grade point averages of these students were also reviewed from the registrar to identify the impact of social media on their academic performance. The Collected data was analyzed and presented in terms of frequency, percentage, and mean score of statements by using SPSS version 20.0 software. Correlation was also done to show the relationship between Social Media Network usage rate and the variables of Grade Point Average.

The results of the study indicated that students who often accessed social media sites for not academic purpose had lower grade point averages than students who sometimes and rarely visited social media sites.

On the basis of the findings, the researchers recommended that female students of the university should access social media site for academic purpose and limit the time they spent on social media site. In addition to this, the university instructors should also encourage female students on using social media sites for academic purpose through online discussion, online assignment submission, online examination and evaluation.

**Key words:** social media, academic performance, impacts, female students, Jimma

## I. INTRODUCTION

Man is a social animal. He needs to interact and live in society. Personality of human being is directly or indirectly reflected from his/her society. For becoming an active member of this larger unit one needs to have efficient communication skills from all points and edges. Communication has developed since ages as civilization and development goes hand in hand. In 21st century the

communication is faster, better and efficient the credit goes largely to technology. Internet has profoundly changed the human experience. Socialization is an important aspect of this technology. All internet users say one of their primary purposes for going online is for communication [1]. Socialization via the internet has become an increasingly important part of young adult life. The primary tools that enable socialization on internet are Social Networking

Sites and instant messages. Social Networking Sites are the example of techno-oriented communication. Facebook, Friendster, Twitter, Tumblr, Yahoo Messenger, and Skype are examples of the new phenomenon of online social networking [2]. It is through these sites that

people come in contact of their society members to seek mates, sharing knowledge, skills, culture, search for entertainment and participate in political spheres[3].

Social Network Service is also known as SNS. A SNS is an online service platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections [4]. SNSs such as Facebook, Twitter works like this. Adolescents who become members of these SNSs communities, they will firstly get a personal profile which will show their personal information including the name, job, photo, relationship status, religion, hobbies and so on. Then networks of friends are made and other users can then click on their profiles and traverse ever broadening social networks [5].

These facilities are used by people of all age groups, but the predominant Social networking site users are youth; three quarters of adult internet users under age 25 have a profile on these sites [6]. The popularity of these sites is attracting more and more youth users. In 2005, only 8% of adult internet users had an online profile, today that number has quadrupled to 35%" (6). The excessive use of these sites not only have long lasting effect on psyche of students but also affects the physical, mental and social aspect of life. Sometimes these sites also affect the academic achievement of the student because they don't want to leave that particular aura and thus their concentration stands divided [7].

Besides the above mentioned view there is yet an arena of knowledge that holds the view that every student is unique in their own way; some are able to express themselves openly are termed as extroverts while others are shy in nature are called introverts. Social networking facilitates open communication, leading to enhanced information discovery and delivery [8]. In addition, it does not require one to voice out their opinions and ideas. Individuals are able to choose the preferred option and that is to communicate through social networks.

Social networking sites have brought both good and bad to the present generation. Social networking site has helped many students to acquire knowledge from one another over internet without necessarily have to meet physically [9]. On the other hand, social networking sites have caused many problems [10]. For instance many students have lost their interest in their studies as they spend most of the time on these sites [9 & 10].

The time spent on online social networks was found to be heavily influenced by the attention span of the students. Specifically, we determined that the higher the attention span, the lower is the time spent on online social networks [9]. Further, attention span was found to be highly correlated with characteristics that predict or influence student behavior, such as their perceptions about society's view of social networking, their likes and dislikes of online social networks, ease of use of Online social networks [9].

On the other hand there are many researches highlighting that the use of social networking sites does not affect academic achievement adversely. Often students use social networking websites to discuss their academics issues formally and informally and also to interact with their instructor, teachers and professors [11]. The University of New Hampshire agrees, and believes that current college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that 63% of heavy users received high grades, compared to 65% of light users' [6]. The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons.

Although minimal researchers have previously examined the impact of social media on academic performance of student in general, they have failed to target females in higher learning institute in Ethiopia. As a country, improving the academic achievement of female students are the major issues and all the efforts and resources are engaged in to it. Government, non-government organizations and international partners all are giving their utmost effort to improving the academic achievement of female students and to assure quality of education. But, the effect of using social media on the academic achievement of university students, especially female students is on the bottom of their priority list. That's why there is no information and studies on the effect of using social media on academic achievement of university students in this country.

Studies have not been conducted so far on the effect of social media on the academic achievement of female students in higher education in Ethiopia. Hence, findings from this study will provide a starting point for university authorities and all concerned groups to identify the effect of social media on academic achievement of female students in higher education's and take appropriate measures. Moreover, this study would serve as baseline information for future intervention program on effect of social media on student academic achievement. Last but not least it will be helpful for higher education program planners to consider effect of social media on students' academic achievement in their priority education issues. Therefore, this study was conducted to identify the impact of social media on academic achievement of Jimma University female students.

**Operational Definition**

 **Social Media**: Group of internet based application that allows the creation and exchange of user generated content.

 **Social Networking Sites:** A website where people put information about them and can send to others.

 **Social Media Network:** The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

 **Academic:** It is concerned with Studying from books & practical work.

 **Students:** Female students who are Studying at Jimma University.

## II. LITERATURE REVIEW

Previous literature recognized the challenges that are connected with using social media in higher education. [12] Carried out an empirical study of social networking usability among University students in the United Kingdom. The study involved 76 participants for the questionnaire and 14 granted interviews. The study discovered that, there are 5 major challenges of social networking and its relation to learning such as studying originality and copyright issues feeling of information constraint. Teachers sometimes are not up-

to-date and could not understand how to integrate and take advantage of social software into their classes. The findings of the study confirmed the earlier issues outlined by [13] according to their next generation research in three Australian Universities.

Using social media by University students is certainly a fascinating portion of research for educationists and social scientists. [14] Maintain that in the available literature there are beneficial designs and styles of employing it at school level. It describes the introduction of contents and focuses on how to share, interact, and collaborate and socialize by its use. There appear different top reasons to justify using social media in greater education. It usage was confirmed by preserve setup its familiar with enhance study encounters of students by provision of e-support services on their behalf [15]. It's familiar with facilitate communication among and between students in virtual cities. Amongst others, the Face book appears being most likely probably the most favorite was suggested as a means of communication for reaching students [16].

Some social media such as Wikipedia and to some extent blogs encourage investigative-based and collaborative activities among students in higher education. This open access for active participation and can therefore create opportunities for effective learning. Linked with this principle of collaborative development among learners, social media enable learners and teachers to share and publish information as a result of the learning activity (e.g., course materials such as course syllabus, course notes, assignments, test cases, etc) and invite feedback from peers. By publishing and presenting their work to a wide audience through blogs, wikis, or podcasts, learners benefit from the opportunity to appropriate new ideas, and transform their own understanding through reflection [17].

Students especially at higher level of learning can function collaboratively through exploring the opportunities given by online social atmosphere to resolve certain academic issues or issues with their peers [18&19] This is indicative that through collaborative or team learning through integration of social media, students can establish positive contact, using the goal of working towards particular final results, both in offline and online modes [20].

Social Media to assist Collaborative Learning (SSCL) might be the pc network found in learning atmosphere for encouraging the students in learning process and cooperates in groups with the group process, communication involving the students, experts and workplace entrepreneurs. The understanding and experience is viewed since the tools for understanding construction that's precise and matches the particular context in solid existence [21].

According to [22] Facebook users often time experience poor performance academically. Similarly, [23] posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. [24] Recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance.

According to [25] pointed out that Facebook users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. [26] Also mentioned that among various unique distractions of every single generation, Facebook remains a major distraction of current generation. According to [27] impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programs including internet sites and forums. There are benefits and risks associated with using any social network. There have been reports regarding its effect on students' academic performance. Some researchers investigated the end result of social networking usability among College students' and with their academic performance. They found a poor effect and influence when the media is overuse in such a way that do not academically improve learning or its process [28- 31]. Other

researchers examined this same problem but found either no significant relationship between using social networking and student academic performance [32&33], or really a factor in students' academic performance [34].


## III. MATERIALS AND METHODS

### Study Design and Setting

Its University based study utilizes descriptive cross-sectional research design that consider survey methods and partly exploratory research design. By using this method the researchers are going to describe the existing impact of social media on female academic achievements at Jimma University from December, 2015- March 2016. The population of this study comprises of all female students from seven colleges &one institute registered at the university in academic lender of 2014/2015.Fresh man female students were excluded from this study since they have no GPA during the study period.

### Nature and Instruments of Data collection
To achieve the objective of this research, the researchers were used survey questionnaire measures academic performance, time spent online using Facebook. The questions are formed by Likert scale, interval options and yes or no questions. The research instrument was developed based on the Literature, existing survey and previous studies.

### Sampling Technique/ Sample Size
The researchers used Random sampling methods. Accordingly 493 female students were taken randomly from all colleges & institute.

### Data Analysis Procedure

Obtained data was checked for error and then data entry was completed and final data was analyzed by using SPSS VERSION 20.0 software. Simple tables, Mean, frequency percentages, & figures, was used in the presentation and analysis of the data generated for the study.  Correlation was done to show the relation between **SMN** usage rate and the variables of **GPA** and relation between SMN usage rate and the variables of age.  Correlation coefficient at 99% confidence level was done to show relation between SMN Variables &SAP

### Ethical consideration
This study was done according to the research protocol of Jimma University. The proposed study was submitted to the office of v/president for Research & technology transfer of Jimma University for review and ethical approval. After it has been reviewed by relevant IRB, Ethical clearance was obtained to conduct the proposed study.


## IV.   RESULT AND DISCUSSION

**Relationship between Social Network Variables and Students Academic Performance:**

To study the relationship between use of social networks and students' academic performance, we selected variables that can identify uses and gratification that the students draw from social networks.  These variables show effects of social networks on students' academic performance and the futuristic online and offline paradigms that can enhance teaching methodology.

Table 1. Descriptive Profile of the Respondents.

| Variables | n(%) |
|---|---|
| Age | |
| 20-25 | 325(65.9) |
| ≥26 | 168(34.1) |
| College | |
| JUCAVM | 60(12.2) |
| CHS | 75(15.2) |
| JIT | 67(13.6) |
| Low & Governance | 45(9.1) |
| Natural Science | 56(11.4) |
| Social science | 70(14.2) |
| BECO | 75(15.2) |
| Education & Behavrial Science | 45(9.1) |
| Religion | |
| Muslim | 117(23.8) |
| Orthodox | 189(38.4) |
| Protestant | 156(31.6) |
| # Others | 31(6.2) |
| Year of Study | |
| 2-4 | 373(75.7) |
| ≥5 | 120(24.3) |
| Grade average point (GPA) | |
| 1.5-2.0 | 39(7.8) |
| 2.0-3.0 | 410(83.2) |
| 3.0-4.0 | 44(9.0) |

# others-Catholic, Jehovah & Tradition

The above data shows the demographic information of students in this study.


 **Uses of Social Media Network (SMN)**

 As fig 1 below shows, from a sample of 493 female students we found that all the students used one or the other social networking site. The social networking sites that students used for academic purposes included YouTube, twitter and Facebook.    Face book was the highest SMN used of all &twitter was the least used of all the websites.

Fig. 1. Socal Media Network Used by Respondents.
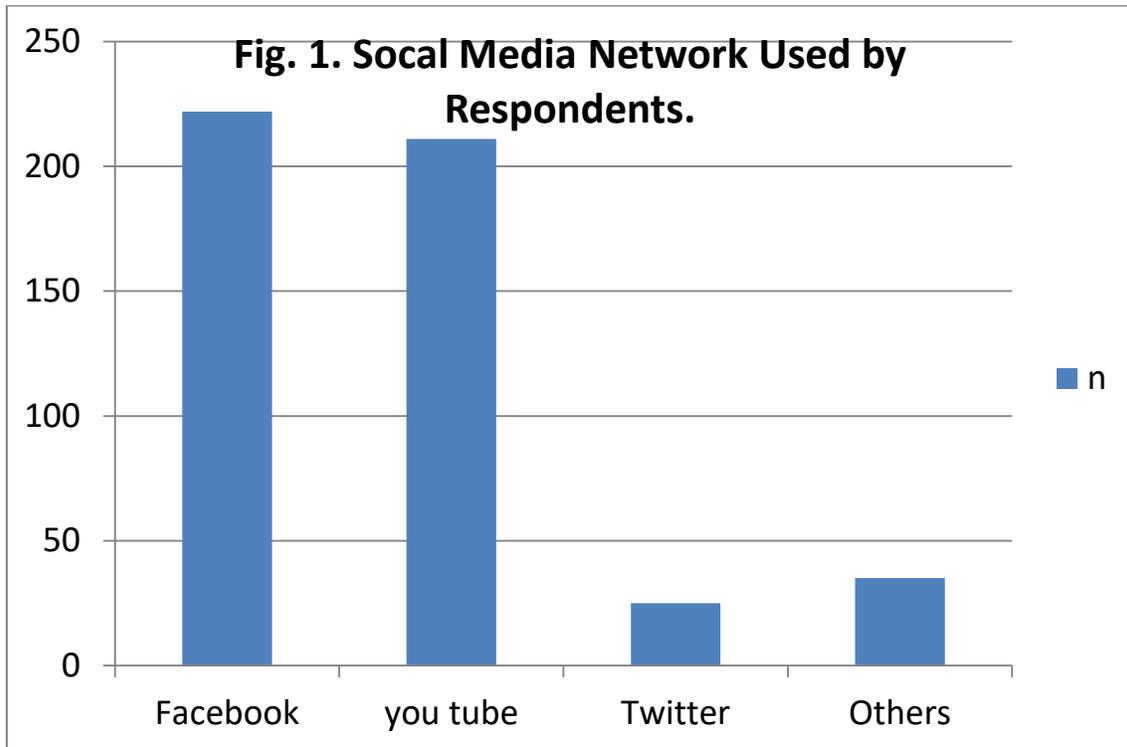
Others include; messenger, Viber, Skype &WhatsAPP

**Use of SMN on Mobile Phones**

Seventy-six percent of the respondents reported that they used a social media networking site on phone. This increased the approachability and flexibility of being in touch. Smart features available on social media networks like reading RSS feeds, location tagging and status updates were popular uses of social network on mobile phone. These were not directly related to education (Fig 2).



Fig 2. Use of SMN on Mobile & Laptop by Respondents
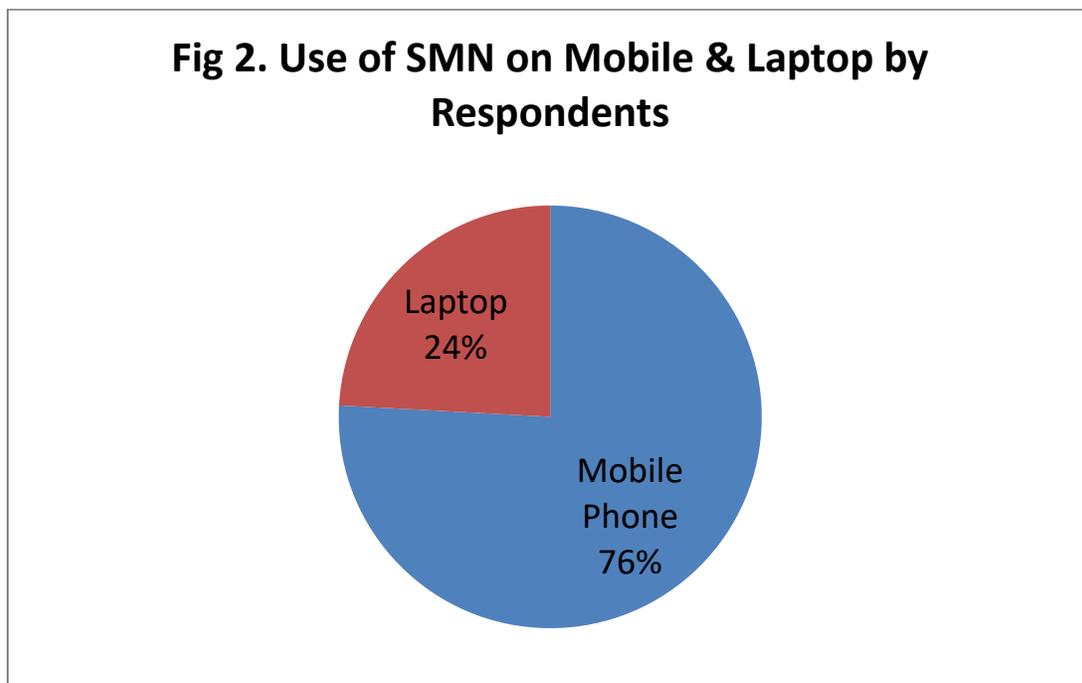
**Time Spent on SMN:**

The respondents reported the number of hours they spent on social networks per day. 89(18.1%) of the respondents spent one hour, 198(40.2%) spent two hours per day and 164(33.3%) spent four hours. They were no respondents who spent zero hours on the social media networks. The consumption levels greater than four hours are the highest (see Fig 3).



Fig.3. Time Spent on SMN by Respondents
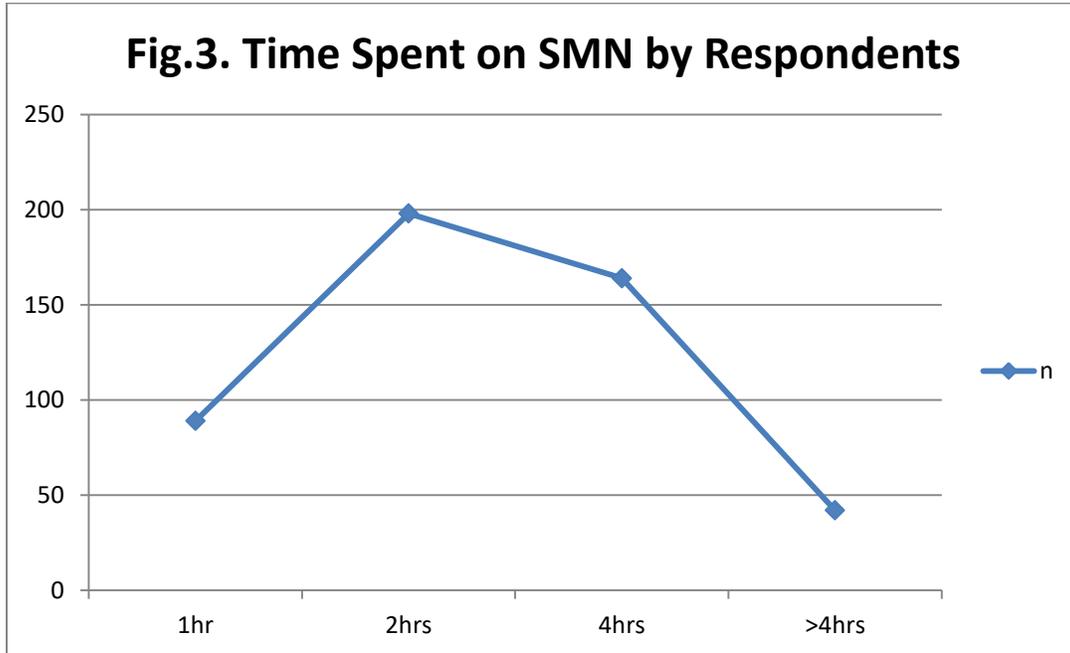
**Number of Social media Networking Sites Used**

The number of social media networks used by the students also varied.13% used only one social network, 49% used two, 27% used three, and 11% used more than social networks. The popularity of SMN cannot be ignored with 49 % using at least two social networks (Fig 4).



Fig 4. Number of SMN used by Respondents
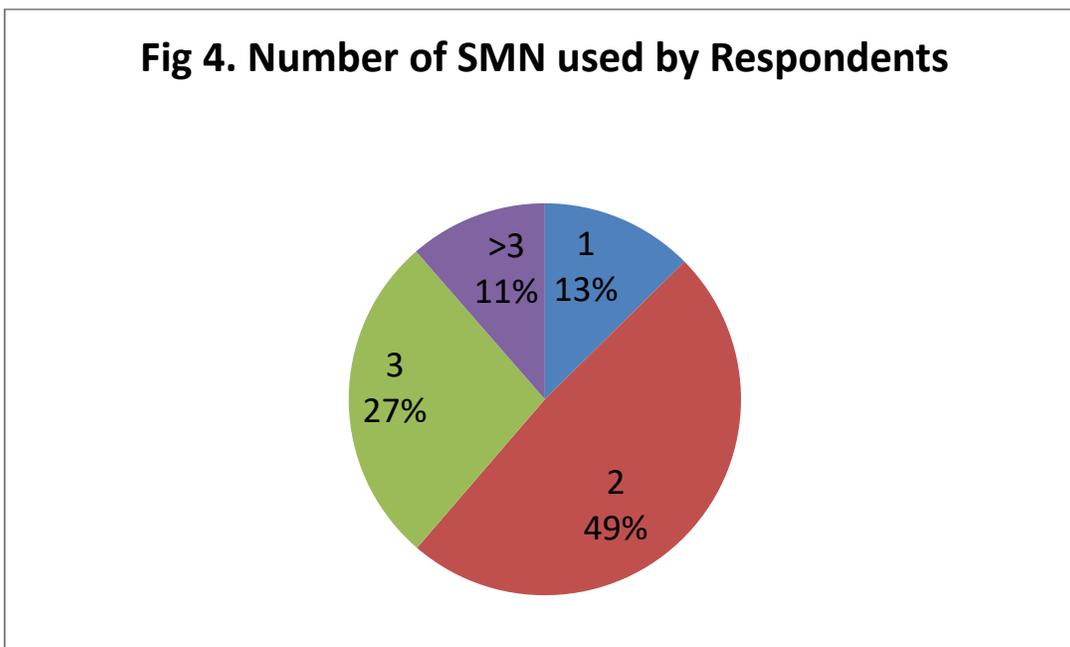
**4.6. Purposes for which the students used social media network sites:**

The next variable in this assessment was the purposes for which the students used social media network sites. The students were able to point out the different purposes for which they used the SMN. In Table 2 we see that the highest score of 65 % is for chatting & followed by 54% for downloading music /video. Only 32% is used for searching assignment/quizzes.  Uploading music \ video, Blogging, Posting photos & Communication with teachers/class fellows was the least purpose used by the students (4%, 5%,16%&18% )respectively.

Downloading music and videos were not only educational but consisted of several genres. The highest score revealed that the students used it for chatting. Downloading music/videos, posting photos and chatting can be categorized as entertainment use.

Educational activities like publishing articles, searching for assignment/quizzes, communicating with teachers comprised of a lesser score. Only 4% used SMN for uploading videos. 32% for searching for assignment/quizzes, 8 % for blogging,18 % communication with teachers. This reflects that SMN were used by students for entertainment mostly and less for educational purposes.

**Table 2: Percentage of Usage of SMN by Respondents**

| Purpose | (%) |
|---|---|
| Downloading music \ video | 54% |
| Uploading music \ video | 4% |
| Posting photos | 16% |
| Chatting | 65% |
| Blogging | 5% |
| Communication with teachers/ class fellows | 18% |
| Searching for new friends | 20% |
| Searching for assignment/quizzes | 32% |
| Any Others | 12% |

**Community \ Groups \Sharing:**

Nearly all respondents were members of a community or a group on social networks. The kind of communities they joined was for educational, entertainment, information and for any other uses. 102(20.7 %) used SMN for educational purposes, 122(24.7%) for entertainment, 207(41.9%) for Information and 62(12.6%) for any other use.

The maximum groups and communities joined by students were for information.  The students chose groups that were related to their discipline and joined educational communities with which they shared common interests (Fig 5)

Fig. 5. Communities Joined by Respondents



Fig. 6. Infulance of SMN on Academic Performance of Respondents
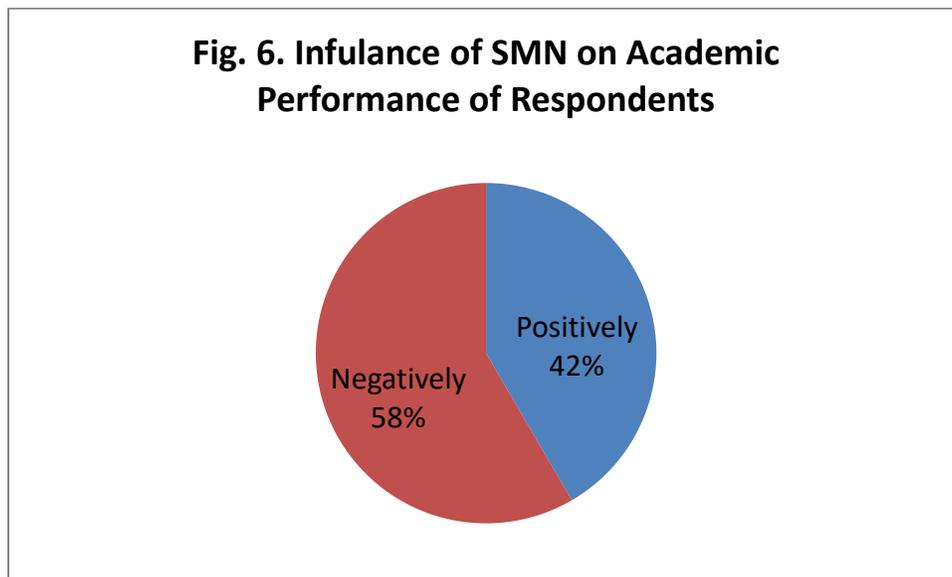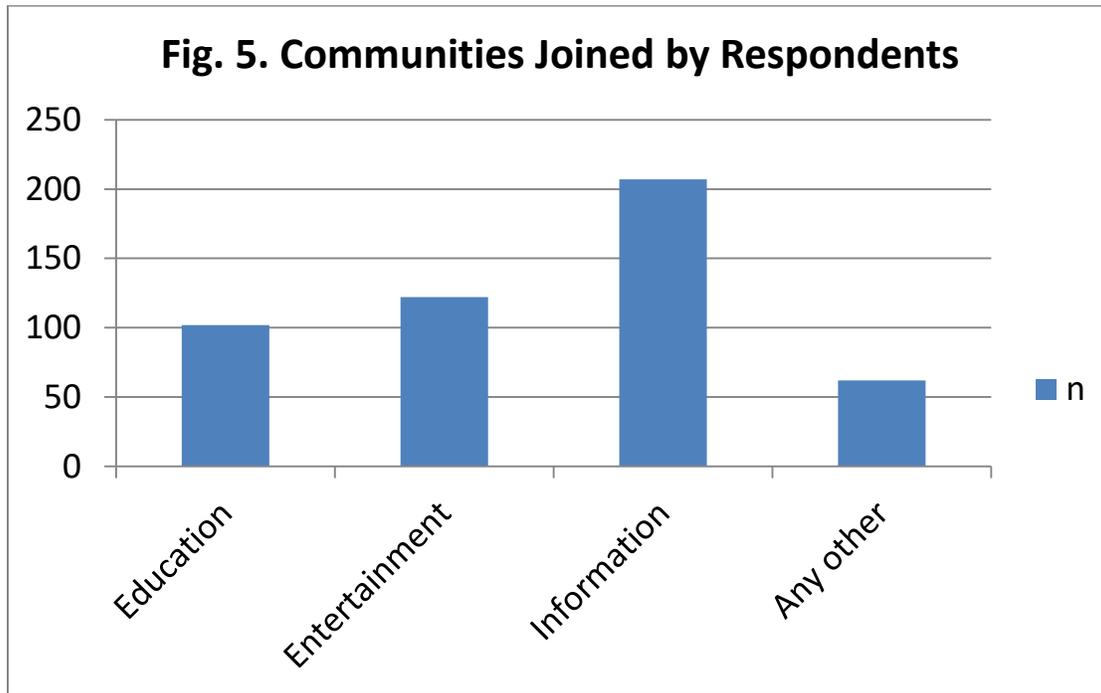
The students were asked the influence of using SMN on their academic performance. 58% of the respondents outline that using SMN has negative impact on their academic performance 42% outline using SMN has positive impact on their academic performance(fig.6).

**Correlation   between SMN usage rate and the variables of GPA**

To calculate the magnitude of the relationships or correlations between the various variables the researcher examined the **r** values.  As the value of r increases, the strength of the relationship between the two variables increases and vice versa.

The value of **r** usually ranges between -1 to 1 and could be either positive or negative. In fact, the sign of positive or negative means only directionality in this relationship and has no numeric value. If the sign of r is positive that means the increase in value of one variable leads to an increase in the value of the other one, whereas, the negative sign means that if the value of the first variable increases that means a decrease in the value of the other.

Besides, if the value of r is 0.8 or higher this means that a strong relationship exists between the two variables. If the value of r is between0.4-0.7 it is considered a moderate relationship. But, if r is less than 0.4 the relationship is considered weak.

According to Table 3 below the correlation between (the times spent on SMN per week) and (most recent cumulative college GPA of the students) is a positive weak one.  Therefore there is no statistically significant effect of time spent on SMN and students' academic performance represented in their GPA. These findings answer the major research question in this study.

Table 3: Correlation   between SMN usage rate and the variables of GPA Correlation

|  |  | Sum Total of week hours Weeks   +weekends   in week | What   is   most recent GPA |
|---|---|---|---|
| Sum Total of week hours Weeks   +weekends   in week | Pearson   Correlation sig(2-tailed) N | 1 164 | .031 .762 164 |
| What is most  recent GPA | Pearson   Correlation sig(2-tailed) N | .031 .762 44 | 1 44 |

According to Table 4 below the correlation between (the times spent on SMN per week) and (age groups of the students studied) is a negative weak one.  Therefore there is no statistically significant effect of students' age and time spent on SMN. These findings answer the  our research question in this study.

Table 4: Correlation between SMN usage rate and the variables of age

|  |  | Sum Total of week hours Weeks   +weekends   in week | What is  age? |
|---|---|---|---|
| Sum Total of week hours Weeks   +weekends   in week | Pearson   Correlation sig(2-tailed) N | 1 164 | .082 .626 164 |
| What is  age? | Pearson   Correlation sig(2-tailed) N | .082 .626 168 | 1 168 |

**Correlation between SMN Variables and SAP**

The relationship between the student academic performance (SAP) with interactivity with peers (INT_P), interactivity with the teacher (INT_T), engagement (ENG) and collaborative learning (CL) were analyzed.

Table 5 shows the Pearson correlation coefficient at 99 % confidence level. The best correlation was found between the student academic performances (SAP) with engagement with correlation coefficient of 0.666. The letters INTP stand for interactivity with peers, letters INT-T stand for interactivity with the teachers, letters ENG engagement, letters CL collaborative learning and letters SAP students' academic performance.

Result of Pearson correlation shows that there is statistically significant positive relationship between interactivity with the teachers and interactivity with peers ($r = 0.554$, $P < 0.01$). Results demonstrate that relationship between these two construct is moderate and interactivity with the teachers and interactivity with peer's combination contributing moderately towards students' academic performance. Engagement correlation results with interactivity with peers ($r = 0.452$, $P < 0.01$) demonstrate moderate positive relationship, while engagement results with interactivity with the teachers ($r = 0.604$, $P < 0.01$) demonstrate positive relationship showing that these two construct are contributing moderately towards students' academic performance. Similarly, construct of collaborative learning correlation results with interactivity with peers ($r = .488$, $P < 0.10$), interactivity with the teachers ($r = .533$, $P < 0.10$) and engagement ($r = 0.557$, $P < 0.10$) demonstrate positive and significant relationship. These results highlight that collaborative learning relationship with interactivity with peers, interactivity with the teachers and the engagement, is contributing towards students' academic performance.

Table 5. Descriptive Statistics and Correlation Coefficient at 99 % Confidence Level.

|  | INT-P | INT-T | ENG | CL | SAP |
|---|---|---|---|---|---|
| INT-P | 1 |  |  |  |  |
| INT-T | .554** | 1 |  |  |  |
| ENG | .452** | .604** | 1 |  |  |
| CL | .488** | .533** | .557** | 1 |  |
| SAP | .5622** | .572** | .666** | .632** | 1 |

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

While the dependent variable students' academic performance has positive and significant correlation with collaborative learning ($r = 0.632$, $P < 0.01$) and positive correlation with collaborative learning. Correlation results of students' academic performance with interactivity with peers ($r = 0.622$, $P < 0.01$); interactivity with the teachers ($r = 0.572$, $P < 0.01$); engagement ($r = 0.666$, $P < 0.01$) so the positive and significant correlation with engagement. These results highlight that students' academic performance relationship with interactivity with peers, interactivity with the teachers and the engagement, is contributing to improve students' academic performance.

The table 6 indicate that interactivity with peers positively and significantly with collaborative learning ($\beta2 = 0.283$, $p < 0.05$) While support the interaction among the students may improve the students' academic performance through the collaborative learning. Interactivity with teachers positively and significantly with collaborative learning was ($\beta3 = 0.126$, $p < 0.05$). The interaction between students and teachers found to be lower than interactivity with peers. The engagement also has positively and significantly with collaborative learning with standardized beta coefficients of 0.283. The standardized beta coefficient between the collaborative

learning and students' academic performance found to be a positively and significantly with value of 0.164 at significant level less than 0.05.

In line with the outcome of this study to understand students' academic performance by using social media in higher education, the following have been discovered: To acquire a general satisfaction of social media since it encourages and facilitates student utilization of social media for collaborative learning, and boost the education and experience with a students. In terms of interactivity with peers on social media and acquired a higher percentage when it comes to students' academic performance at University since it influences it to be simple for student to go over questions along with other students through social media It is easy to networking with peers and interact with them because it is the same age, class and education level.

In terms of the students' academic performance with engagement acquired a typical percentage when it comes to academic performance of students at University since it provides coalition and sharing of knowledge in the class and library by using of social media any time. The collaborative learning with social media usage and acquired an average percentage when it comes to academic performance of students at University. Since it helps make the students feel confident enough to presenting the social media by collaborative between peers, teachers and engagement within the class.

Table6: The standardized beta coefficients

| Coefficients [a] | | | |
|---|---|---|---|
| Framework | Standardized Coefficients Beta | T | Sig. |
| CL ($\beta$1) | .164 | 2.126 | .026 |
| INT_P ($\beta$2) | .283 | 2.146 | .041 |
| INT_T ($\beta$3) | .126 | 2.337 | .081 |
| ENG ($\beta$4) | .283 | 2.754 | .005 |
| a. Dependent Variable: student academic performance (SAP) | | | |
| b. Predictors: (Constant), collaborative learning (CL) | | | |
| c. Predictors: (Constant), collaborative learning (CL), interactivity with peers (INT_P), interactivity with the teacher (INT_T), engagement (ENG). | | | |

Finally, In terms of the students' academic performance with interactivity with teachers of utilizing social media and acquired a Lowest percentage sometimes not allowed to communicate with teachers or shy students , but are good since it provides those more understanding form teachers, and academic achievement in education**.**

## V. CONCLUSION AND RECOMMENDATION

The study was conducted to examine the impact of social media on female students' academic achievement at Jimma University. Therefore; the study discovered that the use of social media had affected academic performance of female students negatively. The findings show that there is a correlation between the students' academic performance and their usage of social networks. Finally it revealed that the students tend to use social networks for social purposes than the academic ones in the university.

Based on the findings, we recommend that

Female students of the university should think more about the balancing equation of social media and academics

We also recommend that university instructors should encourage female students on using social sites for academic purpose (for e.g. online discussion on assignment, online examination, online paper submission and online evaluation).

The gender and youth office of the university should aware female students on the advantages and disadvantages of social media usage in collaboration with concerned university leaders and professionals.

## ACKNOWLEDGEMENTS

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## AUTHORS

**First Author**: Mesfin   Zewdu, Lecturer at Radiology Department of Jimma University

**Second Author**: Tolosa   Dadi, Director of Planning & Program Office of Jimma University

**Third Author:**  Hirko Taye, Lecturer at Sport science Department of, Jimma University

 **Fourth Author**: Gadise  Gezu, Lecture at Banking & Finance Department of Jimma University