The Relationship between Social Media Usage and Students' Self-esteem among Wolaita Sodo University Students

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Abstract- Social media websites are the most common activity of today's youth students. The main purpose of this study was to investigate the relationship between social media usage and Self-esteem among Wolaita Sodo University students. The research employed cross-sectional survey research design with quantitative approach of data analysis. From the total population of 11,650 (7,174 males and 4,473 females) students, 763 (470 males and 293 females) students were selected by using systematic random sampling technique after employing stratified random sampling technique to select participants based on sex, year level and College. The finding of the study revealed that the major purpose of social media usage among Wolaita Sodo University students was to have good relationships with others and in touch with friends and family. The extent of Social media usage of was found to be high. Majority of students had low status of self-esteem. Sex difference in social media usage revealed that male students use social media higher than that of female students. Sex difference in terms of self-esteem indicated that there was difference between male and females university students in their self-esteem. Analysis Age group and year level difference in social media usage result revealed that there was no significant difference in both age group and year level in social media usage. Finally Pearson correlation indicated that there is negative week relationship between social medial usage and students' self-esteem. Possible recommendations are forwarded to the students, the University and other concerned bodies like government and non-government organizations.

Index Terms- Social Media, Self- esteem

I. INTRODUCTION

Early 21st century marked the emergence and growth of social networking sites in the whole world. Since then these sites have become a major part of people's lives, specially the lives of the youth/students. Many students are using social media, especially Facebook, to build relationships, connect with the world, share and gain knowledge and information, build stronger personalities and have better social lives (Boyd, 2007). Mitchell (2002) claimed that social networking sites are used by youngsters to get engaged in romantic and casual online relationships.

University students are among the highest users of technology and are typically early adopters of new technologies, including internet, mobile phones, social media and other devices. They are born into the age of technology compared to previous generations who learnt to use it after they were older. Thus, it is also younger generations who have a harder time separating themselves from technology because they might suffer socially among peers if they are not up to date or well connected. As a result, a lot of time is spent on all these forms of technology and it is now increasingly integrated into students' lives. Students say that technology has become an immensely important part of everyday life. Most say it is because it helps them keep in touch with their friends as well as their parents (Richards et al.; as cited in Ahmed Moawad & Soliman Ebrahem 2016).

Using social media Websites is among the most common activity of today's students. Any Website that allows social interaction is considered a social media site, including social networking sites such as Facebook, MySpace, and Twitter; gaming sites and virtual worlds such as Club Penguin, Second Life, and the Sims; video sites such as YouTube; and blogs. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for students (O'Keeffe & Pearson, 2011).

According to Chen & Lee (2013) social media usage negatively influences students' self-esteem. It has been observed by the changing behavior of the people that social media has many negative repercussions on people. Social networking sites help people to make social comparisons which increase the psychological distress of individuals and as a result lower the overall level of self-esteem. Many observers and researchers believe that due to increase in the

usage of social networking sites, people have become the victims of lower self-esteem and self-growth (Jan, Soomro & Ahmed, 2017).

The present study tried to reveal social media usage relationship with students' self-esteem. The researcher tried to see different international research works that were focusing on the relationship between social media usage and students' self-esteem but the researcher found few studies which were took place relating social media usage and students self-esteem in Ethiopian context. The main aim of this study was expanding on previous researches, which explore the relationship between social media usage and students' self-esteem. In order to achieve the big aim of the study the following basic research questions were answered:

1.1. Research Questions
- What is the purpose of social media usage among Wolaita Sodo University students?
- What is the extent of social media usage by students of Wolaita Sodo University?
- What is the status of students' self-esteem of among Wolaita Sodo University students?
- Is there any difference in sex among students in terms of social media usage and self-esteem?
- Is there any difference in age group and year level among students in terms of social media usage?
- Is there relationship between social media usage and self-esteem of students in Wolaita Sodo University?

1.2. Definitions of Basic Terms and Operational Definition
i. Social Media: Social media (sometimes Social Network Site) the websites which are Facebook, Imo-beta, Whats App, Viber, Tele-gram and You-Tube and they will be used by Wolaita Sodo University students via computer, phone, or tablet through a particular network.
ii. Students: Students in this study refers to participants of Wolaita Sodo University undergraduate students who are enrolled academic year of 2020 G.C.
iii. Self-esteem: is defined as the value or worth placed on the self and behavior or it is the way in which people perceive and value themselves.

II. MATERIAL AND METHODS

2.1. Design
This study employed cross-sectional Survey research design with quantitative approach of data analysis. In cross-sectional study data were collected at a single point in time to examine the relationship between the variables of interest. This study employed this method because the researcher was interested in whether and to what extent a relationship exist between social media usage and self-esteem among students of Wolaita Sodo University.

2.2. Study Area
The study was conducted in Wolaita Sodo University. Wolaita Sodo University is one of the second generation public higher institutions in Ethiopia, located in Wolaita Sodo town, 315 km away from Addis Ababa. The University was inaugurated on March 24, 2007 G.C. The University currently constitute 52 undergraduate, 34 graduate programs including two PhD programs are running under six colleges and six schools.

2.1. Population of the Study
The total population of this study was obtained from the students of Wolaita Sodo University. Sources of population included all Gandaba, Ottona and Dawuro-Tarcha campus, Wolaita Sodo University students who attended their education in academic year of 2019/20 G.C. and inolved all regular undergraduate students of Gandaba, Ottona and Dawuro-Tarcha campuses of Wolaita Sodo University with total population of 11,650 (7,174 males and 4,473 females).

2.2. Sample Size and Sampling Techniques
While the participation all population in study is impossible, determining of sample size critical issue in the process of research. Due to time and financial limitations the sample size of this research was determined by a simplified formula proposed by Slovin's (as cited in Israel, 2013), the formula is given by equation $n = \frac{N}{1+N(e)^2}$

Where,
n = sample size
N = population and

e = 0.035 which is level of precision with 95% confidence interval.

Hence using this formula with significance level p = 0.035 and population size N = 11,650 yields

$$n = \frac{11,650}{1+11,650\,(0.035)^2} = \frac{11,650}{15.27} = 762.93 \approx 763$$

Therefore, out of total population (11,650) students, the determined sample size 763 (470 males and 293 females) participants was participated in this study as show in Table 1.

Table 1: *Number of Participants Selected by College/school, year level and Sex*

	College/School																			
	CSSH		**CoE**		**CBE**		**CHSM**		**CNCS**		**COA**		**SEBS**		**SoL**		**SVM**		**SoI**	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
	785	670	2673	1161	527	319	882	431	581	534	840	799	175	182	162	83	168	48	371	249
No of students in each college/school	**1,455**		**3834**		**846**		**1,313**		**1,125**		**1,639**		**357**		**245**		**216**		**620**	
Number of students in each year	**1st**						**2nd**				**3rd**		**4th**				**5th**			
	3,217						**2,837**				**3,138**		**1,315**				**1,143**			
Sample drawn by PSST based on college/school	Expected sample by each college/school $=\dfrac{\text{Number of students in each college/school level}}{\text{total number of students in WSU}}$ X total sample size																			
Sample size of students by college/school	**95**		**251**		**56**		**86**		**74**		**107**		**23**		**16**		**14**		**41**	
Sample drawn by PSST based on year level	Expected sample in each year level $=\dfrac{\text{Number of students in each year level}}{\text{total number of students in WSU}}$ X total sample size																			
Sample size by year level	1st						2nd				3rd		4th				5th			
	210						**186**				**206**		**86**				**75**			
Sample drawn by PSST based on sex	Expected sample in each college/school by sex$=\dfrac{\text{Number of female/male students in each college/school}}{\text{Total number of students in each college/school}}$ X sample size of each college/ school																			
Sample size by sex	**CSSH**		**CoE**		**CBE**		**CHSM**		**CNCS**		**COA**		**SEBS**		**SoL**		**SVM**		**SoI**	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	51	**44**	**175**	**76**	**35**	**21**	**58**	**28**	**38**	**36**	**55**	**52**	**11**	**12**	**11**	**5**	**11**	**3**	**25**	**16**
Sub-total	**95**		**251**		**56**		**86**		**74**		**107**		**23**		**16**		**14**		**41**	
Grand Total	**Male = 470**			**Female = 293**							**Total = 763**									

PSST = Proportionate stratified sampling technique CSSH = College of Social Science and Humanity CoE = College of Engineering CBE = College of Business and Economics CHSM = College of Health Sciences and Medicine CNCS = College of Natural and Computational Sciences COA = College of Agriculture SEBS = School of Education and Behavioral Sciences SoL = School of Law SVM = School of Medicine SoI = School of Law

2.3. Instruments for Data Collection

The self-developed instrument for measuring general information of the subjects consisted four items which provide information about sex, age, college and year level. The questionnaire included measure of social media usage developed by (Savita & Liyaqat, 2018) and Self-esteem Inventory developed by Rosenberg (Rosenberg, 1989).

2.4. Pilot Study

A pilot study was conducted to ensure that whether the instruments are suitable to be used within the university context and in order to establish their reliability. The pilot study was conducted by administering questionnaire to a group of 76 (10% of the actual sample) Arbamich University students who were not part of the main study. To test the reliability, SPSS version 20 Cronbach's alpha reliability was used.

Based on the pilot data collected, Cronbatch alpha reliability test of the instrument of both scale was measured and found to be sufficient as it is shown in table 2.

Table 2: *Cronbach's Alphas Reliability for the Scales*

Scale	Number of items	Reliability coefficient for original scale	Reliability coefficient of pilot study
Social Media Usage	17	.77	.81
Self-esteem	10	0.83	.70

2.5. Method of Data Analysis

- In this process, descriptive statistics (i.e. frequencies, percentage, mean, standard deviation) of the students was employed to describe and present demographic characteristics of the participants such as sex, age and year level, extent social media usage, status of self-esteem and purpose of social media usage.
- Independent T-test was computed to test whether there is a significant mean difference between male and female students in social media usage and students' self-esteem.
- Analysis of Variance (One Way ANOVAs) was computed to test whether there is a significant mean difference in age group and year level in terms of social media usage.
- In order to measure the relationship between the independent variables social media usage and the dependent variables students' self-esteem Pearson product moment correlation coefficient (r) was computed.

III. RESULTS

2.6. Demographic Characteristics of Respondents

Table 3: *Demographic Characteristics of Respondents*

Variables	Option		Frequency	Percent
Sex	Male		470	61.6
	Female		293	38.4
	Total		763	100
Age	18-21		584	76.5
	22-25		164	21.5
	26-29		15	2.0
	Total		763	100
Year level	First Year	Male	94	12.3
		Female	116	15.2
		Total	210	27.5
	Second Year	Male	91	11.9
		Female	95	12.5
		Total	186	24.4
	Third Year	Male	147	19.3
		Female	59	7.7
		Total	206	27.0
	Fourth Year	Male	72	9.4
		Female	14	1.9
		Total	86	11.3

Fifth Year	Male	66	8.6
	Female	9	1.2
	Total	75	9.8
Total		763	100

Table 3: depicted that out of the total 763 students of Wolaita Sodo University majority 470(61.6%) are male students and 293(38.4%) are female students.

Regarding the age of respondents 584 (76.5%) of students are found in the age category of 18-21 and 164 (21.5%) of students are found in the age group of 22-25. The rest 15 (2.0%) students are found in the age category of 26-29.

Regarding Year level of student 210 (27.5%) of students are first year students, 186 (24.4%) of students are second year students, 206 (27.0 %) of students are third year students, 86 (11.3%) of students are fourth year students and 75 (9.8%) of students are fifth year students. Therefore, majority of students are first year students followed by second year students.

2.7.   Purpose of social media usage

Table 4: *Purposes of Social Media Usage*

Selected Frequencies

Purposes of using Social Media	Responses		Percent of Cases
	N	Percent	
To have entertainment.	478	20.6%	63.0%
To have good relationships in touch with friends and family	498	21.5%	65.6%
To download, post, and look image and video.	464	20.0%	61.1%
To gain academic knowledge and new information.	472	20.4%	62.2%
To share my personal beliefs and other helpful idea	404	17.4%	53.2%
Total	2316	100.0%	305.1%

Table 4: showed the purpose of social media usage by using multiple response analysis. The purpose of social media usage by students vary from individual to individual because there are various types of social media and the preference and perceived importance by individuals may influence students' choice of specific media.

In this study participant context, Wolaita Sodo University students' purpose of social media usage is specified to the stated purpose in the Table 4. As indicated in the Table, out of 763 respondents, majority of participants which is 498(65.6%) responded that their purpose of social media usage was to have good relationships with others and in touch with friends and family followed by 478(63%) of respondents responded that the use social media for the purpose of entertainment. The rest respondents responded that to gain academic Knowledge, to download post and look images, and to share personal belief and other helpful idea i.e. 472 (62.2%), 464 (61.1%), 404 (18%) respectively. This indicated that majority of students' using social media purposively to have good relationships and in touch with others particularly friends and family.

2.8.   Extent of Social Media Usage by Students

To determine the extent of social media usage by Students, first mean score of the social media usage is computed and found to be 2.59. To determine social media usage of students as high or low, mean split was used, that is if the mean score of individual respondent is less than the overall mean score of social media usage, it is labeled as high and if the individual mean score is greater than overall mean score of social media usage, it is labeled as low. In other word those who scored a certain score bellow the mean were considered as high extent of social media usage and those who scored a certain score above the mean were considered as having low extent of social media usage. Therefore, frequency count and percentage value was computed for the total sample respondents. Finally, the extent of social media usage was computed in Table 5.

Table 5: *Extent of Social Media Usage Summary*

Variables	High Extent		Low Extent		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Social Media Usage	439	57.5	324	42.5	763	100

Table 5: indicates that 439 (57.5%) of students had high extent of social media usage and the rest 324 (42.5%) of students had low extent of social media usage. Therefore, majority of students had high extent in social media usage.

2.9. Status of Students' Self-esteem

To determine the status of adolescents positive functioning, first mean score of the Self-esteem was computed and found 2.13. To determine status of students' Self-esteem as high or low, mean split was used, that is respondents who scored a certain score above the mean of pre-determined Self-esteem was considered as high status and those who scored a certain score below the pre-determined mean was considered as having low status. Therefore, frequency count and percentage value was computed for the total sample respondents. Finally, the status of adolescents Self-esteem was computed in Table 6.

Table 6: *Status of Adolescents self-esteem*

Variables	High level		Low level		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Self-esteem	295	38.7	468	61.3	763	100

Table 6, indicated that 295 (38.7%) of students had high self-esteem and the rest 468 (61.3%) of students had low self-esteem, Therefore, it is possible to conclude that majority of students had low status of Self-esteem.

2.10. Sex and Social Media Usage

Independent – sample t – tests was conducted to compare social media usage of students' scores for males and females.

Table 7: *Descriptive Statistics on Sex Difference in Terms of Social Media Usage*

Group Statistics

	Sex of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Social Media Usage	male	470	2.7426	.80628	.03719
	female	293	2.3708	.49932	.02917

Table 8: *Independent Sample t-test between Male and Female Respondents Regarding Social Media Usage*

Independent Samples Test

		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
Social Media Usage	Equal variances assumed	78.974	.000	7.089	761	.000	.37174	.05244	.26880	.47469
	Equal variances not assumed			7.865	760.974	.000	.37174	.04727	.27896	.46453

In Table 8, using an alpha level of 0.05, an independent sample t-test was conducted to compare the social media usage scores for males and females. The examination of social media usage score indicated that there was significant differences in scores for males ($M = 2.74$, $SD = 0.80$) and females ($M = 2.37$, $SD = 0.49$); $t (760.974) = 7.86$, $p < 0.05$, two-tailed). The magnitude of the differences in the means (mean difference =.37, 95% *CI*: ranged from .27 to .46) was medium (Cohen's d = 0.58). This indicated that male students use social media higher than that of female students.

2.11. Sex Differences in Terms of Self-esteem

Table 9: *Descriptive Statistics on Sex Difference in Terms of Respondents Self-esteem*

Group Statistics

	Sex of Respondents	N	Mean	Std. Deviation	Std. Error Mean
Self-esteem	male	470	2.2004	.77545	.03577
	female	293	2.0177	.63679	.03720

Table 10: *Independent Sample t-test between Male and Female Respondents Regarding Self-esteem*
Independent Samples Test

		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	15.932	.000	3.383	761	.001	.18268	.05399	.07668	.28867
	Equal variances not assumed			3.540	705.852	.000	.18268	.05161	.08135	.28400

In Table 10, using an alpha level of 0.05, an independent sample t-test was conducted to compare the self-esteem scores for males and females. The examination of self-esteem score indicated that there was significant differences in scores for males ($M = 2.20$, $SD = 0.77$) and females ($M = 2.01$, $SD = 0.63$); $t (705.856) = 3.54$, $p < 0.05$, two-tailed). The 95% confidence interval for self-esteem ranged from 0.08 to 0.28. The magnitude of the differences in the means (mean difference $= .18$) Cohen's d $= 0.26$ which is small. This indicated that male students are better in their self-esteem than female students.

2.12. Age and Year Level Differences in Social Media Usage

Table 11: *One-Way Analysis of Variance in Extent of Social Media Usage by Age Categories*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.078	2	1.039	1.971	.140
Within Groups	400.561	760	.527		
Total	402.638	762			

According to age category in the Table 11, analysis of variance showed no statistically significant difference at the $p > .05$ level in extent of social media usage for the three (18-21, 19-25 and 25-29) age categories: $F (2, 760) = 1.91$, $p = .140$, $\eta^2 = .005$. Therefore, the result showed that there is no difference in social media usage in terms of age category.

Table 12: *One-Way Analysis of Variance in Extent of Social Media Usage by Year Level Categories*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.553	4	.638	1.209	.305
Within Groups	400.085	758	.528		
Total	402.638	762			

According to year level category in the Table 12, analysis of variance showed no statistically significant difference at the $p > .05$ level in extent of social media usage for the five year level categories of students: $F (4, 758) = 1.209$, $p = .305$, $\eta^2 = .006$. Therefore, the result showed that there is no difference in social media usage in terms of year level.

2.13. Relationship between Social Media Usage and Self-esteem

Table 13: *Pearson Product-Moment Correlations of the Social Media usage and Self-esteem*

		Social Media usage	Self-esteem
Social Media usage	Pearson Correlation	1	-.201
	Sig. (2-tailed)		.554
	N	763	763

According to Table 13, indicated that there is statistically insignificant and weak negative relationship between social media usage and students self-esteem ($r = -0.201$, $p > 0.05$). This indicated that as students' consumption of social media usage increases the probability of students' level of self-esteem decreases.

IV. DISCUSSION

2.14. Purpose of social media usage

In investigating the purpose of students social media usage, the current study result indicated that majority of study participants which is 498(65.6%) responded that their purpose of social media usage was to have good relationships with others and in touch with friends and family and followed by the use social media for the purpose of entertainment, to gain academic Knowledge, to download post and look images, and to share personal belief and other helpful idea in descending order. But, the current finding contradict with the finding of Metasebiya (2017) which stated the majority of students' reportedly claimed purpose of the usage of social media at Mekane Yesus Management and Leadership College was to gain academic knowledge and new information 59.4% and others like to know new idea that was not known before; to post and announce or promote work and events; to solve problems by sharing idea with friends that would get time to get solutions for him/herself; and to follow and share spiritual things. Another different finding is found by Wondimagegn (2017) which suggested that majority of students 31.2% utilize social media for entertainment purpose.

2.15. Extent of social media usage by students

In identifying the extent of Social media usage of Wolaita Sodo University Students the result revealed that majority 57.5% of students had high extent of social media.

The current finding is consistent with findings like Asemah et al. (2013) which stated that the exposure to social media is very high among the respondents and 68% of the respondents use social media to a very large extent in Nigeria. Similarity, Camilia et al. (2013) suggested that in the studies conducted in Negeria it was found that most of students of higher institutions use social media 2 to 4 hours daily, which can be labeled as high extent of usage.

2.16. Status of Students' Self-esteem

Assessment of students' Self-esteem was done and the result reveled that majority of students 61.3% of students had low self-esteem. Therefore, majority of students had low level in their Self-esteem. The current result is inconsistent with previous findings like Million (2017) found that majority 54.7% of high school students in Hawassa Tabour Secondary school had high level of Self-esteem. Similar inconsistent finding by Tadesse (2015) in measuring status of adolescent positive functioning among Entoto secondary school students, he found that majority which is 59.20% of students had high Self-esteem. Therefore, this clearly indicates that majority of university students in the study area context had low status of Self-esteem, which means majority of students lack value or worth that they place on themselves and their behavior.

2.17. Sex Difference in Social Media Usage

In the current research, the examination of social media usage in terms sex difference result revealed that male students use social media higher than that of female students. The result of this study is in line with findings of Thelwall (2008) and Lenhart & Madden (2007) which stated that males tend to make new relationship in social network environments more than females do which pushes them to use social Medias more than that of female.

However, the current study result is inconsistent with (Lenhart, 2007) finding which says, Studies in the United States have also shown that there are gender differences in social media usage. A large study conducted in 2007 found that Instagram and Snapchat are dominated by girls in the United States with 61% of girls using Instagram compared to 44% of boys and 51% of girls using Snapchat compared to 31% of boys. Another contradiction with current study finding is, researchers like Misra, Dangi & Patel (2015) and Tüfekçi's (2008) which stated that females are more prone to Social media sites as compared to males and spend more hours daily on the Social media sites.

2.18. Sex Difference in terms of self-esteem

The current study examination of sex difference in terms of self-esteem indicated that there was significant difference between male and females University students in their self-esteem in the study area context. That is male students better in their self-esteem than female students. This finding is consistent with previous findings Quatman and Watson (2001) which investigated gender differences in global self-esteem and eight domains of self-esteem among adolescents from 9th, 10th and 12th grade students. Their study showed that boys achieved higher in global self-esteem scores than girls did. In addition, boys scored significantly higher than girls in six domains of self-esteem (personal security, home/parents, Attractiveness or physical appearance, personal mastery, psychological reactivity/permeability, and athletics) while the remaining two domains (perception of peer popularity and academics) exhibited no significant differences between males and females. Therefore, the review shows that male adolescents do have higher self-esteem as compared to their female counter parts.

On the other hand, contradictory findings are suggested by Million (2017) which stated that there was no sex difference in self-esteem among students of Hawassa Tabor secondary and preparatory students.

2.19. Age and Year Level Differences in Social Media Usage

In the current study result in order to know Age difference in social media usage, One way ANOVA was conducted and the result showed that there was no significant difference in social media usage in terms of age category among Wolaita Sodo University students. The present study is consistent with Metasebiya (2017) study which suggested that there was no difference in age category among college students in terms of age. But Wondimagegn (2017) do not supported the present study finding which indicated that there are

significant differences among the age categories for the frequency of social media usage among students. That means the respondents in the age category between 19 to 21 years old were likely to use social media sites frequently than the other age groups. Similarly, the findings of the present study seems contrary to the results of a study by Lenhart & Madden (2007) which reported that 73% of teens between the ages of 12 and 17 they are the one that oversee frequently their social media sites frequently than the other age groups.

In the present study, In terms of year level difference in social media usage analysis of variance result indicated that there was no significant difference in social media usage in terms of year level among Wolaita Sodo University students.

In line with the current study Wondimagegn (2017) found that class year level doesn't matter with students' utilization of social media sites per week in school of informatics at Hawassa University.

However, the present study result contradict with Metasebiya (2017) study which suggested that there is difference in social media usage in year level among Addis Abeba Mekane yesus college students.

2.20.   Relationship between Social Media Usage and Self-esteem

In investigating the relationship between social media usage and students' self-esteem, the result of Pearson product momentum correlation coefficient indicated that there is negative week relationship between social media usage and students' self-esteem even though the relationship is insignificant. Therefore, it is possible to say that as consumption of social media usage increases the level of self-esteem of students adversely affected.

The current study finding is in line with Pantic (2014) study which argued that anxiety, depression, psychotic disorders and low self-esteem are all the results of social networking sites, especially Facebook. Similarly, Chou and Edge (2012) finding suggested that people who use Facebook frequently have a very strong belief that other users, who they don't know very well offline, are living a very healthy, happy and prosperous life than themselves. These assumptions about other peoples' lives cause depression and low self-esteem amongst individuals. Chen & lee (2013) also argued that Facebook usage is directly related to psychological distress of individuals which as a result reduces the self-esteem of people.

In contrary to the present study, Ellison, Steinfield and Lampe (2007) found out that youngsters with low self-esteem find Facebook more beneficial as compared to the ones with high self-esteem. Additional inconsistent finding argue that due to the use of Facebook people with low self-esteems possess more social capital than the ones with high self-esteems (Tazghini & Siedlecki, 2013).

V.   CONCLUSION

From the study results obtained, the researcher concluded the following important points.

- Among Wolait Sodo University students the major purpose of social media usage was identified that in order to have good relationships with others and in touch with friends and family followed by to have entertainment. This imply that students gives more preference for relationship and entertainment than other purposes of social media i.e., gaining academic Knowledge, downloading posts and look images, and sharing personal belief and other helpful idea.
- The extent of Social media usage of Wolaita Sodo University Students was found to be high. This indicated that students spend a lot of time on social media and use social media for various purposes.
- In Wolait Sodo University, majority of students had low status of self-esteem. This may considerably influence students' sense of worthy and confidence on themselves.
- Sex difference in social media usage revealed that male students use social media higher than that of female students. This imply male students tend to make new relationship in social network environments more than females do which pushes them to use social Medias more than that of female.
- The examination of sex difference in terms of self-esteem indicated that there was significant difference between male and females university students in their self-esteem. Therefore in the study area context it is possible to conclude that male students have higher self-esteem than female students in experiencing sense of self-worth or value. This could be due to the different cultural and traditional barriers that girls face in their development in Ethiopian context.
- In investigating age and year level difference in social media usage, one way analysis of variance is conducted and the result showed that there is no significant difference in age group as well as in year level among Wolaita Sodo University students.
- The study examined the relationship between social media and student self-esteem and it was found that the relationship is weak negative and insignificant. That is there is inverse relationship between social media usage and self-esteem.

VI.   RECOMMENDATION

Based on the findings the researcher forwarded the following recommendations:

- Students are advised to give much focus on academic social medias sites which are social networking sites that provides academic knowledge and information, than using social medias for building relationship and entertainment, as they are university students in addition to relationship and entertainment they better to use social media for additional important purposes like to enhance their academic performance, getting information which can improve their quality of life and personality.

- While using social media students better to recognize the negative influence of social media on self-esteem which would help them to work on how to identify social media sites that deteriorate their self-esteem.
- Students' habit of social media usage better to be minimized as it was found that their extent of social media usage was high, unless this habit may adversely affect many aspect of students life including their academic performance.
- Awareness raising programs on how and what to use on social media in the context of university students is better to be developed and implemented by government and non-government organization.
- Wolaita Soda University better to work with students on improving students' self-esteem through working with the university psychologists on how to improve students' self-esteem, provision of trainings like Life skill training, peer education training, inviting known motivational speakers etc. During this training program female students should be center of attention.

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