

## Implications of Social Media Dependency on Self Esteem of Undergraduate Students of Kabarak University, Nakuru County, Kenya

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**Abstract:** The recent rapid development of information and communication technologies has sparked the creative incorporation of social media into current pedagogical applications and processes. Social media is a way that people communicate with family and friends, get information, and share photographs. Social media sites which include Facebook, Twitter, WhatsApp, Skype, Yahoo Messenger, MySpace, YouTube among others have gained popularity among undergraduate students and are becoming an indispensable constituent of majority of their daily routines. This paper argues that the social media affects self-esteem of the users. Particularly, the paper reiterates that although the social media is a source of entertainment, it can be a cause of low self – esteem amongst students. According to past research, there appears to be connection between more time spent online and a decline in face-to-face communication with family and peers, which leads to feelings of loneliness and depression. The purpose of this paper therefore, was to explore the correlation between high usage of social media and lower levels of self-esteem among undergraduate students of Kabarak University Nakuru County, Kenya. The target population for the paper comprised of 2,623 undergraduate students. Quantitative data was analysed using frequency counts, means t-test and percentages. The findings of this study provided valuable empirical data on the relationship between social media and self-esteem. These results indicated that the undergraduate students' frequent social media use does correlate with self-esteem levels due to overexposure and social comparison.

**Keywords:** Facebook, Twitter, WhatsApp, Skype, Yahoo Messenger, MySpace, YouTube.

### INTRODUCTION

This paper is anchored upon an ongoing debate in scholarship that tries to locate social media within the frameworks of technological usefulness in the post-modern society. Few studies suggested that a large majority of students experience mostly positive social and academic effects due to Facebook (FB) usage Jones [1] and Selywen [2]. Most studies indicated that a major percentage of students experienced symptoms of FB dependence, spent many hours per day online, and struggle academically Borg and Gall [3]. Others present contradicting findings Karpinski and Duberstein (4), Bonneau, J., & Preibusch [5] indicated no relationship between Facebook use and self - esteem. Therefore, it is currently unclear whether Facebook usage among undergraduate students has impact on their self-esteem. The reviewed studies indicated that high self-regulation slows frequency of Facebook usage and reduces the duration of time spent on Facebook therefore correlates with good performance Limayem and Sangari [6]. Studies indicate Facebook usage more adversely affects the self - esteem of male students as compared to female students.

Facebook researchers called for more studies designed to examine the relationship between Facebook usage and self-esteem of university students [7-9]. Hence this study sought to establish the relationship of Facebook usage on students' academics because of the FB popularity, the amount of time that university students spend using FB and then presented contradicting findings. Little research had been done on Facebook usage and self - esteem in Africa, Kenya and Nakuru Town university campuses. This study set out to bridge these knowledge and geographical gaps by exploring the relationship of Facebook usage on the self - esteem of university students in Nakuru Town campuses. The findings of this study therefore contributed to new knowledge and literature on Facebook usage and university student self - esteem in Kenya.

### THEORETICAL FRAMEWORK AND RELATED LITERATURE

This paper was located within the Uses Gratifications Theory. The theory is attributed to Cialdini [10]. Who hypothesized that the Uses Gratifications Theory (UGT) is an approach to understanding why and how people actively seek out

specific media to satisfy specific needs. The driving question of UGT was: Why do people use media and what do they use them for? UGT discussed how users deliberately chose media that satisfied given needs and allow one to enhance knowledge, relaxation, social interactions/companionship, diversion, or escape. It assumed that audience members were not passive consumers of media. Rather, the audience had power over their media consumption and assumed an active role in interpreting and integrating media into their own lives. This theory attempted to explain the gratifications social media users seek in a particular medium and their perceptions of and affinity for that medium and its content [11].

UGT acknowledged individual use and choice and that different people used the same medium for different purposes. UGT held that audiences are responsible for choosing media to meet their desires and needs to achieve gratification. Current technologies, especially the internet and World Wide Web and the social media components such as Facebook, Twitter, WhatsApp and others have resurrected the validity and dynamic presence of the Uses and Gratifications theory in media and media content use. Research studies established that socialization motivated use of social media sites such as MySpace and Facebook to find old friends, making new friends, learning about events, creating social functions, and feeling connected. Undergraduate Students were interested in using social media sites in talking and meeting with others to achieve a sense of community and peer support on the particular topic of the group, to amuse themselves and maintain personal status, as well as those of their friends, through the online group participation. This theory was used to understand how student teachers

used the social networking site, as well as the gratifications they received from using it.

**THE CONCEPT OF SELF-ESTEEM**

Various definitions of the social media have been proposed by a number of scholars. According to Roy [12], social media is the integration of digital media including combinations of electronic texts, graphics, moving images and sound into a structured computerized environment that allows people to interact with the data for appropriate purposes. It is the collective use of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Social networking is the use of internet-based social media programs to make connections with friends, family, classmates, customers and clients. The popularity of the social networking sites increased rapidly in the last decade. This is probably due to the reason that undergraduate and university students as well as teens used it extensively to get global access. These social networking sites such as Twitter and Facebook have become a raging craze for everyone nowadays.

**Relationship between Social Media Usage Patterns and Self-Esteem**

This paper sought to establish the relationship between social media usage patterns and self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya.

**Duration of Social Media Usage**

Respondents were asked to indicate the duration they had been using social media prior to the study. The findings are presented in Table 1.

**Table 1: Duration of using computers or mobile handsets**

Duration in years	Frequency	Percentage (%)
Less than 1 year	17	5.1
'1 - 5 years	66	19.9
More than 5 years	249	75.0
<b>Total</b>	<b>332</b>	<b>100.0</b>

Table 1 indicates that 75% of the sampled undergraduate students were found to have used computers and mobile handsets for more than five years. A few respondents (19.9%) had used computers and mobile handsets for 1 – 5 years. It was only 5.1% of the respondents who had interacted with the commonest social media devices (computers and mobile handsets) for less than one year. According to Hew [13] student make use of social media devices such as computers and phones to maintain existing relationship with known people and to meet new people. There exist

some education-related activities that are supported by social media. Ophus and Abbit, [14] concluded that computers and mobile handsets provide a foundation for the development of meaningful social networking activities.

**Amount of Time Spend on Social Media**

This study was interested in the amount of time an average students spent on social media in a typical day. The results are summarized in Table 2.

**Table 2: Students’ amount of time spend on Social Media in a typical day**

Time spent	Frequency	Percentage
Less than 30 minutes	50	15.1
30 min - 1 hour	82	24.7
1 - 2 hours	95	28.6
More than 2 hours	105	31.6
<b>Total</b>	<b>332</b>	<b>100.0</b>

Data presented in Table 2 indicate that the students consented that they spent more than 2 hours on social media per day as represented by 31.6% of the respondents. About 28.6% of the students spent 1 – 2 hours per day on social media while 24.7% of the students spent between 30 minutes and 1 hour per day. It was just 15.1% of the students who spent less than 30 minutes per day on social media. According to Helvie-Mason [15] high self-regulation slows frequency of usage of social media and reduces the duration of time spent on applications such as Facebook. Studies have also indicated that social media usage may adversely

affect the self - esteem of male students as compared to female students.

**Social Media Usage Patterns and Self-Esteem**

This paper aimed to establish the relationship between social media usage patterns and self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya. To achieve this objective, data on levels of self-esteem was cross tabulated with social media usage. In addition, the cross tabulated data was subjected to chi-square tests for significance of the relationship between the variables. The findings are presented in table 3.

**Table 3: Relationship between Social Media Usage Patterns and Self-Esteem**

Social Media Usage	Self-esteem			Total
	Low	Moderate	High	
Low	11 (24.4%)	33 (73.3%)	1 (2.2%)	45 (100.0%)
Moderate	24 (12.4%)	86 (44.3%)	84 (43.3%)	194 (100.0%)
High	7 (7.5%)	57 (61.3%)	29 (31.2%)	93 (100.0%)
Total	42 (12.7%)	176 (53.0%)	114 (34.3%)	332 (100.0%)

Chi-square value = 32.68, Df = 4, P-value = 0.000

The results in Table 3 shows that majority of the respondents who were using social media in low extent had medium self-esteem as represented by 73.3% of the total respondents. About 24.4% of the respondents who used social media in a low extent had low self-esteem. It was just 2.2% of the respondents who had low usage of social media who had high self-esteem. Most of the respondents who were using social media in moderate extent had self-esteem that was either moderate (43.3%) or high (43.3%). It was only 12.4% of the respondents who used social media in a moderate extent had low self-esteem.

About 31.2% of the respondents who used social media in a high extent also had high self-esteem. It was only 7.5% of the respondents who used social media in a high extent who had low self-esteem. The calculated Pearson’s Chi-Square value of 32.68 (at 4 degrees of freedom) is significant at 0.05 level (P-value

= 0.000) implying that there was a significant relationship between social media usage and self-esteem among the undergraduate students.

Low social media usage is associated with low to moderate self-esteem while moderate and high social media usage is associated with moderate to high self-esteem. According to Sibon, C. & Walcza, [16], social media is so seductive because it allows for the illusion of companionship without the demands of friendship. Certainly, social media has had a profound effect on how people interact with their social networks.

**Relationship between Types of Social Media Used and Self-Esteem**

This paper sought to determine the frequency of social media usage on selected applications. The findings are presented in Table 4.

**Table 4: Frequency of Social Media Usage on Various Sites**

	<b>Never</b>	<b>Rarely</b>	<b>Some-times</b>	<b>Often</b>	<b>Always</b>	<b>Mean</b>	<b>sd</b>
Games	22.0%	13.0%	18.4%	28.9%	17.8%	2.075	1.418
Surfing the net	13.9%	14.5%	15.1%	23.2%	33.4%	2.479	1.430
E-mail	0.3%	28.3%	20.5%	10.2%	40.7%	2.627	1.279
Facebook	2.1%	19.9%	30.4%	19.9%	27.7%	2.512	1.154
WhatsApp	6.9%	9.9%	3.6%	8.4%	71.1%	3.268	1.304
Twitter	49.1%	8.7%	8.7%	19.9%	13.6%	1.401	1.562
YouTube	13.9%	9.9%	23.2%	31.0%	22.0%	2.374	1.307
Communication	0.3%	5.1%	26.8%	5.1%	62.7%	3.247	1.034

From Table 4, 28.9% of the respondents indicated to often use social media in games. About 22.0% of the respondents indicated that they never used social media with games while 13.0% and 18.4% of the respondents were using social media with games rarely and sometimes, respectively. About 17.8% of the respondents always used social media with games. An average respondent scored a mean of 2.075 with a standard deviation of 1.418 on a Likert scale of 0 – 4 with respect to their frequency of use of social media on games.

The highest number of respondents indicated to always (33.4%) and often (23.2%) use social media in surfing the net. About 15.1% of the respondents indicated that they sometimes used social media with surfing the net and was closely followed by 14.5% of the respondents who indicated to rarely use social media in surfing the net. It was only 13.9% of the respondents who never used social media with surfing the net. An average respondent scored a mean of 2.479 with a standard deviation of 1.430 on a Likert scale of 0 – 4 with respect to their frequency of use of social media on surfing the net.

Findings indicate that the respondents (40.7%) always social media in emailing. About 28.3% and 20.5% of the respondents indicated that they rarely and sometimes used social media with emails, respectively. About 10.2% of the respondents used social media, often. It was only 0.3% of the respondents who never used social media with emailing. An average respondent scored a mean of 2.627 with a standard deviation of 1.279 on a Likert scale of 0 – 4 with respect to their frequency of use of social media on emailing.

A 30.4% representation of the respondents indicated to sometimes use social media with Facebook. About 27.7% of the respondents indicated that they always used social media with Facebook. About 19.9% of the respondents often used social media with Facebook with a similar proportion (19.9%) using it rarely. It was only 2.1% of the respondents who never used social media with Facebook. An average respondent scored a mean of 2.512 with a standard

deviation of 1.154 on a Likert scale of 0 – 4 with respect to their frequency of use of social media with Facebook.

The other 71.1% of the respondents indicated to always use social media with WhatsApp. A few respondents indicated to use social media on WhatsApp rarely (9.9%), sometimes (3.6%) and often (8.4%). It was only 6.9% of the respondents who never used social media with WhatsApp. An average respondent scored a mean of 3.268 with a standard deviation of 1.304 on a Likert scale of 0 – 4 with respect to their frequency of use of social media with WhatsApp.

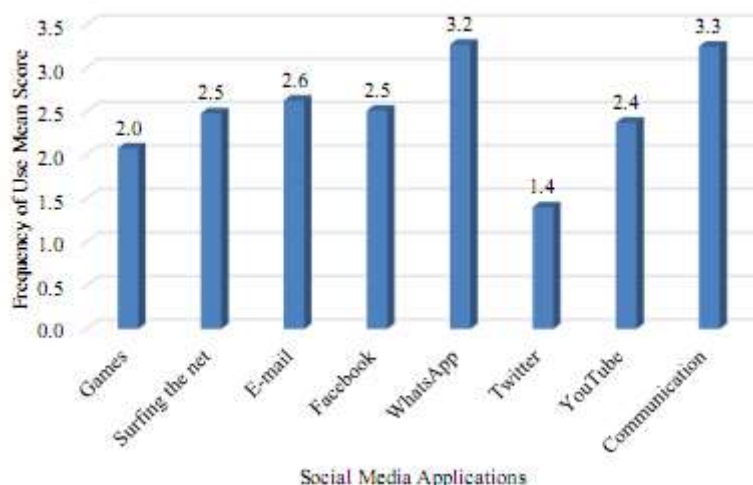
Those who never used social media with Twitter were 49.1% of the total responses. Among the respondents who had used social media with Twitter had their frequency of usage distributed as follows: rarely (8.7%), sometimes (8.7%), often (19.9%) and always (13.6%). An average respondent scored a mean of 1.401 with a standard deviation of 1.562 on a Likert scale of 0 – 4 with respect to their frequency of use of social media on Twitter.

Those who often use social media with YouTube were represented by 31.0% of the total responses. About 23.2% and 22.0% of the respondents indicated that they sometimes and always used social media with YouTube, respectively. Other respondents had rarely (9.9%) and never (13.9%) used social media with YouTube, respectively. An average respondent scored a mean of 2.374 with a standard deviation of 1.307 on a Likert scale of 0 – 4 with respect to their frequency of use of social media on YouTube.

Findings show that 62.7% of the respondents indicated to always use social media in communication. About 26.8% of the respondents indicated that they sometimes used social media in communication. Few respondents indicated to use social media in communication, often (5.1%) and rarely (5.1%). It was only 0.3% of the respondents who never used social media with communication. An average respondent scored a mean of 3.247 with a standard deviation of 1.034 on a Likert scale of 0 – 4 with respect to their

frequency of use of social media in communication. The results in figure 3 shows that the most common applications used with social media among

undergraduate university students include WhatsApp, communication and emailing.



**Fig-1: Social Media Applications**

The mean social media usage scores were highest in WhatsApp (3.3) and closely following with communication (3.2). The mean scores for other applications were as follows: E-mails (2.6), Facebook (2.5), Surfing the net (2.5), YouTube (2.4), Games (2.0) and Twitter (1.4).

To test for the significance of the relationship between types of social media used and levels of self-esteem, the variables were cross tabulated and chi-square used. The results are presented in Table 5.

The relationship between usage of games as a social media and self-esteem was calculated as 132.8 at 8 degrees of freedom (significant at 5% level). Many of the undergraduate students who had never used games as a type of social media had medium (43.8%) and high (41.1%) self-esteem. It was just 15.1% of the respondents who had never used games reported to have low self-esteem. Respondents who rarely used games had self-esteem ranging from medium (72.1%) to (27.9%). Similarly, respondents who sometimes used games also had self-esteem ranging from medium (54.1%) to high (45.9%). To the respondents who often used games, majority had medium self-esteem as represented by 83.3% of the total responses. Some of the respondents (13.5%) who often used games had low self-esteem. Respondents who always used games had self-esteem ranging from medium (69.5%) to low (30.5%).

The Pearson's chi-square value for the relationship between usage of social media through surfing of the net and self-esteem was calculated as 137.4 at 8 degrees of freedom ( $p = 0.00$ ). Findings

indicate that the respondents who never surfed the net had medium self-esteem as represented by 76.1% of the responses. About 23.9% of respondents who had never surfed the net had low self-esteem. None of the respondents who had never surfed the net had high self-esteem. Some of the respondents (80.0%) who had sometimes surfed the net had medium self-esteem. About 20.0% of the respondents who had sometimes surfed the net had high self-esteem. None of the respondents who had sometimes surfed the net had low self-esteem.

About 57.1% of those who had often surfed the net had medium self-esteem. About 22.1% and 20.8% of the respondents who had often surfed the net had low and high self-esteem, respectively. Majority of the respondents (50.5%) who had always surfed the net had medium self-esteem. About 36.9% of the respondents who had always surfed the net had high self-esteem. None of the respondents who had always surfed the net had low self-esteem.

As far as the relationship between the usage of email and self-esteem was concerned, a Pearson's chi-square value of 85.1 at 8 degrees of freedom (significant at 5% level) was calculated. This study noted that all the respondents who had never used emails had medium self-esteem. None of the respondents who had never used email had either low or high self-esteem. Respondents who rarely used emails had medium self-esteem as represented by 67.0% of the total responses. About 19.1% and 13.8% of the respondents who rarely used emails had high and low self-esteem respectively.

**Table 5: Relationship between Types of Social Media Used and Self-Esteem**

Type	Frequency	Low	Medium	High	$\chi^2$	Df	p-value
Games	Never	15.1%	43.8%	41.1%	132.8	8	0.000
	Rarely	0.0%	72.1%	27.9%			
	Sometimes	0.0%	54.1%	45.9%			
	Often	13.5%	83.3%	3.1%			
	Always	30.5%	69.5%	0.0%			
Surfing the net	Never	23.9%	76.1%	0.0%	137.4	8	0.000
	Rarely	0.0%	2.1%	97.9%			
	Sometimes	0.0%	80.0%	20.0%			
	Often	22.1%	57.1%	20.8%			
	Always	12.6%	50.5%	36.9%			
E-mail	Never	0.0%	100.0%	0.0%	85.1	8	0.000
	Rarely	13.8%	67.0%	19.1%			
	Sometimes	0.0%	58.8%	41.2%			
	Often	0.0%	100.0%	0.0%			
	Always	21.5%	28.1%	50.4%			
Facebook	Never	0.0%	100.0%	0.0%	117.5	8	0.000
	Rarely	0.0%	75.8%	24.2%			
	Sometimes	30.7%	56.4%	12.9%			
	Often	16.7%	51.5%	31.8%			
	Always	0.0%	30.4%	69.6%			
WhatsApp	Never	30.4%	0.0%	69.6%	92.6	8	0.000
	Rarely	3.0%	97.0%	0.0%			
	Sometimes	8.3%	0.0%	91.7%			
	Often	3.6%	96.4%	0.0%			
	Always	13.6%	49.6%	36.9%			
Twitter	Never	8.0%	47.2%	44.8%	62.4	8	0.000
	Rarely	37.9%	62.1%	0.0%			
	Sometimes	0.0%	62.1%	37.9%			
	Often	27.3%	43.9%	28.8%			
	Always	0.0%	75.6%	24.4%			
YouTube	Never	23.9%	39.1%	37.0%	111.6	8	0.000
	Rarely	0.0%	100.0%	0.0%			
	Sometimes	2.6%	80.5%	16.9%			
	Often	28.2%	27.2%	44.7%			
	Always	0.0%	47.9%	52.1%			
Communication	Never	0.0%	0.0%	100.0%	47.6	8	0.000
	Rarely	0.0%	0.0%	100.0%			
	Sometimes	14.6%	50.6%	34.8%			
	Often	0.0%	94.1%	5.9%			
	Always	13.9%	55.3%	30.8%			
	Total	12.7%	53.0%	34.3%			

58.8% of those who had sometimes used emails had medium self-esteem and was closely followed by 41.2% who had high self-esteem. None of the respondents who sometimes used email had either low self-esteem. All the respondents who had often used emails had medium self-esteem. None of the respondents who had never used email had either low or high self-esteem. Respondents who often used emails had high self-esteem as represented by 50.4% of the total responses. About 28.1% and 21.5% of the respondents who often used emails had medium and low self-esteem respectively.

The relationship between usage of social media through Facebook and self-esteem was calculated as 117.5 at 8 degrees of freedom (significant at 5% level). All the respondents who had never used Facebook had medium self-esteem. None of the respondents who had never used Facebook had either low or high self-esteem. The respondents who rarely used Facebook had medium self-esteem as represented by 75.8% of the total responses. About 24.2% of the respondents who rarely used Facebook had high self-esteem. None of

the respondents who had rarely used Facebook had low self-esteem.

56.4% of who had sometimes used Facebook had medium self-esteem. About 30.7% of the respondents who had sometimes used Facebook had low self-esteem. A few respondents (12.9%) who sometimes used Facebook had high self-esteem. Respondents who had often used Facebook had medium self-esteem. About 31.8% of the respondents who had often used Facebook had low self-esteem while a few respondents (16.7%) who often used email had high self-esteem. Respondents who always used Facebook had high self-esteem as represented by 69.6% of the total responses. About 30.4% of the respondents who always used Facebook had medium self-esteem. None of the respondents who had always used Facebook had low self-esteem.

The relationship between usage of social media through WhatsApp and self-esteem was calculated as 92.6 at 8 degrees of freedom (significant at 5% level). The respondents (69.6%) who had never used WhatsApp had high self-esteem. About 30.4% of the respondents who had never used WhatsApp had low self-esteem. None of the respondents who had never used WhatsApp had medium self-esteem. Some of the respondents who rarely used WhatsApp had medium self-esteem as represented by 97.0% of the total responses. A few respondents (3.0%) who rarely used WhatsApp had low self-esteem. None of the respondents who had rarely used WhatsApp had high self-esteem. Respondents represented by (91.7%) who had sometimes used WhatsApp had high self-esteem. About 8.3% of the respondents who had sometimes used WhatsApp had low self-esteem. None of the respondents who sometimes used WhatsApp had medium self-esteem.

Out of 96.4% of the respondents, those who had often used WhatsApp had medium self-esteem. About 3.6% of the respondents who had often used WhatsApp had low self-esteem while none of the respondents who often used WhatsApp had high self-esteem. Respondents who always used WhatsApp had medium self-esteem as represented by 49.6% of the total responses. About 36.9% of the respondents who always used WhatsApp had high self-esteem. A few respondents (12.7%) who had always used WhatsApp had low self-esteem.

The relationship between usage of social media through Twitter and self-esteem was calculated as 62.4 at 8 degrees of freedom (significant at 5% level). Respondents (47.2%) who had never used Twitter had medium self-esteem and was closely followed by 44.8% of the respondents who had high self-esteem. A few of the respondents (8.0%) who had never used Twitter had

low self-esteem. Respondents who rarely used Twitter had medium self-esteem as represented by 62.1% of the total responses. About 37.9% of the respondents who rarely used Twitter had low self-esteem. None of the respondents who rarely used Twitter had high self-esteem. Respondents represented by (62.1%) who had sometimes used Twitter had medium self-esteem

About 37.9% of the respondents who had sometimes used Twitter had high self-esteem. None of the respondents who sometimes used Twitter had low self-esteem. The respondents (43.9%) who had often used Twitter had medium self-esteem. About 28.8% and 27.3% of the respondents who had often used Twitter had high and low self-esteem, respectively. Respondents who always used Twitter had medium self-esteem as represented by 75.6% of the total responses. About 24.4% of the respondents who always used Twitter had high self-esteem. None of the respondents who had always used Twitter had low self-esteem.

The relationship between usage of social media through YouTube and self-esteem was calculated as 111.6 at 8 degrees of freedom (significant at 5% level). Respondents (39.1%) who had never used YouTube had medium self-esteem and were closely followed by 37.0% of the respondents who had high self-esteem. About 23.9% of the respondents who had never used YouTube had low self-esteem. All the respondents who rarely used YouTube had medium self-esteem. None of the respondents who rarely used YouTube had either low or high self-esteem. Respondents (80.5%) who had sometimes used YouTube had medium self-esteem.

About 16.9% of the respondents who had sometimes used YouTube had high self-esteem. A few of the respondents (2.6%) who sometimes used YouTube had low self-esteem. Majority of the respondents (44.7%) who often used YouTube had high self-esteem. About 28.2% and 27.2% of the respondents who had often used YouTube had low and medium self-esteem, respectively. The respondents who always used YouTube had high self-esteem as represented by 52.1% of the total responses. About 47.9% of the respondents who always used YouTube had medium self-esteem. None of the respondents who always used YouTube had low self-esteem.

Since we use social media, in part, to get attention, it can be hurtful when we don't get that attention. We can equate that attention with approval or self-worth. Michelle Linker, a daily Instagram user, told *The Guardian*, "I feel anxiety over how many likes I get after I post a picture. If I get two likes, I feel like, what's wrong with me? It's a popularity contest that's often rigged by advertisers and Internet marketers. When we post something that doesn't get a lot of likes,

we can feel rejected, which causes our self-worth to take a hit.”

French researchers from Institute Pluridisciplinaire Hubert Curien, in a 2013 article published in PLoS ONE, found that the more time spent on social media sites, like Facebook, comparing ourselves to others, the more depressed one gets. People forget to take into account that a lot of what one is seeing, especially from brands and celebrities, is carefully orchestrated. It's not real life. Even friends and family (and self) tend to only post the best versions of themselves. The smiling selfies with perfect makeup, people forget that there were probably 50 shots before that one that looked like Mr. Potato Head or something equally unflattering.

### CONCLUSION

This paper concludes by arguing that Undergraduates spend time online trying to look for new friends and also trying to get the most out of affection. This impacted strongly on their self esteem. After reviewing the data from the survey given to the participants and the Rosenberg Self-Esteem scale, there was significant relation between social media usage and self-esteem levels. These results indicate that this particular group of undergraduate students, frequent social media use does correlate with self-esteem levels. Those with low self-esteem tend to spend more time online on social sites hiding their self-concept.

The conclusion that came out on the relationship between purposes for visiting Social Media Sites and self-esteem among undergraduate students of Kabarak University, Nakuru County, Kenya was as Most of the students visit social media with a purpose of socializing, making new friends, sexting and also enjoying their leisure time. The self-esteem of each individual depended on the purpose of visiting the social media.

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