

**CORRELATION BETWEEN DEPRESSION LEVEL AND THE USE OF SOCIAL
MEDIA AMONG UNIVERSITY STUDENTS IN KISII COUNTY, KENYA**

A CASE STUDY OF KISII UNIVERSITY

EMILY MORAA NYAMWEYA

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT AND
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AWARD OF THE DIPLOMA IN MANAGEMENT AND LEADERSHIP OF THE
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DECLARATION

This project is my original work and has not been presented for the award in any other University or institution.

Signature..... Date

EMILY MORAA NYAMWEYA

DIP.ML/15/00234/3/2022

This project has been submitted for examination with my approval as University Supervisor

Signature..... Date

MR VICTOR ORWA

The Management University of Africa

DEDICATION

I commit this endeavor to my family, who have always supported me and believed in my ability. May the LORD abundantly Grace you. I love you all.

ACKNOWLEDGEMENT

I applaud the Almighty God for creating everything. Sincere appreciation to Victor Orwa, my supervisor, for his assistance with my research project. I appreciate the MUA family allowing me to study at their facilities. Also, I take this opportunity to appreciate the management of Kisii University for enabling me to collect data from their organization.

ABSTRACT

This study's primary goal was to examine the correlation between depression level and the use of social media among university students in Kisii County, Kenya. A case study of Kisii University. The specific objectives of the study, to find out the correlation between forms of social media use and level of depression among university students in Kisii County, to examine the correlation between frequency of social media use and level of depression among university students in Kisii County and to investigate the correlation between functions of social media use and level of depression among university students in Kisii County. For this study, a descriptive research approach was adopted. 14,000 students enrolled in courses at Kisii University's main campus located in Kisii County were the focus of this investigation. The number of samples was determined by taking 10 per cent out of which 100 respondents were obtained. The tools for gathering data were questionnaires. Prior to the inquiry, a trial investigation was conducted to test the survey's accuracy. Quantitative statistics was classified and statistical descriptions, such as tables with frequencies and percentages, were used to better explain the information, while qualitative statistics was scrutinized to determine the responses from respondents that are relevant to the research topic. The data was analyzed using the SPSS to produce the tables and figures. The investigation found a connection between the use of social media platforms, frequency of social media uses as well as functions of social media use and depression levels. The outcomes of this investigation recommend that college students should track how long they use on the internet and media and on their own project. The study suggests that students should seek out amusement outside of social media, create offline academic groups, and communicate one-on-one with their friends. Finally, the researcher recommends more study to assess the connection between using social media and difficulties related to mental diseases other than depression.

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ACRONYMS AND ABBREVIATIONS

JKUAT : Jomo Kenyatta University of Agriculture and Technology

UK : United Kingdom

USIU : United States International University

OPERATIONAL DEFINITION OF TERMS

Depression : refers to a prevalent and severe mental condition that negatively affects one's feelings, thoughts, and behavior.

Social media : encompass a variety of virtual modes of interaction centered on engagement, participation, knowledge exchange, and connection among communities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The section covers the study background, problem statement, research questions and objectives, importance of the study and also scope of the study.

1.1 Background of the Study

Social media is defined as digital interaction, including social media platforms and weblog sites, which allow users to build online communities and exchange information, thoughts, and private communications, among many other things. Due to the widespread usage of social media, the globe has become a little village. According to the international electronic overview released on January 31, 2019, there were 3.5 billion people utilizing social networks throughout the world. The assessment also revealed that 292 million more individuals joined social media in the past year, bringing the overall share of people using social networking to 45 percent (Liu, Shao, & Fan, 2018).

In his inquiry into students at Pakistan's Islamia campus, Hussain (2012) found that ninety percent of the 600 participants used the internet in a variety of ways. Top applications included communicating with peers and sharing coursework. According to Dahlstrom et al. (2011), Facebook is the social networking site that college students use the most. Three thousand undergraduate learners took an active role in the research, and it was established that 90% of them used Facebook. A 2015 poll in the U.K. that found 85% of students using social media applications also confirmed the popularity of Facebook among students (Parr, 2015).

Research by Matara (2017) at Kenyan colleges revealed that a large number of students use social media frequently. Matara (2017) identified the top 10 universities in Kenya in terms of social media usage. The University of Nairobi came in first with 37 000 users, followed by Mt. Kenya University in second with 30.3 000, Kenyatta University in third with 24.4 000, Strathmore University in fourth with 19.1 000, USIU in number five with 12.1 000, JKUAT in 10th with 10.8 Thousand Zetech University in in fourth place with 4.4 000, and St. Pauls University in fifth spot with 4.4 thousand (Muller, 2023).

In their investigation into social media usage habits among Kenyatta University's medicine students, Dei, Anane-Donkor, & Okyere, (2022). found that students admitted to spending the majority of their free time on both WhatsApp and YouTube and using Facebook and X for less than 30 minutes each day. The most popular and widely used app for learners for connecting with genuine acquaintances and even disseminating academic knowledge in groups is WhatsApp. According to these figures, higher education learners in Nairobi County use social media at high rates. It is thus crucial to determine whether or not these elevated levels of use of social networking sites are in any way related to rates of depression amongst undergraduates (Dei, Anane-Donkor, & Okyere, 2022).

Many academics concur that melancholy is a major concern for college pupils all around the world. In a 2017 survey of 442 learners at Fayoum University, Wahed and Hassan, it was shown that sixty-eight percent of them struggled with depression. In the United States, a meta-analytic analysis found that depression affected 27.2% of college pupils. In a study of 575 learners from the Alfaisal University in Saudi Arabia, Kulsoom and Afsar (2015) discovered significant levels of melancholy in the healthcare profession learners. In an extended research of students at Obafemi Awolowo University in Nigeria, Peltzer et al. (2013) discovered that many of them had severe moderate to significant levels of depression. In a study conducted by Othieno et al. (2014) involving UON students in Kenya, it was found that first-year pupils, married individuals, those who were less fortunate economically, and those who lived away from campus all had significant levels of depression. Students at universities exhibit medium to severe depression, according to the studies discussed in this part of the article. After determining that depressive disorder affects university students, it is crucial to determine how it affects this group (McLafferty 2021),

According to studies, depression has an impact on pupils' cognitive and academic achievement. For example, Tahir, et al (2021) assessed the impacts of depression across 320 undergraduates in Pakistan and discovered that depression had an impact on the ability of students to study. In a different research performed at the College of Abilene, Bisson (2017) examined the effects of anxiety and depression on school performance and discovered that depression decreased learning outcomes. Furthermore, Wanyoike (2015) conducted research in Kenya that suggested depression was a major factor in university suicides. The study found that depression accounted for 39% of self-harm reasons at institutions (Wanyoike, 2015).

Studies conducted in Africa and Kenya demonstrate that they have focused on examining the extent of social media use among university learners in comparison with different factors rather than the connection among digital network usage and depression. In a study conducted in South Africa in 2014, Kaufman et al. established that youth use of social media enhanced their chance of engaging in sexual conduct and alcohol consumption. In a study conducted by Njoroge (2013) of university students in Kenya, it was discovered that social media was used frequently for a variety of purposes. According to research on the impact of social networks on teenagers' behavior, Njoroge (2013) found that it wasted time, made individuals lethargic, and exposed them to unexpected data. The current investigation is crucial to filling this knowledge gap because previous research has linked excessive social media use with anxiety among Kenyan university students. Because students are presently using online contact more frequently and depression rates are rising, it is imperative to determine whether the two are related. Understanding if there can be a connection connecting the two phenomena can serve as the foundation for more cause and effect research, leading to the creation of policies to limit social media consumption in a way that will ultimately reduce incidence of depression in this demographic (Njoroge, 2013).

1.2 Statement of the Problem

According to facts, up to 4.0 billion individuals worldwide participate in internet socializing. Youths make up almost all of those utilizing social media. According to published research, young individuals who attend colleges notably often use social media. Furthermore, a study of published material revealed that university students worldwide experience moderate to severe depression levels. The researcher wanted to know if student's frequent use of the internet was associated with their high rates of depression, thus they evaluated the pertinent research (Matara, 2017).

According to the information available, investigators have thoroughly examined a number of characteristics to determine how often undergraduates use social networks. Investigations evaluated showed that multiple worldwide surveys had been carried out on the topic of the association between university students' use of social networks and depression, and the findings had indicated a strong correlation (Woods & Scott, 2016; Lin et al., 2016). The study of the available empirical also revealed that although the use of social network by college learners has been extensively studied in Kenya and other parts of Africa, depression hasn't been the focus of these studies. The research located in the African area examined the use of social networks by

college students in relation to variables like sexual orientation and drinking behavior (Kaufman et al., 2014), time consumption and efficiency (Njoroge, 2013), and the effects on academic performance (Chris, 2015), amongst others.

It is crucial to ascertain whether using social networking sites is associated to melancholy in this demographic given the documented substantial growth in social media usage and rising incidence of depressive symptoms among undergraduates. Making decisions on interventions to manage depression in university students can be aided by this knowledge. The occurrence of depression amongst college pupils is harmful since it has a poor impact on their general wellness and ability to learn, hence it is critical that institutions develop strategies to ameliorate this problem (Wanyoike, 2015).

This investigation is significant because it filled a research gap by examining the correlation between depression level and the use of social media among university students in Kisii County, Kenya. A case study of Kisii University.

1.3 Objectives of the Study

The main aim of this study was to examine the correlation between depression level and the use of social media among university students in Kisii County, Kenya. A case study of Kisii University

1.3.1 Specific objectives of the study

- i. To find out the correlation between forms of social media use and level of depression among university students in Kisii County.
- ii. To examine the correlation between frequency of social media use and level of depression among university students in Kisii County.
- iii. To investigate the correlation between functions of social media use and level of depression among university students in Kisii County.

1.4 Research Questions

- i. What is the correlation between forms of social media use and level of depression among university students in Kisii County?
- ii. What is the correlation between frequency of social media use and level of depression

among university students in Kisii County?

- iii. What is the correlation between functions of social media use and level of depression among university students in Kisii County?

1.5 Significance of the Study

1.5.1 University students

The results of the investigation will be important to college pupils because they will influence how they behave, how they use social media, and what tactics they may employ to reduce the amount of depression caused by social media among them.

1.5.2 The Government of Kenya

Policy makers in Kenya will get knowledge from this investigation regarding how use of social networking websites among students influences depression levels. This would help in the right formulation of legislation and regulations for coping with depression linked to social media.

1.5.3 The Universities

The results of this investigation will be useful to institutions in Kenya since they will be able to discover how to handle depression among their students caused by social media.

1.5.4 Future Researchers

This study will offer current information that is also useful in understanding how social media use affects depression. This article will serve as a foundation for more study.

1.6 Scope of the Study

This investigation examined the correlation between depression level and the use of social media among Kenya's Kisii County university students. The University of Kisii was our case study. The study took place between the month of August and November 2023.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

After providing a theoretical framework, the section reviews prior research that is pertinent to the goals of the study. The conceptual framework was presented after an overview of the earlier research that was examined.

2.1 Theoretical Literature Review

2.1.1 Albert Ellis' Cognitive Theory of Depression

Two very similar ideas were separately formed in the early 1950s by a psychiatrist named Aaron Beck and a psychiatrist named Albert Ellis. The methods produced a fruitful development of cognitive treatment. Emotional extremes can be caused by somebody's defective contemplating, in accordance with cognitive theory. Hence, these feelings lead to unhelpful actions (Beck, 2018). After that, Albert Ellis would create articles about treating depression cognitively. According to Dr. Albert Ellis, people who are depressed frequently have irrational beliefs that seem like fundamentals. Ellis identified three fundamental beliefs that are unique to depressed thinking, including "I have to be flawless or I don't consider myself worthy." "Other individuals ought to give me right, or they will be cruel towards me." "The cosmos shall all constantly make me joyful, or I shouldn't live." Owing to such thoughtful ideas, depressed people either convince oneself that they have unachievable needs that must be met at any costs, or they turn demanding of others (Chong, Molaie, & Fisher, 2022).

Ellis (1957) used the term "musterbation" to describe these depressing inclinations toward absolutism in ideas. Ellis also disclosed that these people's cognitive processes discriminate in how they perceive data. According to Ellis, those who are depressed are prone to ignore whatever positive and focus primarily on whatever negative. They also do a great deal of oversimplification. Overgeneralize occurs when people assume that since one item is incorrect, it follows that other items will also be incorrect (Ellis, 1987). Individuals who are depressed, for example, may choose to conceal that they are fortunate to have a handful of close friends or even every once in their entire lives, they accomplished a component excellent. They have the ability to overstate the

suffering they have endured in previous generations. A different subset of these depressed people may convince oneself that nobody adores these individuals or loves about them and that they will always act inappropriately (Chong, Molaie, & Fisher, 2022).

Since internet usage gives a flat form for those with depressed inclinations to constantly look at what other people are accomplishing with their lives, this hypothesis is relevant to this investigation. As a result, these people constantly assess oneself against others and believe that they haven't accomplished whatsoever in life. Furthermore, social media never stops reminding users of the idealized versions of themselves in terms of family, income, education, and fashion, amongst other areas. People often feel less of themselves if they haven't accomplished what social media has expected of them. For those who exhibit indications of depression, the feeling of worthlessness complex is perilous.

2.1.2 Theory of Planned Behavior

Icek Ajzen (1985) developed this framework as a foundational method for imagining and characterizing activities in a variety of ways. TPB is utilized to determine someone's intention of reacting in a specific way. The strategy was designed to demonstrate all actions over which people are capable of exercising self-control (Ajzen, 2020). This technique's main concept is the behavioral intention, which is based on an individual's subjective assessment of the risks and rewards of engaging in a particular consequence as well as their judgment of the likelihood that the action will result in the desired end (Ajzen, 2020).

A wide range of health-related behaviors and intentions, including drinking, smoking, getting medical attention, nursing, and abusing drugs, have all been successfully identified and explained using the TPB. The TPB contends that both the capacity to carry out the conduct and the motivation behind it are required for a decision to be effective. Six elements make up the TPB: social conventions, perceived behavioral command, a sense of authority, intentional behavior, and individual preferences (Ajzen, 2020). The degree to which someone views the intended conduct favorably or unfavorably is referred to as their state of mind. The motivation behind what is wanted is known as behavioral intention. Personal standards ask if one's actions are accepted or disapproved of by society or other individuals. Social standards are the accepted behaviors within a group of people or within society at large (Ajzen, 2020). The anticipated presence of elements

that may help or impede an activity is known as a sense of authority. Finally, an individual's assessment of the ease or difficulty of acting out a desired activity is known as supposed control over conduct.

Since it focuses on the 3 primary components of behavior—intention, inspiration, and a desired result—this model is appropriate for the present study. Adolescent communication on campuses is deliberate. The need to keep updated about events and maintain connections with other learners is what drives the pupil's intention to use social networks. In addition, the intended or anticipated result motivates university students' usage of social media. The explanation of why so many kids use social networking networks nowadays is based on this hypothesis.

2.2 Empirical Literature Review

2.2.1 Forms of social media use and level of depression

In Sitota, Misganaw, and Tarekegn's (2017) study, 351 students from colleges were used to examine the relationship involving Facebook use and psychological adaptation at Haramaya University in Ethiopia. The findings showed that pupils who used Facebook consumed a great amount of the social media platform and also shown a high level of allegedly psychological adaptability. 31% of the students used Facebook for acknowledgment, while 23.5% utilized it to strengthen relationships with friends, family, and additional socializing sources. Facebook was used by 18% of those surveyed for diversions, including amusement, entertainment, and getting away from isolation and unpleasant feelings. According to the results, there were no significantly significant differences in emotional adaptability between Facebook users and non-users, or among males and females. The present investigation closes a research gap by demonstrating that students use Facebook, but they associate it with psychological adaptability rather than sadness.

In the Langata sub-county, Muia (2016) investigated the influence of the internet on misconduct amongst middle school pupils. The study collected information from four major websites that the students visited: X, Facebook, Instagram, and WhatsApp. The primary goals examined the ways in which drug misuse, hazardous sexual activity, aggression, and harassment were impacted by online platform use. The findings showed that social media has a significant influence on secondary school pupils' sexual conduct. Additional findings revealed that pupils associated drug addiction due to pressure from their peers with social networking sites use and fighting amongst

participants. The results also unequivocally stated that using social media increased the number of molesting and assault cases. Since the investigation was carried out in Kenya, it serves to demonstrate that internet use in that country has been extensively studied—albeit in connection to other factors, not melancholy. Furthermore, the questionnaire was done in secondary schools, whereas this present investigation is being carried out among college pupils. This investigation intends to close these discrepancies by investigating the forms of social media utilized by college pupils and their association with melancholy.

Datu, Valdez, and Datu (2012) looked at the relationship between Facebook use and stress among teenagers from the Philippines. 200 students, who were ages 17 to 20, were chosen by the best students from a confidential, religious school. The Goldberg Depression Scale (GDS) was utilized by the investigators to gauge the weekly amount of time pupils spend on Facebook. The researchers discovered no meaningful connection in between Facebook usage and respondents' melancholy levels. Thus, the investigators were unable to establish a strong enough connection between sadness and Facebook use.

2.2.2 Frequency of social media use and level of depression

Ogachi, Karega, and Oteyo (2019) investigated the relationship between pathological internet use (PIU) and unhappiness among college Kenyan students. Utilizing an associated methodology, the researchers ascertained the link between the data points. 400 learners from universities of all kinds participated in the research project. The valuation's results showed that there were 16% PIU with 23% despair incidences. This is the sole piece of research in Kenya that addresses undergraduate distress and internet browsing regularity. According to the investigation, college pupils who use the internet extensively experience sadness. The investigation suggests a connection between sadness and surfing the web, but it doesn't say if online social networking use is one of the reasons students use the website.

Alsabaani, Alshahrani, Abukaftah, and Abdullah (2018) assessed the relationship between heavy utilization of social media and depression and also found other risk factors associated with depression amongst clinical students at King Khalid College. The study involved 239 pupils, and the results showed that 67.4% of them had melancholy; 42.0% had minor despair, and 9.0% had exceptionally austere depression. Women reported despair at a higher rate than masculine learners

(75% versus 64%). Educational difficulties, financial difficulties, mental problems, abuse of any kind, and relatives with a previous experience with melancholy were all strongly associated with depressive disorders and its intensity in the pupil population. On the other hand, neither the tendency nor the excessive usage of online material were correlated with the incidence of depressed symptoms. Despite the fact that the present research, in contrast to other inquiries, indicates There is no connection between stress and online social networking use, it is nevertheless useful for the present research since it reveals the pupil's melancholy symptoms.

Woods and Scott (2016) investigated the effects of social media use on the anxiety of pupils, sadness, confidence, and quality of sleep. The findings showed that children who used social media extensively at night experienced worse sleep quality, reduced quantities of assurance, and elevated tiers of despair and anxiety. Consuming social media throughout the night has been linked to worse sleep quality after controlling for fear, hopelessness, and feelings of worth. This study provides context for the present investigation by demonstrating how online social networking usage affects depressive symptoms among college students. The results of this poll provide the current investigation's researcher with confirmation to investigate whether Nairobi County university students experience the same situation.

2.2.3 Functions of social media use and level of depression

In 2015, Gakinya and Kâ conducted studies examining the connection between social networking sites use and self-assurance at Mount Kenya University in Kenya. The examiners worked with 365 pupils whose reported use various social media channels for connection building and maintenance, including publishing like, responding, and conversing. The results showed that one's self-esteem may be enhanced or damaged by utilizing social media. Furthermore, it was shown that the type of information consumers receives from other people as well as how they comprehend and translate that feedback influence their degree of confidence. The present investigation, conducted in Kenya, demonstrates how social media use affects individuals' happiness; nevertheless, it focused on social networking site use in opposition to self-confidence rather than depression, which is the study's dependent variable. This investigation has a competitive edge since it will be conducted among multiple Nairobi colleges, whereas the inquiry was also conducted in one of the public schools in Nairobi, so the results can't be extrapolated to all of the colleges and universities in Nairobi.

In a study conducted by Longest and Kang (2022), the researchers examined how children's emotional well-being during the COVID-19 pandemic encouraged them to utilize social media for internet assistance and connections, as well as how this affected their mental health throughout the pandemic. The findings demonstrated that women and those without work or who lost employment during the COVID-19 experienced higher rates of melancholy. The results showed a substantial relationship between melancholy and a desire to obtain information via the internet, and elevated levels of virtual assistance were associated with moderate levels of depression-like symptoms.

Park and Lee (2012) investigated the relationship between Korean college students' aspirations to use Android, their social networks, and their emotional well-being. The regression analysis conducted revealed a strong relationship between socializing and the inclination to use a cell phone. The results showed a negative correlation between loneliness and despair and a desire to help others. Furthermore, the findings demonstrated that social support, online relationships, and attachment significantly lessened feelings of loneliness and sadness. The investigation, which was carried out among college students—the demographic of interest for the current research—has demonstrated that using social media as a means of interpersonal connection might impact anxiety. As such, its findings are instructive to the present inquiry.

2.3 Summary and Research gaps

Table 1: Summary and Research gaps

Author and Year	Title	Research Gap	Focus on the current study
Ogachi, Karega, and Oteyo (2019)	The connection between compulsive internet usage and sadness among Kenyan college learners	The research was conducted on schools Located in Nairobi county only	This study covered students from Kisii county
Sitota, Misganaw, and Tarekegn (2017)	The relationship between university students' Facebook utilization and emotional adaptability at Haramaya University in	The study was conducted in Ethiopia	This study was conducted in Kenya

Ethiopia			
Gakinya and Kâ (2015)	The relationship between social media intake and self-esteem	The study took place at Nakuru county	The study took place at Kisii county

2.4 Conceptual Framework

A conceptual framework, according to Mugenda & Mugenda (2019), is an illustrative sign of the comprehension of the connection between the investigation's factors. The conceptual framework not only clarifies the investigation's goal but also enables the researcher to show how the many structures they wish to investigate are related to one another.

Independent variable

Dependent variable

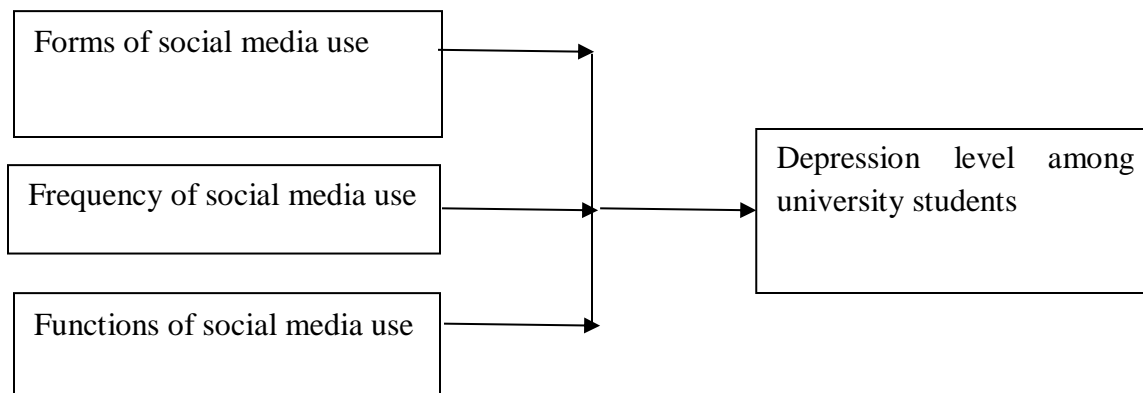


Figure 1: Conceptual framework

2.5 Operationalization of Variables

Table 2: Operationalization of Variables

Variable	Indicators	Measurement Scale
Forms of social media use	<ul style="list-style-type: none">• Facebook• Instagram• WhatsApp• X	Likert scale
Frequency of social media use	<ul style="list-style-type: none">• Not at all• Less than an hour• 1 to 4 hours• 4 to 6 hours• More than 5 hours	Likert scale
Functions of social media use	<ul style="list-style-type: none">• Educational• Entertainment• Socialization	Likert scale

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This part covered the research's proposed design, population of interest, sample size, sampling procedures used, investigation instruments, investigation pilot, procedures for gathering and analyzing data, and ethical issues.

3.1 Research design

With the goal to answer the issue statement, the investigation's design must clearly and methodically connect the investigation's elements, as stated by Lopes & Rodrigues (2020). For this study, a descriptive research approach was adopted. The extent and trend of connections amongst the independent and dependent variables was determined via a descriptive approach (Cooper & Schindler, 2014). The researcher was able to examine and characterize the relationship amongst parameters in their natural environment by using a descriptive survey technique. This strategy works well for the research because it enables the investigator to provide a clear picture in addition to an empirical evaluation, numerical figures, and statistical evaluation of the collected information.

3.2 Target Population

The population, according to Cooper and Schindler (2014), is the entire set of objects from which the examiner hopes to draw conclusions. An extensive group of individuals who share certain discernible characteristics is called a "population." 14,000 students enrolled in courses at Kisii University's main campus located in Kisii County were the focus of this investigation (KNBS, 2022).

3.3 Sample and sampling technique

Gay (1992) asserts that an appropriate representation is at least 10% of people in big populations and twenty percent in tiny populations. The investigation's target population consists of fourteen thousand pupils. The number of samples was determined by taking 10 per cent. The sample size in such a scenario was 1400, which was still high. In as much as there are no subcategories in the sample

with a size of 20 or fewer, Kathuri and Pals (1993) say that a sample size of 100 is appropriate. The researcher used the latter technique to calculate the sample size. As a result, 100 was chosen as the sample number of learners.

3.4 Instruments

The tools for gathering data were questionnaires. Because they were time-efficient, surveys were utilized. Additionally, questionnaire offer a consistent stimulus to many participants at once and made it simple to gather information for the inquiry (Gay, 1992). Orodho (2002) asserts that when an investigation involves a substantial amount of participants, surveys are the best tools for gathering information. Utilizing confidential surveys facilitates the production of more honest answers than those that might be obtained through interviews.

3.5 Pilot Study

Before the initial inquiry, a trial run was conducted in order to evaluate the questionnaire's accuracy. In in the context of the results of the pilot research, the questionnaire was improved. The testing phase reveals any issues with the surveys (Mugenda & Mugenda 2019). Ten of the MUA main campus students participated in the pilot test.

3.5.1 Validity

The survey was developed with the study aims in mind to ensure the construct validity of the instruments. Furthermore, the supervisor and I evaluated the investigation's survey to make sure that all aspects associated with depression and social media use were included, hence improving the questionnaire's content validity (Wang & Gorenstein, 2013).

3.5.2 Reliability

Using the internal uniformity method, assess the dependability of the research instruments. The internal consistency method to dependability proved adequate for a Likert scale survey (Cronbach & Shavelson, 2004). The dependability of the instruments was statistically confirmed using Cronbach alpha, which also established the relationship between queries measuring the same concept. An instrument is deemed dependable if its Cronbach coefficient is 0.7 or more (Cronbach & Shavelson, 2004). The surveys measuring social media usage and depression level were found

to be internally consistent in earlier research, making the internal consistency technique of reliability assessment appropriate for this study (Gupta & Bashir, 2018).

3.6 Data Collection Procedure

The main database served as the primary source of details for this investigation. To gather primary data, a closed-ended questionnaire was employed. The responders got the surveys in person from the researcher. Before starting the inquiry, the researcher got an approval from the university. The researcher informed the respondents before starting the data collection process. It was regularly discussed throughout the procedure what the limitations and objectives of the study were. The surveys were sent with a letter outlining the objectives and restrictions of the investigation. Increasing respondents' trust in the researcher was the intention of this experiment. In the third step, participants were given surveys to fill out at their place of study. Two days later, they were collected for analysis.

3.7 Data Analysis and Presentation

After the unprocessed data had been gathered from the study area, edited, this information was scrutinized and examined for correctness, reliability, and symmetry. After thereafter, both a quantitative and qualitative analysis were performed on the revised data. Quantitative data was classified and statistical descriptions, such as tables with frequencies and percentages, were employed to better explain the statistics, while qualitative information was examined to determine the responses from respondents that are relevant to the research topic. The information was analyzed using the SPSS to produce the tables and figures. In this case, the researcher would be able to discuss the information gathered from the field while quoting those surveyed' opinions and responses to the question. The data was presented via tables and figures.

3.8 Ethical Considerations

The moral concerns that the investigator must take into account when performing the study are covered in this paragraph. Ethics are standards of conduct that direct moral decisions regarding behavior and interpersonal relationships both during and after research.

3.8.1 Informed Consent

The researcher made sure that none of the participant experience undue stress due to imprecise exam expectations by applying the norm of knowing assent (Oliver, 2016). Oliver notes that even if a responder doesn't fully understand the topic, they can still want to participate since the language in the research or the expert's circumstances might turn them off.

3.8.2 Voluntary Participation

Those who surveyed were selected at random and were not subjected to any pressure. Researcher went over the purpose and rationale for the exam with each participant. This ensures that there was no pressure placed on any research participant to prepare for the test.

3.8.3 Confidentiality

Data and information gathered for this study was handled with the highest confidentiality. The confidentiality concept is crucial because it safeguards the privacy of study participants (Adrianna, 2018).

3.8.4 Privacy

The researcher also made sure that respondents are protected from exploitation in the event that data falls into the wrong people.

3.8.5 Anonymity

Because some respondents didn't want their names revealed, the researcher made precautions to guarantee that research participants maintains their anonymity.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

The following segment presents an analysis as well as debate of the investigation's outcomes. This data is presented in figures and tables.

4.1 Presentation of Research Findings

4.1.1 Response Rate

Table 3 and Figure 2 present the number of students who responded to the survey and the number who did not. Data showed that, of 100 questionnaires distributed, 80 had complete replies returned (i.e., an 80% response rate), whereas 20 had no data returned (i.e., a 20% response rate). According to Mugenda & Mugenda (2019), a response rate of 70% or more is considered satisfactory; hence, an 80% response rate was suitable for data analysis.

Table 3 : Response Rate

Category	Frequency	%
Respondents	80	80
Non-respondents	20	20
Total	100	100

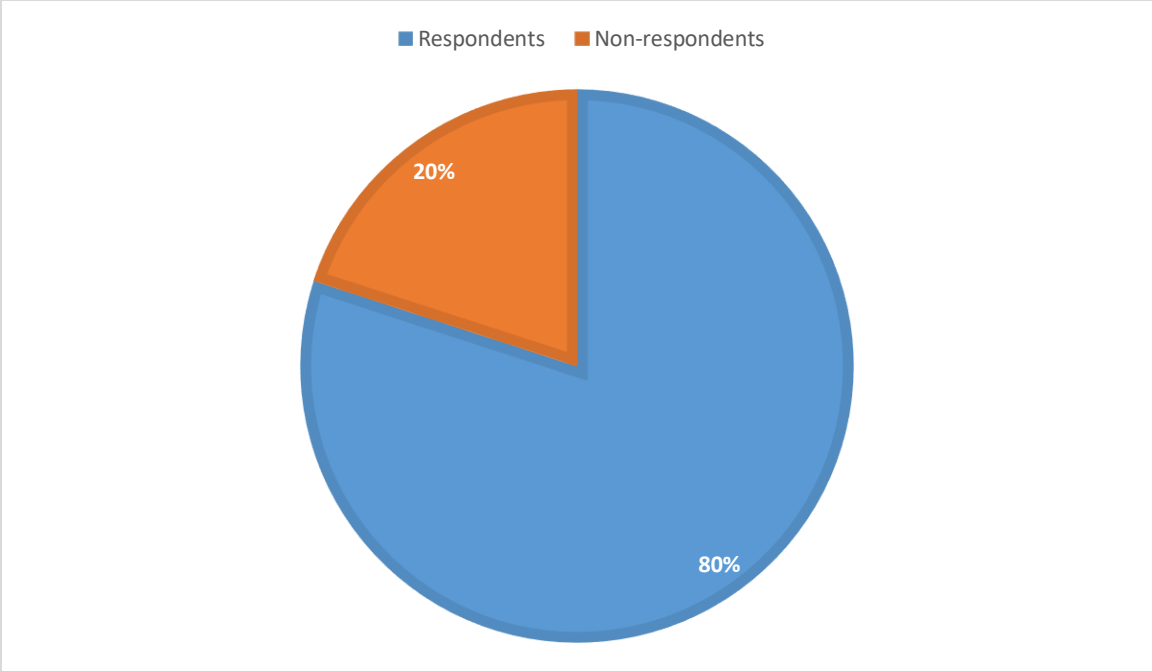


Figure 2: Response Rate

4.1.2 Gender.

The investigation set out to determine the respondents' genders on the presumption that gender differences may influence sentiments. As may be seen in Figure 3, the sample population consisted of 43% women and 57% males.

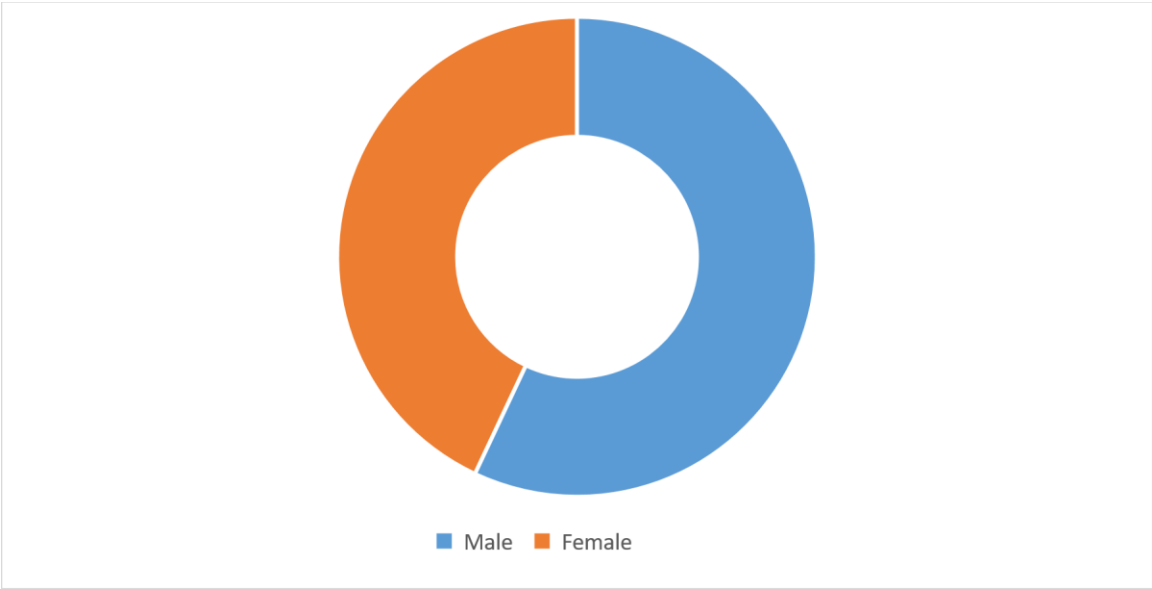


Figure 3: Gender

4.1.3 Age range.

Table 4:Age range

Category	Frequency	%
18 to 29 Years	50	62.5
30 to 39 Years	10	12.5
40 to 49 Years	12	15
Above 50 years	8	10
Total	80	100

62.50 percent of responders were primarily between the ages of 18 and 29, followed by 12.5% who were between the ages of 30 and 39 and 15% who were between the ages of 40 and 49, in accordance to the statistics in Table 4 and Figure 4. Ten percent of the population was over fifty. our suggested that most students at Kisii University are young, which is appropriate for our investigation.

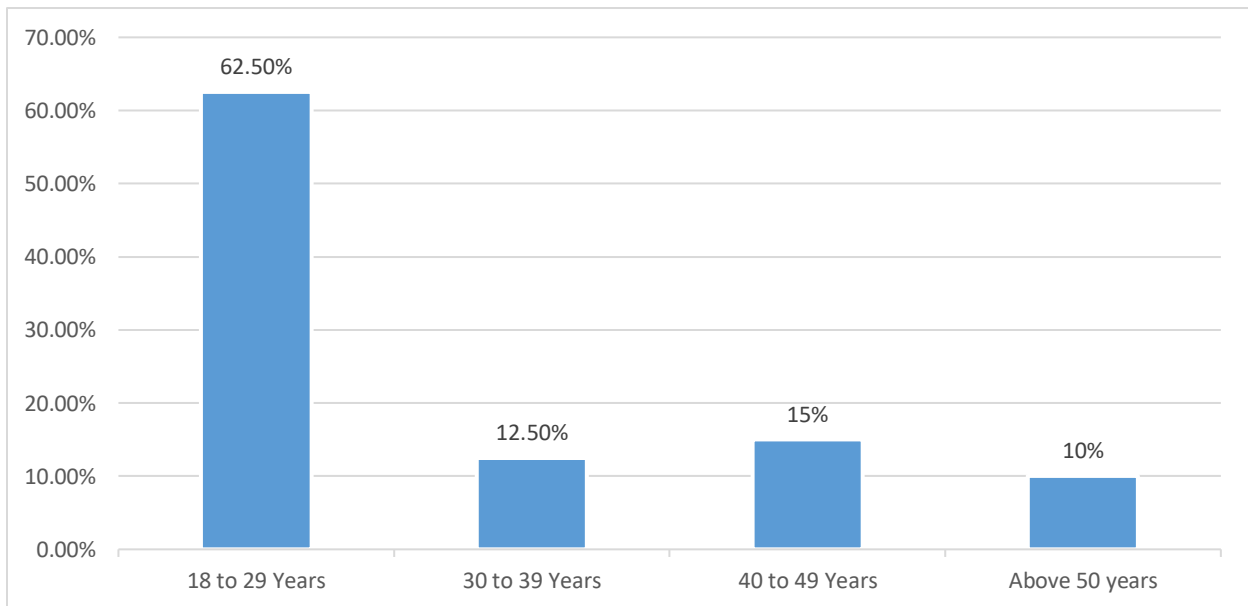


Figure 4: Age range

4.1.4 Year of education

Table 5: Year of education

Category	Frequency	%
First Year	15	18.75
Second year	30	37.5
Third Year	20	25
Fourth Year	15	18.75
Total	80	100

The majority of students (37.5%) who were the responders were in their second year of study, as seen in Table 5 and Figure 5. Third-year students (25%), first-year students (18.75%), and third-year students (18.75%) came after them. This suggested that the research included students from every year of study.

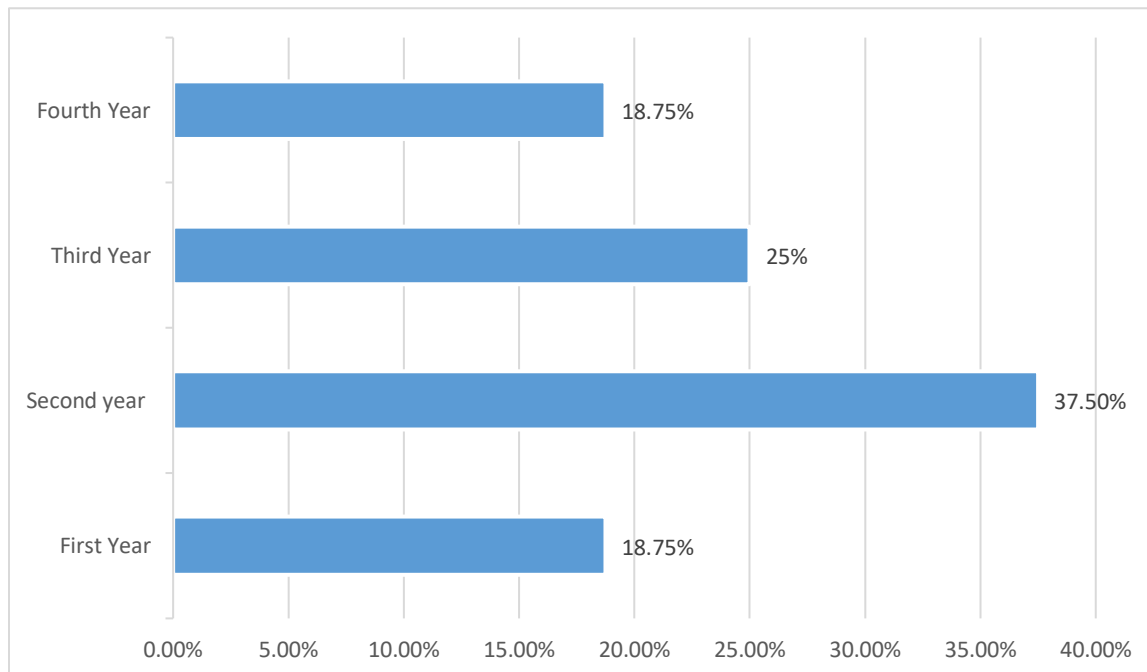


Figure 5: Year of education

4.2 Forms of Social Media Use

Table 6: Forms of Social Media Use

	Low Frequency	Medium Frequency	High Frequency	Total
Facebook	15	25	40	80
Instagram	25	35	20	80
WhatsApp	4	16	60	80
X	25	30	25	80

As shown on Table 6, most of those surveyed indicated that they Facebook highly frequently (40) and they use Instagram at a medium frequency (35). Most of the respondents use WhatsApp and X at high frequency (60) and medium frequency (30) respectively.

The results obtained are consistent with a previous study by Ogaji et al. (2017) on social media usage habits among Kenyatta University undergraduate pharmaceutical students, which found that WhatsApp was the most widely used and well-liked app between learners, matching the findings of the current study. The most plausible explanation for the platform's widespread adoption is its ease of use and its versatility.

4.3 Frequency of Social Media Usage

Table 7: Frequency of Social Media Usage

Form	Not at all	Less than an hour	1 to 4 hours	4 to 6 hours	More than 6 hours
Facebook	5%	5%	10%	45%	35%
Instagram	2%	7%	18%	40%	33%
WhatsApp	0%	8%	15%	37%	40%
X	6%	2%	14%	48%	30%

From the findings on table 7, majority of the respondents (45%) indicated that they used Facebook from 4 to 6 hours a day. On WhatsApp usage, majority of those surveyed (40%) use WhatsApp for more than 6 hours in a day. Most respondents agreed (40%) that they use Instagram for 4 to 6 hours and majority (48%) use X (formerly Twitter) for 4 to 6 hours a day. This shows that the students spend more than four hours a day on social networking sites.

These outcomes support the bulk of earlier research showing that college students use social networks. Nonetheless, there are variations in the rates of social networking sites usage between studies amongst learners. For example, the results of the present investigation indicate that university students use social networks moderately. A study carried out by Chonge (2020) at Kibabii University in Kenya found that 23.1 percent of the students used social networking sites, 19.2 percent only used it throughout the day, and 14.3 percent only utilized it at nighttime.

4.4 Functions of Social Media Use

Table 8: Functions of Social Media Use

	1	2	3	4	5
I use social media platforms to study for tests and to have online group discussions in class.	2%	5%	8%	45%	40%
I talk with my lecturers on social media.	0%	6%	5%	49%	40%
I use social media to make live broadcasts and to watch music videos.	8%	4%	8%	50%	30%
I use social media to browse and distribute memes.	6%	4%	4%	40%	46%
I use social media for viewing movies, listening to music, and view pornographic content.	4%	6%	4%	48%	38%
Social networking is how I choose to stay in touch with my family.	5%	25%	20%	35%	15%
I use social media to find out about events in society.	0%	0%	5%	55%	40%
I talk to my colleagues on social media.	0%	2%	10%	54%	34%

I use social media to obtain information about jobs.	2%	6%	10%	38%	44%
I exchange and receive ideas on social media.	7%	0%	9%	48%	36%

As indicated on table 8, most respondents agreed (45%) that they use social media platforms to study for tests and to have online group discussions in class and 49% agreed that they talk with the lecturers on social media. Most of those surveyed agreed (50%) that they use social media to make live broadcasts and to watch music videos and majority i.e. 46% agreed that they use social media to browse and distribute memes. Also, the majority of those surveyed (48%) said that they watch movies on social media, listening to music, and view pornographic content and majority (35%) agreed that social networking is how they choose to stay in touch with their families. Most of the students concur (54%), saying they utilize social networking sites to find out about events in society and 44% strongly agreed that the talk to colleagues via social media. Last but not least, most of responders—44% strongly agree—use social networking sites to obtain information about jobs and 48% agreed that they exchange and receive ideas on social media.

These results are consistent with earlier research by Reavley and Pilkington (2014), which found that most Twitter users (29 percent) with respect to schizophrenia were primarily concerned with increasing awareness of the condition, highlighting the significance of social media as a platform for information sharing. In another investigation, Park and Lee (2012) investigated the relationship between Korean students' intent to use mobile phones, their social connections, and their mental health. The results showed that the desire to use smartphones was positively correlated with connecting ties but negatively correlated with bonding relations. The current the investigation's findings highlight the significance of social networking sites sites in students' socializing, suggesting that in-person meetings may be occurring less frequently.

4.5 Limitations of the Study

Because the topic was so delicate, many respondents were hesitant to disclose it or to be honest about it. The scholar informed the respondents through written correspondence that their information was going to be treated with the utmost confidentiality and used exclusively for study.

Because they were not compelled to reveal their names, the responders maintained their anonymity.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

The results, recommendations, and a summary are presented in this section. The section begins with an overview of the findings presented in accordance with the research's primary objectives in mind, then proceeds to conclusions derived from the findings, and concludes with suggestions and ideas for additional investigation.

5.1 Summary of Findings

5.1.1 Forms of social media use

The majority of respondents (45 percent) said they spent four to six hours a day on Facebook. Regarding WhatsApp usage, the majority of respondents (40%) said they use the app more than half of the day. The majority of those surveyed (48 percent) and most of the respondents (forty percent) said that they use X (previously Twitter) and Instagram for four to six hours each day, respectively. This demonstrates that students spend almost four hours per day on social networking sites.

5.1.2 Frequency of social media use

The majority of individuals polled said they use Instagram at a medium frequency (35), while they use Facebook quite regularly (40). Most of the respondents use WhatsApp and X at high frequency (60) and medium frequency (30) respectively.

5.1.3 Functions of social media use

The majority of respondents (45 percent) said they use social networking sites to study for exams and participate in online class discussions, while 49 percent said they converse with instructors on these platforms. A majority of those polled (46 percent) said they use social media to browse and share memes, while most fifty percent said they use it to create live broadcasts and view music videos. Additionally, the majority of respondents (35 percent) stated that social networking is how they like to remain in touch with their families, and the majority (48 percent) indicated that they use social media to watch movies, listen to music, and see pornographic content. The majority of

students (54 percent) believe that they utilize social networking sites to stay up to date on societal happenings, and 44 percent strongly agreed that they use it to communicate with coworkers. Ultimately, 44% of those surveyed, or most, completely concurred that they use social networking sites to learn about employment, and 48% believe that they use it to share and receive ideas.

5.2 Conclusion

The investigation found a relationship connecting social networking site use platforms and depression severity. As a result, the investigation comes to the conclusion that, Facebook Instagram, X and WhatsApp remain more common among students and, thus, are more probable to be associated with depression.

Depression and the regularity of online social networking usage were shown to be significantly associated by the investigation. Thus, this investigation comes to the conclusion that the quantity of time spent using social media had a major role in determining how depressed students at universities were.

The investigation found a strong connection between the degree of depression and the uses of social media for learning, amusement, interacting with others, as well as knowledge gathering. The investigation found that students who use social networking site to engage with colleagues and mingle are more inclined to experience depression than those who use it to obtain knowledge. This is due to relationships entail feelings, whereas obtaining information might not.

5.2 Recommendations

The findings of this investigation suggest that college students should track the amount of time they dedicate to social networking sites and on their own project. By keeping an eye on things, students may assess if they have spent excessive times on the internet for socializing and take personal action to reduce their usage.

According to the report, university administrations should provide health departments more authority to assist students who may exhibit symptoms of depression and to raise awareness about social media usage in a responsible manner.

The study suggests that in order to increase their sociability, that might have an effect on depression stages, students should seek out amusement outside of social media, create offline academic groups, and communicate one-on-one with their friends.

Given that students spend an extensive quantity of time on social media, the investigation indicates that governments should enact pertinent mental health laws that target social media platforms and provide university students with psychosocial support with the goal of further lowering depression rates while also controlling the information posted on social media sites.

5.3.1 Suggestions for Future Studies

The researcher recommends more investigation to assess the connection between social network usage and difficulties related to mental diseases other than depression.

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Woods, H. C., & Scott, H. (2016). # Sleepyteens: Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of adolescence*, 51, 41-49.

APPENDIX I: INTRODUCTION LETTER

TO WHOM IT MAY CONCERN

EMILY MORAA NYAMWEYA

This letter serves to introduce the above named who is a (Diploma in management and leadership) student and is interested in carrying out research on CORRELATION BETWEEN DEPRESSION LEVEL AND THE USE OF SOCIAL MEDIA AMONG UNIVERSITY STUDENTS IN KISII COUNTY, KENYA. A CASE STUDY OF KISII UNIVERSITY.

Any assistance accorded to her in pursuit of this study will be greatly appreciated.

Yours Sincerely,

The Management University of Africa

APPENDIX II: QUESTIONNAIRE

SECTION A: BASIC DATA

1. Please enter your gender.

Male [] Female []

2. Specify your age range.

18 to 29 Years [] 30 to 39 Years [] 40 to 49 Years [] Above 50 years []

3. Indicate your level of study

First Year [] Second year []

Third Year [] Fourth Year []

SECTION B: FORMS OF SOCIAL MEDIA USE

Kindly indicate the frequency at which you use the following forms of social media.

	Low Frequency	Medium Frequency	High Frequency	Total
Facebook				
Instagram				
WhatsApp				
X				

SECTION C: FREQUENCY OF SOCIAL MEDIA USE

Indicate how frequently you use the following social media platforms

	Not at all	Less than an hour	1 to 4 hours	4 to 6 hours	More than 6 hours
Facebook					
Instagram					
WhatsApp					
X					

SECTION D: FUNCTIONS OF SOCIAL MEDIA USE

Indicate your level of agreement on the following statements (5- Strongly Agree, 4- Agree, 3- Uncertain, 2-Disagree, 1- Strongly Disagree)

	1	2	3	4	5
I use social media platforms to study for tests and to have online group discussions in class.					
I talk with my professors on social media.					
I use social media to make live broadcasts and to watch music videos.					
I use social media to browse and distribute memes.					
I use social media for viewing movies, listening to music, and view pornographic content.					
Social networking is how I choose to stay in touch with my family.					
I use social media to find out about events in society.					
I talk to my colleagues on social media.					

I use social media to obtain information about jobs.					
I exchange and receive ideas on social media.					

THANK YOU