

Research Article

The Impact of Social Media Use on Students' Self-Esteem in Higher Education in Eastern Ethiopia

Moti Gelata Sakata^{*} 

College of Health and Medical Sciences, Haramaya University, Harar, Ethiopia

Abstract

This study aims to assess social media use's impact on university students' self-esteem. Social media factors that affected the self-esteem of university students were investigated based on the daily time spent on social media. Data were collected using a questionnaire. Self-esteem was measured using the established Rosenberg Self-Esteem Scale. The stratified sampling technique was deployed to select 335 undergraduate university students for this study. Descriptive analysis was performed to analyze the demographic details of the response data collected, including age and social media usage. Correlation and regression analyses were executed using SPSS software to test the correlations between social media factors and self-esteem among undergraduate scholars. As a result, students' self-esteem among the scholars was significantly affected by their time spent on social media. I recommend that further studies be conducted to investigate the main factors that affect the student's self-esteem and regard for university scholars.

Keywords

Self-Esteem, Social Media, Social Networking Spots, University Scholars

1. Introduction

The early 21st century marked the emergence and growth of social networking spots worldwide. These spots have become a major part of people's lives, especially the lives of the youth/ scholars. Multitudinous students use social media, especially Facebook, Telegram, Twitter, and others, to connect with the world, share and gain knowledge and information, make stronger personalities, and have better social lives [3]. According to [21], they claimed that youths engaged in romantic and casual online connections use social networking.

Different scholars and different associations define social media in colorful ways but according to [20] media are simply means of communication, and social media may be de-

fined as websites or other internet-grounded services where people who use the service produce the content being communicated. Presently, the number of adolescents who use social media is dramatically increasing. [19] Examine that the chance of adolescents being involved with social media increased from 34 percent to 70 percent. There were further than 500 million active druggies on Facebook. By 2010, further than 10 billion dispatches had been transferred through Twitter, this number had doubled to 20 billion in this time.

University students are among the loftiest technology druggies and are generally early adopters of new technologies, including the internet, mobile phones, social media, and other bias. They're born into the age of technology compared

^{*}Corresponding author: motigalata053@gmail.com (Moti Gelata Sakata)

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to former generations who learned to use it after they were aged. Therefore, young generations also have a harder time separating themselves from technology because they might suffer socially from peers who aren't over-to-date. As a result, important time is spent on all these forms of technology and is now decreasingly integrated into scholars' lives. Scholars say that technology is an essential part of everyday life. Nearly say it supports them keeping in touch with their musketeers and parents [7].

Using social media websites is among the most common conditioning for moment scholars. Any Website that allows social commerce is considered a social media point, including social networking spots like Facebook, Telegram, and Twitter, gaming spots and virtual worlds similar to Club Penguin, and the Sims; videotape spots similar to YouTube, Tiktok, and blogs. Similar spots offer moment's youth a gate for entertainment and communication and have grown exponentially lately. For this reason, parents become apprehensive of the nature of social media spots, given that not all are healthy pupil surroundings [15].

According to [5] social media operation negatively influences scholars' tone- regard. It has been observed by the changing behavior of people that social media has numerous negative impacts on people. Social networking spots help people make social comparisons that increase the cerebral torture of individualities and lower the overall position of tone- regard. Multitudinous spectators and experimenters believe that due to the increase in the operation exposure of social networking spots, people have become victims of lower self-esteem and self-growth [10].

2. The Rise of Social Media in Ethiopia

Ethiopia is one part of the world society and the reflection of the world extended that inspired the way utmost people live in the world via the internet. In 1997 Ethiopia became an information technology society by establishing the Ethio-telecom computer network. The state-possessed Ethio-telecom provides internet service for the country. Still, the trend of communication and connections changed due to the emergence of social media. It has also changed the magnitude of connections and communication [6, 14]. Currently, every part of Ethiopian society has been engaged in the marvels of social media conditioning. Original experimenters [14] suggested that the major reason for the expansion of social networking druggies is directly related to the expansion of Internet cafes in the country's civic areas. A simple suggestion is that Internet cafes have had numerous guests before the Internet became accessible on cell phones [14]. The number of licenses issued by Ethio- telecom for Internet cafes since 2010 has reached 2363 (Ethio Telecom, 2013/14).

Lately, in Ethiopia druggies of social media indicated [21] by country); Facebook (74.6), Pinterest (12.58), Twitter (4.59), Tumblr (2.26), LinkedIn (2.1), and Google (1.86). In terms of the age demographics of Facebook druggies in

Ethiopia, further than half of the druggies are youthful people, particularly those living in the country's civic areas. Following the preamble of Facebook, it opened up class access to anyone over the age of 13, because of this Facebook is continuously attracting young people and may become a source of dependence. Studies reported that young people within the age range of 13- 24 are set to be the leading Facebook stoner age group in the country [6, 13].

2.1. Statement of the Problem

Different technologies are being developed around the world for this generation. Unlimited access to the internet and availability of unlimited services on the World Wide Web has increased the interest of the youth. Rapid improvement in the quality of the internet in accessing various online activities is the reason why the youth have started to use social media in a targeted manner. As a result, the number of youths using social media through mobile phones and computers is increasing. As explained by [8], there is no parental monitoring/control and most parents never control what their teens do on their mobile phones. According to [18, 12], young people are using social media more consistently than ever before. The use of this new method of communication among young people has increased significantly in recent years and has become a key focus in many young people's lives, but it does have some potential risks. This study sought to determine the relationship between social media use and students' self-esteem. The researcher attempted to examine various international research papers that focused on the impact of social media use on students' self-esteem. Nevertheless, the researcher found that there was little research related to social media use and students' self-esteem in the Ethiopian context. The primary objective of this study was to build on previous research that investigated the impact of social media use on students' self-esteem.

2.2. Objectives of the Study

The objective of this study was to investigate the impact of social media use on students' self-esteem at Haramaya University. This study was the following research questions:

- (I). What are the purposes for which students at the Faculty of Health and Medical Sciences at Haramaya University use social media?
- (II). what is students' self-esteem at the Faculty of Health and Medical Sciences, Haramaya University?
- (III). is there a relationship between social media use and students' self-esteem at the Faculty of Health and Medical Sciences, Haramaya University?
- (IV). To what extent does social media use affect students' self-esteem at the Faculty of Health and Medical Sciences, Haramaya University?

3. Methods

3.1. Research Design

This study used a mixed methods research design. More specifically, an explanatory sequential mixed methods design was used. This design is an explanatory sequential mixed methods design. It is perhaps the most common form of mixed methods design in educational research. In an explanatory sequential mixed methods design (also known as a two-stage model; [4], quantitative data are collected first, and then qualitative data are collected to explain or elaborate on the quantitative data. Further explanation is needed to determine which quantitative results are relevant.

Further explanation is needed to determine which quantitative results. The reason for using a mixed research design was triangulation. This is done to triangulate and corroborate the quantitative data with information obtained from the qualitative data.

3.2. Participants and Setting

The population of this study consisted of students from the Faculty of Health and Medical Sciences, at Haramaya University. As there are also differences in the population size of different strata of the population (department, size, gender), the students were selected using a stratified random sampling technique. The total number of students in these eight faculties of Health and Medical Sciences was 1998. The sample size of this study was 335, of which 177 were male students and 158 were female students. The sample was determined using [22], formula at a 95% confidence level.

$$n_i = \frac{N_i}{1 + N_i(e)^2}$$

Where: n = sample size required

N = number of people in the population

e = allowable error (%)

i = strata (1, 2, 3... i)

$$n = \frac{1998}{1 + 1998(0.05)^2} = \frac{1998}{1 + 1998(0.0025)} = \frac{1998}{5.97} = 335$$

3.3. Data Collection

Data collection methods are questionnaires and interviews. Surveys are a common data collection method in social media research. Surveys can measure the frequency of social media use, the type of content viewed, and the impact of social media use on self-esteem. In structured interviews, participants are asked about their social media usage, self-esteem, and experiences with social media. Interviews can provide more detailed information than surveys and can be used to explore nuances in social media use and its impact on self-esteem. The surveys used to collect data are tested for reliability and validity. Sur-

veys have been tested for internal consistency using Cronbach's alpha to ensure reliability. To ensure validity, surveys are reviewed for content validity by experts in the field.

3.4. Data Analysis

The data collected from the survey was analyzed using statistical methods such as descriptive statistics, correlation analysis, and regression analysis [16, 11]. Descriptive statistics were used to summarize the data such as the Mean and standard deviation of participants' responses [17, 9]. Correlation analysis was used to determine if there was a relationship between social media use and self-esteem. Regression analysis was used to determine if social media use was related to self-esteem.

3.5. Procedure

Ethical approval was received from Haramaya University. Participants individually informed consented to participate in the study. The researchers informed participants of their right to withdraw from the study without penalty or negative consequences and of the confidentiality of the data collected. They were also assured that they could discontinue the study at any time without fear of adverse consequences.

4. Finding and Discussions

As shown in Table 1, most of the respondents (48.96%) were aged 21-22 years, while 36.12% of the total respondents were aged 23-24 years (the second highest age group), 11.2% of the respondents (8.06%) were aged 25 years and older, and 10.2% of the respondents (6.86%) were at least 19-20 years old.

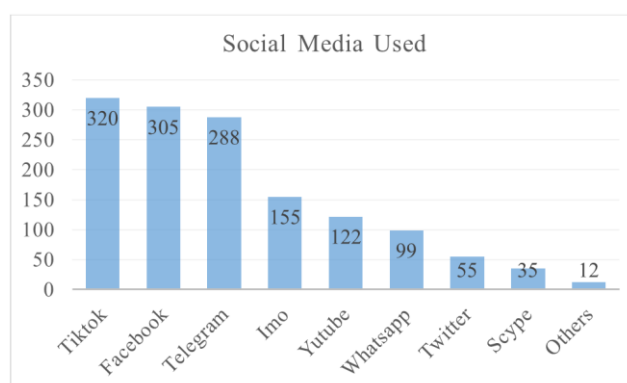


Figure 1. The respondents' use of social media platforms.

Table 1. The age of the respondents.

		Frequency	Percentage
Age	19–20	23	6.86
	21–22	164	48.96
	23–24	121	36.12
	25 and above	27	8.06
	Total	335	100.0

Figure 1 shows the time spent by respondents on using social media and the value they place on self-esteem. Social media refers to websites and apps that emphasize communication, community-based opinions, engagement, content sharing, and collaboration. Different forms of social media include forums, microblogging, social networking, bookmarking, curation, wikis, etc. Most social media platforms offer similar features such as messaging, sharing, posting pictures, and updating stories. Updated versions of apps are released from time to time. According to the survey, 335 and 320 respondents respectively used Tiktok, 305 respondents used Facebook, 288 respondents used Telegram, 155 respondents used Imo, 122 respondents used YouTube, 99 respondents used WhatsApp, 55 respondents used Twitter, 35 respondents used Skype and 12 respondents used other social media as the most frequently used apps daily.

Table 2. The time spent on social media use of respondents.

		Frequency	Percentage
Time spent	Less than 1 hour	3	0.99
	1–2 hours	34	10.15
	3–4 hours	98	29.26

	Frequency	Percentage
5–6 hours	116	34.62
7 – 8 hours	32	9.55
More than 8 hours	52	15.52
Total	335	100.0

Table 2 shows that 116 respondents (34.62%) spend 5-6 hours on social media every day, followed by 98 respondents (29.26%) who spend 3-4 hours on social media. Next, only 3 respondents (0.99%) spend less than 1 hour on social media every day, while 52 respondents (15.52%) spend more than 8 hours, which is one-third of the total time per day. The results show that most respondents (84.47%) spend 3-8 hours on social media per day.

Table 3. The respondents' levels of self-esteem.

		Frequency	Percentage
Valid	High self-esteem	12	3.68
	Average self-esteem	244	72.73
	Low self-esteem	79	23.59
	Total	335	100.0

Table 3: The determined level of self-esteem was classified into three categories namely high self-esteem, average self-esteem, and low self-esteem. The table shows that only 3.68% of the respondents have high self-esteem whereas the majority have average self-esteem (72.73%) and the remaining 23.59% have low self-esteem. The frequency value 244 confirms that most of the respondents have average self-esteem with a percentage of 72.73%.

Table 4. The relationship between times spent on social media and self-esteem.

Correlations		Time spent on social media	Self-esteem
Time spent on social media	Pearson Correlation	1	0.29
	Sig. (2-tailed)		0.02
	N	335	335
Self-esteem	Pearson Correlation	0.29	1
	Sig. (2-tailed)	0.02	
	N	335	335

The Pearson correlation test in Table 4 revealed a positive relationship between the two variables with a mean value of 0.29. It showed that spending more time on social media leads to increased self-esteem. The significance value shown in Table 4 is greater than 0.03, indicating that there is a significant correlation between social media use and self-esteem.

Table 5. The summary of ANOVA results between self-esteem and time spent on social media.

Model	Sum of squares		Df	Mean square	F	Sig.
1	Regression	0.077	1	0.077	0.315	0.575 ^b
	Residual	92.763	333	Total		
	Total	92.840	334			

a. Dependent Variable: Self-esteem

b. Predictors: (Constant) Time spent on social media

ANOVA Table 5 shows the performance of the regression equation when it fits the data. In Table 5, the significance value was above 0.05, which means that the regression model is statistically significant and is a good predictor of the dependent variable, which in this case represents the self-esteem of the respondents.

Table 6. The Regression coefficient.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
(Constant)	2.155	0.083			26.001	0.000
Time spent on social media	0.39	0.020	0.41		0.561	0.004

a. Dependent Variable: Self-esteem

Table 6 facilitated the prediction of the dependent variable. It was carried out using the regression equation. The regression equation consists of the beta values and the independent variables, time spent on social media, and the value of self-esteem. The regression equation is justified as follows: Self-esteem = 2.155 + 0.39 (time spent on social media) A person's self-esteem can be predicted based on their social media usage as shown in the equation, if they spent an hour on social media every day, their self-esteem increased by 0.39.

The findings showed that there was no significant relationship between an individual's self-esteem and the time spent on social media. However, the correlation values between these variables showed a weak but positive relationship, indicating that time spent on social media positively impacted students' self-esteem. Similarly, [24], found that most adolescents experienced no or minimal impact on their self-esteem from social media use. Instead, users were motivated to use social media for various reasons to boost their self-esteem [1]. The study found that most respondents scored average self-esteem, indicating that social media use has a significant

impact on self-esteem. This suggests that there are other reasons for the scores that could be explored in future studies. The next section concludes this study and provides some recommendations for future work.

5. Discussions

The findings of this study show how college students use social media; the impact of social media use on University students' self-esteem and the significant impact and contribution of social media on students' self-esteem. The results showed that most of the respondents (84.47%) spend between 3 and 8 hours per day on social media. The Pearson correlation test revealed a positive relationship between the two variables with an average of 0.29. He showed that spending more time on social media leads to increased self-esteem. The regression equation is justified as follows: Self-Esteem = 2.155 + 0.39 (Time Spent on Social Media) a person's self-esteem can be predicted based on their social media usage as per the following equation: If one spends an

hour on social media every day, self-esteem will increase by 0.39.

Based on the results, it was found that students are familiar and comfortable with social media, especially social networking. As stated by [2], "Social media is running rampant on campus." Somewhere in the literature, it is written that social networking dominates the use of social media among students. All students mainly use social networks such as Facebook, WhatsApp, LinkedIn, etc. Generally, students use social media as a discussion platform regarding assignments and other coursework, receive feeds regarding class schedules and class locations, send and receive information among peers, and explore topics related to their coursework and various other topics.

This supports [3] the idea that social media allows people to identify others with whom they are connected, read and respond to posts on the site, and send messages privately or publicly. By examining the number of responses and drawing conclusions from the literature, this study confirms that social media offers students new mechanisms for familiarity practice. They provide students with a direct medium to publicly evaluate and comment in real-time on the campus environment, university policies, courses, professors, administration, and colleagues. Social media may therefore be associated with an increased tendency for young people to multitask, relying on digitally juggling their daily activities and obligations, as argued by [23]. However, the potential dangers associated with social media are too great, as students having private relationships outside the classroom invites inappropriate behavior [2].

6. Conclusions

Social media has become an important tool for young people, but its use can increase psychological distress such as anxiety. This study used regression to predict self-esteem based on time spent on social media. The results showed that there was no significant relationship between self-esteem and social media use, but rather a weak but positive relationship. Time spent on social media has a positive impact on students' self-esteem. Most respondents showed average self-esteem scores, indicating that social media use has a significant impact. However, other reasons for this rating could be explored in future research. The study concludes with recommendations for future efforts: A study found that social media does not hurt University students' self-esteem, but rather is mediated by social comparison. Research has shown that while social media platforms offer benefits such as connection and self-expression, they also carry risks such as social comparison and conflict with idealized beauty standards. Parents, schools, and lawmakers should encourage responsible use and openly discuss self-esteem and digital skills. Future research should explore the dynamics of social media and its impact on teens' well-being. Future research should explore other factors that enhance adolescents' self-esteem,

thereby facilitating more effective programs.

Suggestions

This study focused on the impact of social media use on the self-esteem of University students. After investigating the phenomenon of interest in this study and transcribing the various responses from the participants (although some of the responses were not transcribed as they all conveyed the same idea), the results show that University students use social media extensively. At the very least, all students use social media. Furthermore, the data showed that participants supported the idea that social media contributes significantly to the development of self-esteem.

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Author Contributions

Moti Gelata Sakata is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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