Uses and Gratifications: Approach to the Use of Facebook among Kenyan University Students

Mudavadi Charlse K.[1], Natasha Nduhiu[2], Ochieng Lewis [3], Muriithi Mary [4], Odhiambo Cain[5]

United States International University – Africa (Usiu-Africa)

Abstract

This research investigates the uses and gratifications obtained from Facebook by Kenyan University Students in relation to the demographics of age, gender, religion and year of study. This study was carried out for five days and accommodated both online and self-administered questionnaires in a survey that included 600 students of whom 547 fully responded. The results show that entertainment is the most important use of Facebook while sociability is the most important satisfaction.

Key Words: Media Uses and Gratifications' Approach, Facebook, Kenyan University Students

Introduction

The internet has had a major impact in the lives of those who have embraced it. Communication has become easier because of new, digital media platforms which defy geographic and time boundaries, while allowing users to access almost any information in absolute privacy via handheld devices. Africa Top 10 (2016) reported that Kenya ranked third among the African countries that use the internet with a penetration rate of 31.9%. According to Sunitha and Narayan (2010), internet trends have led to increased use of blogs, podcasts, Facebook and Twitter which are tools of technology also referred to as social networking sites. Social networking sites are web-based platforms that allow individuals to create profiles, connect with other users to share information and view content shared by their connections (Boyd & Ellison, 2007).

Moreno and Kelb (2012) noted that majority of the youth use social media as a medium for self-expression, communication with their friends or to receive peer-feedback. They further add that the youth believed social media reference to be accurate and as a result may influence their own perception and actions. Rideout, Foehr and Robert (2010) point out that the youth spend nearly 10 hours per day using social media which plays a big role in affecting their daily lives. The fact that students devote so much time to Facebook is an indicator that they find several uses for it. The evidence that students keep logging in to Facebook alludes to the fact that they derive satisfaction from the application. These uses and satisfactions form the basis of the research explored by this paper.

Social media, as Govender et al., (2013) describe, is the interaction between people in which they create, share or exchange information and ideas in virtual communities and networks. Gemmill and Peterson (2006) propose that socializing through the internet has now become a vital part of the lives of youth. This paper therefore, seeks to explore and discuss the diverse ways Kenyan University students use Facebook, to meet their needs and the fulfillment (gratification) they get from it. This would provide insight about Facebook use among students, and the variations of this use depending on demographics of the students surveyed.

By identifying the particular reasons that Kenyan students use Facebook, companies and organizations can link their messages to these uses. They will also be able to ensure that their (student) clients attain satisfaction from their messages, and for this reason, continue to engage with them via Facebook. This study will also contribute to the development of the uses and gratifications theory in which this study will be based upon. Future researchers will also find this study useful when conducting researches on a similar subject.

Social media has become one of the most important communication platforms among the youth in Kenya and across the globe. Networking applications such as Facebook are the chosen avenue for interaction and fulfilment of personal needs by students. Studies have been conducted to widely map out the uses and gratification patterns of Facebook use in Asia and North America. In Africa, however, there is an existing gap in this area of research, with only a few pockets of information centered on student Facebook use in South Africa and Nigeria.

In Kenya, this gap is detrimental for both students and institutions of higher learning, leading to missed opportunities in student collaboration, shared resources, and heightened knowledge in the development of new media.

Kenyan students and learning institutions are unable to benefit from the knowledge that can be acquired from understanding how students use Facebook, and what they achieve from the network (van der Bank, 2014). This study therefore, seeks to bridge the gap in Kenyan student Facebook analytics, and as a result provide reliable insight on media uses and gratifications across a select number of Kenyan Universities.

There have been a number of studies done to evaluate the effect Facebook use, has had among students. In a study conducted by Boogart (2006), students who used Facebook excessively were reported to have much lower GPAs than their counterparts. This study, upon determining the user patterns of students will inform educational policy makers how to reverse these trends and reach their students using mobile and application technology. This study is further anticipated to contribute to the existing literature about the use of Facebook within the different age groups. With a special interest among the youth, this study will bridge the research gap there is on this subject specifically among the Kenyan youth. Companies with products targeting campus students will find the results in this paper useful as they will learn behavior patterns of their target audience. For instance, they will know what time of the day they are likely to find university students online. The amount of time these students spend online, as will be provided in this research, will inform the marketers on how to design their messages, adverts, and products.

Theoretical Framework

This paper will be based on the uses and gratifications theory which explains that audiences attend to media that meets their needs. This theory was founded by Jay Blumler and Elihu Katz in 1974 when researchers developed interest in the various reasons why audiences chose to use a select form of media for example watching television programs and listening to radio (Ruggiero, 2000).

A study done by Blumer, Katz and Gurevitch (1974), found that this theory assumes that members of the audience are not passive users of the media, but are active participants who integrate media into their own lives to meet their specific needs. Audiences are able to connect with their medium of choice to the gratification that they get from it. Another major key assumption of this theory according to West and Turner (2004) is that the media competes with other resources for the satisfaction of needs across individuals. The authors insist that members of the audience are knowledgeable of the uses of the medium they have chosen and are able to give an accurate picture of it.

There are diverse needs that individuals seek to fulfill via the media. These include cognitive needs where individuals will seek the media to acquire knowledge or to develop intellectually, and affective needs where audiences will seek the media to meet their emotional needs (West & Turner, 2004). Personal integrative needs make people seek the media whereby audiences will integrate media messages into their lives. Audiences seek the media to fulfill their social integrative needs whereby they will rely on the media to get topics of discussion with the people in their circles. They will also use the media to connect socially with others through social networking sites. Tension release needs can also be met via media use; whereby audiences will escape from the issues that they are facing in real life by engrossing themselves in television programs and will come back to reality once the program is over (West & Turner, 2004).

The uses and gratifications theory has been highly criticized with some researchers saying that it does not meet the standards to be called a theory. Other critics note that the satisfaction of media audiences relies on the input of the researcher and not on the subject. It has also been noted by researchers that majority of data on studies based on this theory are self-reported thereby becoming hard to measure.

By indicating the reasons why Kenyan university students use Facebook and the gratifications they get from it, this study will develop the uses and gratifications theory. It will justify the concepts the study is founded upon, and confirm that they are applicable to both traditional and new (digital) media in Kenya. The findings obtained will create a learning sphere for scholars who wish to venture into this area of study.

Literature Review

Ross et al. (2009) suggested that Facebook is quickly turning into one of the most popular tools for social communication. Statistics from Facebook in 2012 confirmed this by indicating that five new Facebook profiles are created every second across the globe (Zephoria, 2017). More so, studies have shown that 67% and 75% of college aged students are connected to social media; Facebook being one of them (Junco, Heiberger, & Loken, 2014). Majority of these college students lie between the ages 18 and 24 with their usage rated and prominent compared to others (Akar & Topku, 2011). Boyd and Ellison (2014) emphasize that the new sites such as Facebook, have been designed with a driven identity categorization meant to satisfy certain needs such as "entertainment, connecting with friends, and keeping up with day-to-day activities of their online friends" (Bohl, 2015, p.38).

Inclusion of purposive value, self-discovery, social enhancement, maintenance of interpersonal connectivity, and entertainment are the five values that Dholakia et al. (2004) proposed as the

foundation for the current investigation on the use of online social networks. A study conducted by Erlina, Fitria and Susandria (2015) in Indonesia found that 42% of Facebook users were 18-24 years old college students. The research sought to analyze and explore why and how much students use Facebook. It found that students spend between 30 and 59 minutes on Facebook, and logged in several times each day.

Most of the activities they reported as most popular were commenting on other peoples' statuses, videos and photos, viewing other people's updates and online content and the use of the chat function. Boyd and Ellison (2007) narrow down to participants primarily engaging and keeping in touch with those of their extended social circle especially family and friends.

The findings reported by Ezeah et al. (2014) in a study conducted in universities in South-East Nigeria revealed that Nigerian students use Facebook to watch movies, expose themselves to pornography and chat. These findings were similar to those obtained from the study Park et al., (2009) conducted, shedding light onto the nature of information students seek which was information about campus activities. Socializing with friends, entertainment and seeking social status were some of the other reasons provided. Beyond the campus limits, activities on Facebook groups provided a channel where students can share their concerns and participate in political and social events.

In Foregger's (2008) research where 340 university students undertaking communication were surveyed, the different motives for Facebook use were passing time, sexual attraction, utilities and upkeep connection, accumulation channel use and social comparison, networking and establishing old ties. This was in line with Dholakia et al.'s (2004) proposed values.

Social searching, which means seeking information about a person students know offline, was more popular than social browsing; which is seeking out information about people they have no information about or prior knowledge on (Ellison, Steinfield& Lampe, 2007). Much interest has developed on the uses of Facebook and studies have shown that these sites play a critical role in students learning process. In a study done by Duncan and Barczyk (2012) it was found that Facebook has played a major role in transforming institutions of higher learning and as such promote a "sense of social learning and connectedness" (p.1).

As a result of all these scholarly arguments, there is need to investigate the reasons why Kenyan university students use Facebook and the gratifications they obtain from it. The information would serve to provide a lot of insight about the overall media needs of Kenyan students, allowing organizations and policy makers to make knowledge-based decisions about Facebook messages to enhance student welfare. The literature analyzed paves way for the following research questions:

Research Questions

1.What is the most important reason why Kenyan students use Facebook?

2. Does the most important reason for using Facebook among Kenyan university students vary by demographics?

3. What is the most important satisfaction that Kenyan students derive from using Facebook?

4. Does the most important satisfaction for using Facebook among Kenyan university students vary by demographics?

Methods

This study on the most important uses and gratifications of Facebook among Kenyan university students (and their corresponding demographics) surveyed 547 Kenyan students pursuing their undergraduate studies in both private and public institutions of higher learning. The study involved students at various stages of their degrees; from the first to fifth year. Both male and female undergraduate students participated in the survey, and belonged to varying age categories of the following years: "under 18", "19-21", "22-24" and "25 or older".

Sampling

This study used convenience sampling, otherwise known as accidental, available or opportunity sampling as a method of data collection. Ploy (2013) defines convenience sampling as; "units of analysis that are conveniently available {such as students attending a particular college}" (p. 123). For this reason, the researchers chose non-purposive selection of students to participate in the survey, based on convenience and the subjective judgment of the researchers. The questionnaire was modeled on one by Yacong (2011) used to survey the uses and gratifications of social media sites in China.

The students selected for inclusion in the sample were the easiest to access. The researcher was mindful to ask students whether or not they were pursuing undergraduate studies. After screening, those who were undergraduates were requested to participate in the study. The researcher was careful to administer questionnaires to both men and women, using their best abilities to ensure equal gender representation. This was done because the nature of the study was exploratory research.

Data collection

This study's data was generated via both online and self-administered questionnaires. According to Pointdexter and McCombs (2000), the use of a standardized questionnaire in research allows for variables about respondents to be collected. These include factors such as opinions, characteristics, and behavior. Online participants were contacted via e-mail, Facebook, text, and WhatsApp messages. To ensure credibility in the answering of the online questionnaires, a courtesy explanatory introduction page was sent to the respondents explaining the intention of the study and requesting their participation.

Respondents were required to approve this page prior to proceeding with the questionnaire. For the printed version, the researchers visited various institutions after being granted permissionand waited for the involved students to fill out the questionnaires. Prior to the study, ten Kenyan students were selected to participate in a pre-test (See Wimmer & Dominick, 2006 p.166). This ensured that the design of the questionnaire was well structured and did not contain structural or grammatical errors. The ten students selected for the pre-test were not included in the official survey (Dominick, 2006).

The process of administering questionnaires (for both online and printed) started on 10th July 2017 and continued to 14th July 2017. Of the 600 approached to participate, 547 completed the online and printed questionnaire which translates to a healthy 91 percent response rate.

For many years, demographic backgrounds have been central to student-related studies. Research on student demographics is important because background characteristics are very likely to influence one's use of Facebook, and the satisfaction they derive from the platform.

To assess the demographic characteristics of Kenyan students, the study measured five variables; gender, age, area of study, year of study, and religion. Age and year of study are likely to influence the degree of importance and hence satisfaction derived from Facebook. To measure the students' ages, respondents were asked to select the age bracket they belong to. Religion was measured by asking journalists students whether they were 'Christian,' 'Muslim', 'Hindu', or 'other'. Religion can influence the use of Facebook because religion affects moral and pastime decisions made by students.

Findings

This research explored the most important reason why Kenyan university students use Facebook. Majority of the students surveyed (29.03%) selected entertainment as their most important use. Out of the 144 who indicated their gender, males valued entertainment more than women with 56.25% males and 43.75% females who chose entertainment as their most important use (*See Table 1*).

Table 1:Most Important use of Facebook

Respondent saying most important use of Face Book is…	Number of Respondents	Percentage
New Trends	84	15.94%
Entertainment	153	29.03%
News	101	19.17%
Connect with Friends	131	26.00%
Express Feelings	12	2.28%
Receive Emotional Support	3	0.57%
Obtain Academic Information	7	1.32%
Shop Online	10	1.90%

Other	20	3.80%
Total	**527**	**100%**

Table 2: Most Important use by gender

Gender	Respondents saying most important use of Face Book is "**Entertainment**"	Percentage
Male	81	56.25%
Female	63	43.75%
Other	0	0
Total	**144**	**100%**

Demographics of the students who chose entertainment as their most important reason for using Facebook were assessed independently. 147 of these students revealed both their age and gender. Majority of these (46.94%) were between 19 and 21 years old. 21.77% were male while 25.17% were female (***See Table 3***). 135 of these students provided their year of study with the majority (32.59%) being third year students, 21.48% of whom were male and only 10.37% were female (***See Table 4***).

Table 3: Most Important use by age bracket and gender

Age Bracket	Male	Male Percentage	Female	Female Percentage	**Total** of all Respondents	Percentage of all Respondents
Under 18	2	1.36%	3	2.04%	5	3.40%
19-21	32	21.77%	37	25.17%	69	46.94%
22-24	42	28.57%	21	14.29%	63	42.86%
25 or Older	6	4.08%	4	2.72%	10	6.80%
Total	**82**	**100%**	**65**	**100%**	**147**	**100%**

Table 4: Most Important use by year of study

Year of Study	Male	Male Percentage	Female	Female Percentage	Total of all Respondents	Percentage of all Respondents
First	10	7.41%	7	5.19%	17	12.59%
Second	16	11.85%	11	8.15%	27	20.0%
Third	29	21.48%	15	10.37%	44	32.59%
Fourth	19	14.07%	19	14.07%	38	28.15%
Other	07	5.19%	2	1.48%	9	6.67%
Total	**81**	**100%**	**54**	**100%**	**135**	**100%**

With regards to religion and entertainment as the most important use of Facebook, the study yielded 136 responses. Majority of the students 88.97% who chose entertainment as their most important use were Christians. 8.09% were Muslims. No responses were captured from Hindus and 2.94% of respondents held other beliefs. It is however important to note that the entire research captured a high number of respondents from the Christian community, at a figure of 121 in total (***See Table 5***).

Table 5: Most Important use by Religion

Religion	Male	Male Percentage	Female	Female Percentage	**Total** of all Respondents	Percentage of all Respondents
Christian	69	50.74%	52	38.24%	121	88.97%
Muslim	10	7.35%	1	0.74%	11	8.09%
Hindu	0	0.00%	0	0.00%	00	0.00%
Other	2	1.47%	2	1.47%	4	2.94%
Total	**81**	**100%**	**54**	**100%**	**136**	**100%**

This research explored the most important satisfaction Kenyan university students derive from their use of Facebook. This question garnered 532 responses where the most important

satisfaction to the students surveyed was sociability, as chosen by 32.71% of respondents (***See***

Table 6).

Table 6:Most Important Satisfaction

Respondent saying most important satisfaction is…	Number of Respondents	Percentage
Entertainment	152	28.57%
Sociability	174	32.71%
Relaxation	31	5.83%
Pastime	85	15.98%
Getting Information about others	75	14.10%
Other	15	2.82%
Total	**532**	**100%**

Demographics were analyzed for students who chose sociability as the most important

satisfaction they get from Facebook. 172 respondents of these indicated their gender, with more

males choosing sociability than women at 60.47% and 39.53% (68) respectively.

Table 7: Most Important satisfaction by gender

Gender	Respondents saying most important Satisfaction of Face Book is "**Sociability**"	Percentage
Male	104	60.47%
Female	68	39.53%
Other	0	0
Total	172	100%

Sociability as a response was weighed against age and gender of respondents and received 184

responses. Majority of students who chose this response (45.11%) were aged between 19 and 21,

with 27.27% of male respondents and 17.11% females. Fourth year students ranked highest at

28.78% (*See Tables 8 and 9*).

Table 8: Most Important satisfaction by age

Age Bracket	Male	Male Percentage	Female	Female Percentage	**Total** of all Respondents	Percentage of all Respondents
Under 18	2	1.07%	7	2.04%	9	4.89%
19-21	51	27.27%	32	25.17%	83	45.11%
22-24	53	28.34%	22	14.29%	72	39.13%
25 or Older	13	6.95%	7	2.72%	20	10.87%
Total	**119**	**100%**	**68**	**100%**	**184**	**100%**

Table 9: Most Important satisfaction by year of study

Year of Study	Male	Male Percentage	Female	Female Percentage	**Total** of all Respondents	Percentage of all Respondents
First	21	11.60%	11	6.08%	32	17.68%
Second	29	16.02%	15	8.29%	44	24.31%
Third	30	16.57%	18	9.94%	48	26.52%
Fourth	32	17.68%	20	11.05%	52	28.73%
Other	5	2.76%	0	0.00%	5	2.76%
Total	**117**	**100%**	**64**	**100%**	**181**	**100%**

Sociability was measured against religion and gender. 94.03% of respondents and 1.09 subscribed to 'other' religions. Under the Christian respondents, 59.78% were male 34.24% were female *(See Table 10)*.

Table 10: Most Important satisfaction by Religion

Religion	Male	Male Percentage	Female	Female Percentage	Total of all Respondents	Percentage of all Respondents
Christian	110	50.78%	63	38.24%	173	94.02%
Muslim	6	3.26%	3	1.63%	9	4.89%
Hindu	0	0.00%	0	0.00%	00	0.00%
Other	1	0.54%	1	0.54%	2	1.09%
Total	117	100%	67	100%	184	100%

Discussions

This study found that the average Kenyan undergraduate student aged between 22 and 24 logs in to Facebook once a day (28.6%) in the evening (35.5%) and spends between 0 to 20 minutes (51.3%) on the application. This student is most likely to have 450 or more Facebook friends (65.3%). Based on the uses and gratifications theory (Blumler& Katz, 1974) which forms the theoretical basis of this research, there is an absolute conformity among Kenyan University students that entertainment is the most salient reason why they use Facebook. This is encouraging as it confirms that Facebook is relied upon as much as traditional forms of media for entertainment, indicating that social media platforms have the same, if not heightened effects on audiences.

In a research carried out by Blumler and Katz (1994) on the uses and gratifications theory, it was found that audiences use the media to be entertained. This research also found entertainment as the most important reason why Kenyan university students use Facebook. To further elaborate on these findings is the study carried out by Ezeah, Asogwa and Obriorah (2013) investigating

social media use among students of universities in South-East Nigeria in which entertainment was found to be one of the reasons why Nigerian students use Facebook.

These results will therefore, contribute to the strengthening of the uses and gratifications theory as it is concerned with how the audiences use the media and the gratifications that they obtain from it. This study identified sociability as the most important satisfaction that Kenyan university students gain when they use Facebook. Male respondents placed more value on entertainment and sociability as compared to their female counterparts. The findings are confirmed by a study done by Islam and Mostofa (2015) on the usage pattern of Facebook among students of Dhaka University. It found that majority of students who used Facebook were males, and they spent more time logged in to the site than female students. A couple of findings such as by Joiner et al. (2012) and (Weiser, 2000) attribute this to the fact that more males use the internet than their female counterparts. They further suggest that male students use Facebook for gaming, entertainment and leisure (Joiner et al. 2012; Weiser, 2000). These results validate findings that socialization processes among university students are less problematic for male students, who devote more time towards bolstering their self-perceptions (Riney&Froeschie, 2012).

Majority of the students involved in this research accessed Facebook in the evening compared to other times of the day. These results show the likelihood of Facebook, alongside other social media sites and applications, to affect their sleep patterns, and create attention difficulties as a result (Nasirudeen, Lee Chin Adeline, Wat Neo Josephine, Lay Seng&Wenjie, 2017). This also explains the reasons behind thestudy conducted by Boogart (2006) indicating that students who used Facebook excessively, were reported to have much lower GPA's than their counterparts.

Sociability as the most important satisfaction derived from Facebook use was significantly reported by students in their fourth year of studies (28.73%). These students may have adopted to Facebook much earlier than their younger counterparts.

The younger Facebook users tend to associate Facebook with older generations, and are more likely to gravitate towards newer applications (Gottfried & Shearer, 2016).

Although sociability was ascribed more to men than to women in this study, previous studies found that females expand their social networks and keep in touch with others through computer technologies. This is because females find more satisfaction in features within social networking sites that help them maintain relationships (Hargittai and Hsieh, 2010; Special and Li-Barber, 2012). A study by Joiner et al. (2012) also found that more females than males use social networking sites to foster communication. Conclusions drawn from a study done by Tommy et al. (2013) that sought to examine the factors associated with user satisfaction in the social network sites (SNSs), and to explore the moderating effects of gender on user satisfaction stated that relationship maintenance is more valuable for female to use social networking sites, while entertainment is more attractive for male to use social networking sites.

Based on this evidence, companies, educators and organizations targeting university students can be advised to structure their Facebook advertisements in entertaining ways to attract university students. They should publish these adverts in the evenings when most of the students are online. Furthermore these companies can ensure that their products are satisfying their target audience by creating content which they can share with peers, or use to interact.

Conclusion

This study examined the reasons behind Kenyan university students' use of Facebook and the subsequent satisfaction they gain. It explored the most important reasons why Kenyan students use Facebook, and if these vary by student demographics. It also sought to find out whether the most important satisfaction derived from the use of Facebook varies across age, year of study and religion.

Kenyan Students from the Technical University of Kenya, Kenyatta University, Mount Kenya University and United States International University participated in the survey via self-administered questionnaires while those from Daystar, Strathmore and Machakos University filled out on online questionnaires.

Respondents highly valued the ability to connect with friends via Facebook, ranking it as the second most important use for Facebook (26%), indicating a tendency to rely on the network to fulfill social integrative needs. It is evident from the study that the average Kenyan student is a conscious and active user of (social) media. These students have intentional ways they use the network, which include particular log-in times and profiles visited. These findings fall in accordance with those by West and Turner (2004), which infer that media users are knowledgeable about their media choices and intentions.

Contrary to popular belief, Kenyan students indicated a great need to remain in tune with news and current affairs. 19% of students used Facebook primarily for keeping up to date with the news, meaning that Kenyan students rely on social media to fulfil their cognitive needs, or develop intellectually. Today, all major Kenyan news outlets have Facebook pages because they recognize how integral social media has become to their operations. Majority of adults in the United States (62%) get news from social media and Facebook has a major role to play in

enabling active media consumers to reach the news (Gottfried & Shearer, 2016). Students would easily opt to receive latest news via Facebook as opposed to more traditional avenues due to the easier, more social formatting used when presenting news on Facebook. The network also makes it easier for users to share, scan and link news items; these attractive features to technology savvy millennials, who form the core of this study.

The students also exhibited the need to remain current and trendy; 16% of students reported finding out about new trends as the most important use of Facebook. Emotional reasons were at the tail of those chosen by students for their Facebook use. 2% use Facebook to express their feelings, and 0.6% to receive emotional support.

The findings of this study indicated that entertainment was the most important reason behind Kenyan students' use of Facebook. While considering demographics, third year Christian male students aged between 19 and 21 most value entertainment as the most important Facebook use. These results tally with the results of studies conducted across the globe in the area of Facebook uses. The gravitation towards Facebook for entertainment purposes indicates that Kenyan students use Facebook to release tension, or fulfil their tension needs by seeking a temporary escape (West & Turner, 2004).

The five values named by Dholakia et al. (2004) are purposive value, self-discovery, social enhancement, maintenance of interpersonal connectivity, and entertainment. Each of these values was observed in the Facebook use trends mapped by Kenyan students, which indicates that new media uses and effects are being similarly experienced by Kenyan students and their counterparts across the globe.

Sociability was the most important satisfaction obtained from Facebook.Satisfaction was especially important to fourth year Christian students aged between 19 and 21. Entertainment was ranked second in the most important satisfaction that students derive from Facebook. Students felt a need to find out more about others via Facebook 14%) while others relied on it as a pastime (15%). Very few felt that they could achieve relaxation via Facebook (5%).

Time constraints curtailed researchers from increasing the study sample size, and using purposive sampling techniques. Accessing university school databases was also hampered due to time constraints. It is important to note that the entire research captured a higher number of respondents from the Christian community (88.97%). This created a challenge in comparing the impact of religion as a demographic influencing the uses and satisfactions of Facebook among university students.

This study was able to explore a research gap on Facebook uses and satisfactions in Kenya, which has helped to provide insight on student media uses that already exist across the world. Due to the rapid evolution of digital (new) media in the country, further research on the uses and gratifications of Facebook-supported and other applications such as Instagram and Whatsapp would be of immense benefit. Through it, educators, policy makers, marketers and students would gain understanding and develop their knowledge on student media uses and gratifications.

References

Akar, E., &Topçu, B. (2011).An examination of the factors influencing consumers' attitudes toward social media marketing. *Journal of Internet Commerce*, *10*(1), 35-67.

Blumler J. G. & Katz, E. (1974).*The uses of mass communications: Current perspectives on gratifications research.* Beverly Hills, CA: Sage.

Boogart, V., & Robert, M. (2006). *Uncovering the social impacts of Facebook on a college campus* (Doctoral dissertation, Kansas State University).

Bohl, B. (2015). Social Media Usage among University Students in China. *Occam's Razor*, *5*(1), 5.

Boyd, B. Danah M., & Ellison, N. (2014). "Social Network Sites: Definition, History, and Scholarship." *Journal of Computer-Mediated Communication* 13.1 (2007): 210-230.

Dholakia, U. M., Bagozzi, R. P., &Pearo, L. K. (2004).A social influence model of consumer participation in network-and small-group-based virtual communities. *International journal of research in marketing*, *21*(3), 241-263.

Duncan, D.G., &Barczyk, C.C. (2012). Facebook in higher education courses: An analysis of students' attitudes, community of practice, and classroom community. *International Business and Management, 6*(1), 1-11.

Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer‐Mediated Communication*, *13*(1), 210-230.

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer‐Mediated Communication*, *12*(4), 1143-1168.

Ezeah, G. H., Asogwa, E. C., &Obriorah, E. H. (2013). Social media use among students of universities in South-East Nigeria. *Journal of Humanities and Social Sciences, 16 (3)23-32.*

Fitri, T. A. (2015). Using Social Networks: Facebook Usage at the Riau College Students. *Procedia Computer Science*, *59*, 559-566.

Foregger, S. , (2009) "The Uses and Gratifications of Facebook.com" *Paper presented at the annual meeting of the NCA 95th Annual Convention, Chicago Hilton & Towers, Chicago, IL Online* <PDF>. 2014-11-Retrieved from http://citation.allacademic.com/meta/p369266_index.html

Gemmill, E., & Peterson, M. (2006).*Technology use among college students: Implications for student affairs professionals.* NASPA Journal.

Gottfried, J., & Shearer, E. (2016).News across social media platforms. *Pew Research Center*.

Greg, H., Ezeah, C., Asogwa, E., Edogor, &Obiorah, I. (2013) Social Media Use among Students of Universities in South-East Nigeria. *IOSR Journal of Humanities and Social Science (IOSR-JHSS) retrieved from www.Iosrjournals.Org*

Heriyati, P. &Siek, T.P. (2011), "Effects of word of mouth communication and perceived quality on decision making moderated by gender: Jakarta Blackberry smartphone consumer's perspective", *Contemporary Management Research*, Vol. 7 No. 4, pp. 329-336.

Islam, M. &Mostofa, M. (2015).Usage pattern of Facebook among the students of   Dhaka University.*Annals of Library and Information Studies,* 62, 133-137.

Joiner, R., Gavin, J., Brosnan, M., Cromby, J., Gregory, H., Guiller, J., & Moon, A. (2012), "Gender, internet experience, internet identification, and internet anxiety: a ten-year followup", *Cyberpsychology, Behavior, and Social Networking*, Vol. 15 No. 7, pp. 370-372

Junco, R., Heiberger, G., &Loken, E. (2011).The effect of Twitter on college student engagement   and grades. *Journal of computer assisted learning*, *27*(2), 119-132.

Kayisire, D., & Wei, J. (2016). ICT adoption and usage in Africa: Towards an efficiency assessment. *Information Technology for Development*, *22*(4), 630-653.

Moreno, M. A., & Kolb, J. (2012).Social networking sites and adolescent health. *Pediatric Clinics of North America*, *59*(3), 601-612.

Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on ''Facebook'': The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1–17.

Nasirudeen, A. M. A., Lee Chin Adeline, L., Wat Neo Josephine, K., Lay Seng, L., &Wenjie, L. (2017). Impact of social media usage on daytime sleepiness: A study in a sample of tertiary students in Singapore. *DIGITAL HEALTH*, *3*, 2055207617699766.

Park, N., Kee, K. F., & Valenzuela, S. (2009). Being immersed in social networking environment: Facebook groups, uses and gratifications, and social outcomes. *Cyber Psychology & Behavior*, *12*(6), 729-733.

Pointdexter, P., & McCombs, M. (2000).*Research in mass communication*. Boston: Bedford-St. Martin's.

Ramnarain, Y., &Govender, K. K. (2013).The relationship among certain youths' demographic variables and their social media browsing behaviour. *African Journal of Business Management*, *7*(25), 2495.

Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). Generation M [superscript 2]: Media in the Lives of 8-to 18-Year-Olds. *Henry J. Kaiser Family Foundation*.

Riney, M., &Froeschie, J. (2012). Socialization Processes of Engineering Students: Differences in the Experiences of Females and Males. *Administrative Issues Journal*, *2*(1). http://dx.doi.org/10.5929/2011.2.1.9

Ross, C., Orr, E. S., Sisic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. *Computers in human behavior*, *25*(2), 578-586.

Sunitha, K., & Narayan P. B. (2010).The Impact of Social Networking Websites on the Education of Youth: *International Journal of Virtual Communities and Social Networking*, 2(1), 67-79, January-March 2010 67.

Tommy K. H. Chan, Christy M. K. Cheung, Na Shi, Matthew K. O. Lee, (2015) "Gender differences in satisfaction with Facebook users", Industrial Management & Data Systems, Vol. 115 Issue: 1, pp.182-206, https://doi.org/10.1108/IMDS-08-2014-023

Van der Bank, C. (2014). The impact of social media: advantages or disadvantages. *African Journal of Hospitality, Tourism and Leisure*, 4(2).

West, R. & Turner, L. H. (2004).*Introducing Communication Theory: Analysis and Application,* 2[nd]ed. New York: McGraw-Hill.

Wimmer, R. & Dominick, J. (2006).*Mass media research: An introduction.* Boston: Wadsworth Cengage Learning.

Weiser, E.B. (2000), "Gender differences in internet use patterns and internet application preferences: a two-sample comparison", CyberPsychology& Behavior, Vol. 3 No. 2, pp. 167-178.

Yuan, Y. (2011). *A Survey Study on Uses and Gratifications of Social Networking Sites in China*.Scripps College of Communication of Ohio University.

Zephoria (2017).*The Top 20 Valuable Facebook Statistics*. Retrieved July, 20th, 2017 from: https://zephoria.com/top-15-valuable-facebook-statistics/