Psychological Factors of Problematic Internet Use among University Students of Kenyatta University Kenya

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Abstract - This study sought to establish the prevalence of problematic internet use among the students in Kenyatta University. The objectives of the study were to find out psychological effects of problematic internet use. The objectives also established the factors leading to problematic internet use among the students then assess the level of internet use among the students in Kenyatta University. The study exposed the factors that lead to problematic internet use which will be an eye opener for the people who are involved with the students such as parents and teachers, so as to be aware of this problem and try to monitor their children or students. The theory that was used to further guide the study was cognitive-behavioural model of pathological Internet Use (PIU). The study adopted descriptive survey research design. The study employed simple random sampling to obtain the sample size for the study. Research instruments were questionnaires both open and closed ended. The sample size was 10% of 2500 which was 250 students. The results of data analysis were presented using frequency distribution tables, pie charts and bar graphs. The study established that majority of the respondents students in Kenyatta University are pushed to internet usage by social anxiety. Other factors include gambling (Sport pesa), stress and loneliness respectively. The findings revealed that that Facebook and Whatsapp were the social media frequently used by most of the students probably because it is mobile based and affordable. The study concluded that psychological factors that led to the students' problematic internet use included stress, loneliness and gambling. It was further concluded that problematic internet use among the students led to various psychological effects like sleep disorders, detaching from physical friends and depression. The study recommended that seminars and conferences in the university be organized with students to highlight the possible dangers of problematic internet use and the measures that can be taken to mitigate the problem.

Index Term – Psychological Factors, Problematic Internet Use

I. INTRODUCTION

Introduction

This chapter contains the background of the study, the statement of the problem, the objectives of the study, research questions, and significance of the study, scope and delimitation, theoretical and conceptual framework. It also contains the definition of operational terms.

Background of the Study

The Internet is a widely accepted channel for information exchange, academic research, entertainment, communication and commerce (Widyant & Griffiths, 2006). Although the positive aspects of the Internet have been praised, there is an increasing amount of literature on the negative side of its overuse and pathological use (Beard, 2005). Byun et al. (2009) estimates that 9 million Americans could be felt as pathological Internet users with unpleasant consequences for their social life, professional status and mental state (Young, 2004; Walker, 2006). Prevalence of PIU in Greece and Palestine is respectively 30.1% and 34.7% (Alhajjar, 2014).

According to recent studies on the problematic use of the Internet among young people in Egypt, Internet users are increasing every day. Only in Egypt, the number of Internet users increased by 16.2 million users in five years from 2008 to 2013 (Internet World Status, 2012). The largest number of internet users is young (UNDP, 2010). Young (2004) argues thatcollege students risk suffering from more because most of them have an unstructured time. Students search the company on the internet and use it to escape the pressure that comes from studies and exams (Young, 2004). Students also dedicate themselves to the Internet to escape the unemployment press. There are differences in gender with regard to PIUs. Current studies indicate that boys are more likely to

have more than girls. The reason for the difference is that girls are more social than boys, so they will probably form and maintain friends for a long time (Chien, & Cheng, 2006). The other reason is that in Eastern cultures, girls have strict surveillance of their parents more than boys. Other results show that students of theoretical courses are more likely to suffer from PIU because they do not have the pressure to study as medical students (Alvi, Assad, Ramzan and Khan, 2010).

Among university students, overuse was associated with a lack of classes, failure of the course and dismissal from college. For example, an investigation by Alfred University showed that 43% of dropouts in a given semester were up until the early hours of the morning via the Internet, more than doubled by academic layoffs (Young, 1998). With university students at high risk of developing Internet-related problems, investigators are gathering information and studying correlations using Internet.

Beard and Wolf (2001) defines the problematic use of the internet (PIU) as the use of the internet, which creates mental, social, scholastic and / or work difficulties in a person's life. MORE is a multidimensional syndrome composed of cognitive and behavioral symptoms leading to negative social, academic or professional consequences (Caplan 2002, Martin & Schumacher, 2003, cited in Caplan, 2005). According to Young (1996), problematic Internet users, who save time for real people in their lives, prefer to spend some time alone on the computer. As a result, they become antisocial or social phobias, which in the future can greatly affect their professional life. Most students who have internet problems use the Internet to look for irrelevant information that is not related to their course study. Others use it to socialize in a virtual world and, as a result, these students return to their studies and behave very badly in their studies (Young, 2004). MORE can also lead to violence. Recent studies show that students use the Internet for entertainment rather than socializing. As a result, most of the entertainment videos they see are violent, which can expose them to a violent mentality due to ongoing exposure (Kesici, & Şahin, 2009).

The internet has increased in recent years, especially among young people (Johansson & Götestam, 2004). Therefore, college students tend to develop problematic internet usage (Anderson, 2001; Kim, 2007; Nalwa & Anand, 2003). The reason is that university students use the internet as part of their education or courses (Kim, 2007, Nalwa & Anand, 2003) and can easily access the internet at university libraries (Anderson, 2001, Kim, 2007). In addition, psychological and environmental factors in university students lead to the creation of an environment where internet dependency can significantly affect them (Hall & Parsons, 2001). This is because university students can encounter a number of difficulties or problems in their academic life. The work of dealing with these difficulties and meeting needs can play an important role in the student's quality of life and mental health. According to Erikson's theory of psychosocial development, college students or young adults in a development period are dominated by intimacy conflicts against isolation.

The use of the Internet was first noticed in Kenya in the early 1990s, but 1995 marks the start of the country's formal internet development with the establishment of the first commercial ISPs (without license). In the same year, the creation of a study group for evaluating Internet phenomena "Releases" was released by Kenya Post and Telecommunications Corporation by the year 2000. Access to the Internet was then made available through a number of competing ISPs and around 250 cybercafes. , of which half were in Nairobi (David & Monica, 2012).
The CCK reports on Internet services released in September 2011, the number of Internet users in Kenya were estimated at 8.69 million, the number of internet / data subscriptions is 3.2 million and broadband subscriptions have increased from 18.626 subscribers in the previous quarter to 84.726. Real-time Internet statistics (2016) classify the country in 29 Internet usage worldwide and report that over 45% of Kenys are Internet users.

According to Catherine Gachutha, president of the Kenya Advisory Association, Internet addiction is rapidly increasing in Kenya. The problem, he says, is more important among young people between the ages of 18 and 28 (IT News Africa, 2011). The number of young people employed by different websites was 40%, which exceeded those who were addicted to drugs and alcohol (Cradle-Kenya, 2011). The most exciting sites in Kenya are about pornography, entertainment, online dating sites and at the top of the list there are social networking sites like Facebook, Twitter, Badoo and LinkedIn (Kenya Forum, 2011). Experts fear that there are more and more cases of Internet pornography addiction in Kenya, especially among young people who see explicit material on their cell phones and computers. Mr. William Gituru from the Amani Counseling Center and the Nairobi Training Institute thinks it will be a big problem in Kenya, but few people are willing to talk about it, including victims, parents and teachers (Kenya Forum, 2011). This study therefore attempts to establish the psychological factors of a problematic internet use among Kenyatta University undergraduates.

Statement of the Problem

The problematic use of the Internet is becoming a major problem globally and university students are particularly vulnerable. The Internet is an integral part of student life because it researches, downloads courses and uses them for individual study. As reported by Garland & Howard (2014), compared to other age groups, young people and young adults educated by young people seem to be at greater risk of a problematic use of the internet, given access to campus on university campuses, and perhaps the freedom of parents responsibilities that many university students experience when they live for the first time at home.

The problematic use of the internet could be due to: lack of adequate sleep, stress among others (Alvi, Assad, Ramzan and Khan, 2010). When a student does not sleep, he can use the Internet to keep him busy, but he can eventually become an employee. Stress resulting from studies or unemployment, as mentioned above, can cause the student to get the Internet to avoid their problems.

Other psychological factors that can lead to PIU include depression, some use it as an improvement and others use it because they suffer from social anxiety. The availability of low-cost Internet connections plays an important role in promoting MORE. The study will help identify the specific psychological factors that lead students to be problematic Internet users of college students, the focus of the study will be Kenyatta University students.

As a result of being PIU student develop some problems such as being anti-social. The students that spend their time on their computers or phones miss a chance in making new physical friends. Most people use the internet to play watching offensive films and, as a result, lose contact with the real world and reach a point where they prefer to live in a virtual world rather than live in the real world (Beard, 2005). Students also tend to develop social anxiety while interacting with people. The problematic use of the internet is like addiction when not on the Internet, they suffer from a delay syndrome and the only thing that can cure the retreat is if they access the Internet again. These are just some of the problems that arise from the problematic use of the internet. This study established the psychological factors associated with the problematic use of the Internet among Kenyatta University undergraduate students.

II. REVIEW OF RELATED LITERATURE

Introduction

The literature review of the proposal was done under the following headings. They include: problematic internet use, psychological factors causing problematic internet use and psychological effects of problematic internet use.

Theoretical Framework

Davis (2001) built up a psychological behavioral model of Problematic Internet Use (PIU) in which the accessibility, and familiarity with the Web, psychopathologies, for example, sorrow, social tension or substance mishandle, and situational signs giving fortification of Web utilization practices, connect to create maladaptive insights (Charlton and Danforth, 2007).

One of the key factors with reference to whether people keep on using the web is the fortification they get from the web understanding (Davis, 2001). On the off chance that college undergraduate have a positive involvement with utilization of online networking, they are strengthened to proceed with its utilization. The positive involvement with utilization of web will serve to condition the understudy to rehash the utilization of the web to get a similar uplifting feedback he or experienced beforehand. As indicated by the model, psychopathologies like social tension and discouragement are a distal reason for neurotic web utilize. This implies college undergraduate with existing mental conditions like discouragement are additionally liable to create tricky web utilize. Notwithstanding, as indicated by the model, it doesn't imply that psychopathology causes side effects of obsessive web use without anyone else's input yet that is an essential part in the etiology of the confusion. The model likewise recommends that introduction to web innovation is a distal reason for the advancement of the expansion. All things considered, when college undergraduate are presented to obscene sites, online networking locales they are probably going to build up a dependence on the web. The above components are seen not as reasons for obsessive web utilize but rather as conceivable supporters of neurotic web utilize.

The above model is suitable for the investigation as it clarifies how college undergraduate can create neurotic web utilize. It implies that those college undergraduate who approach web and have gloom are probably going to create risky web utilize. Thus those that have negative considerations related with wretchedness are probably going to create neurotic web utilize. This implies in light of the model, college undergraduate with indications of dangerous web utilize are additionally liable to show mental variables.

Problematic Internet Use

Since 1996 when the first research was published in "Internet addiction: the emergence of a new disorder", (104th annual meeting of the American Psychological Association), problematic Internet use or PIU has been described as a new clinical and social phenomenon that affects a number of adolescents and adults from distinct cultures and geographical areas and has been initially classified under the general term Internet–related problems (Young & de Abreu, 2011). The debate continues (Petry & O'brien, 2013), although research has stepped up exponentially (Carbonell, Guardiola, Beranuy & Bellés, 2009) in a number of different fields, especially in psychology and psychiatry.

Regardless of terminology, problem Internet use appears to have many features of impulse control disorders, particularly the criteria outlined for pathological gambling (American Psychiatric Association, 1994; Davis, 1999; Greenfield, 1999). The DSM-IV lists necessary features of compulsive substance abuse (i.e., addiction) as including tolerance; withdrawal; dependence; persistent attempts at decreasing or discontinuing use; obtaining, using or recovering from use of the substance; and in some cases, abandoning social, occupational, or recreational activities and responsibilities (APA, 1994).

Conversely, the essential features of impulse control disorders include succumbing to persistent drives or temptations, leading the individual to act in ways that are harmful personally or toward others; feelings of tension or arousal just before committing the act; feelings of relief, gratification, or pleasure after the act has been committed; and occasional feelings of regret or guilt afterwards (APA, 1994). Use of the Internet itself may bring on disordered behavior more readily. For example, when in alcoholic sobers up, or when a gambler runs out of money, the individual must face reality. These are similar to the problem Internet use issues. However, in the Internet user's case, it is merely a matter of accessing the nearest computer with online capability. While there is little by way of direct spending as in gambling and alcohol or drug use, similar negative life consequences have been associated with problem Internet use.

Psychological causes of problematic internet use
Among undergraduates, over the top utilize has been related with missing classes, course disappointment and rejection from school. For instance, an Alfred College contemplate found that 43% of dropouts in a given semester had been remaining up until the point when early morning hours utilizing the web, more than twofold the rate of scholastic expulsion (Youthful, 1998). With undergrads at high hazard for creating Web related issues, it is basic that agents assemble data and look at connects of Internet use conduct.

While symptomatology related with issue Internet use fluctuates broadly (Grohol, 1999), there appears to be two principle drifts that assistance propel appraisal of the issue. To start with, unnecessary Internet use has been related with a similar range of negative life outcomes (e.g., social, familial) that has been recorded among people with substance addictions (Armstrong, Phillips, and Saling, 2001). Besides, there is a predictable loss of control over the measure of time spent on the web or occupied with Web related exercises (Armstrong, Phillips, and Saling, 2001). When undergraduate are experiencing real life changes, these components assume a particularly urgent part and ought not be disregarded.
In addition, the mental and environ¬mental factors in college undergraduate' lives prompt the foundation of a domain in which the web enslavement may essentially impact them (Corridor and Parsons, 2001) on the grounds that college undergraduate are probably going to experience with an assortment of troubles or issues in their scholastic lives. The push to adapt to such troubles and to fulfill the requirements can assume a critical part in undergraduate life quality and their emotional wellness. As per Erikson's psychosocial advancement hypothesis, university undergraduate or youthful grown-ups are in a developmental period controlled over by strife of closeness versus disengagement.

For a solid identity develop developmental struggle by building abilities in establishing comfortable associations with others. In this manner, the time of youthful adulthood which likewise incorporates college years is a period in which puberty formative errands are combined, i.e., personality is shaped and comfortable connections are set up (Kılıçcı, 1989). Youthful grown-ups who don't build up hint relationship or keep away from suggest relationships because of uneasiness to lose his/her character may have a feeling of detachment (Öztürk, 1994). In this regard, formative assignments, for example, personality formation and the foundation of close relationships may constitute two essential pressure factors for college undergraduate. These pressure components can make people indicate dangerous web conduct in a situation in which they can without much of a stretch access to the web (Corridor and Parsons, 2001).

The young depicted as the web addicts are more averse to defeat the formative emergency (Huang, 2004). Keeping in mind the end goal to stay away from issues, for example, the dangerous internet use joined by the formative issues, college undergraduate ought to accomplish their formative errands and have the capacity to manage various challenges throughout everyday life. Along these lines, it is very critical for college undergraduate to have powerful communication aptitudes that will set up great relationships with others.

Youthful grown-ups, similar to each person, need powerful relational abilities to set up effective relational associations with others. Powerful relational connections depend on correspondence and that inability to set up a solid correspondence brings about different problems like dejection (Korkut, 1996). For instance, while some youthful people don't encounter issues when meeting new individuals or growing new connections, others experience issues in establishing comfortable connections since they are feeble as far as social abilities (Anderson, 2001). Therefore, the foundation of compelling correspondence requires some interrelated aptitudes (Korkut, 1999). Successful relational abilities allude to powerful tuning in and reacting practices that encourage connections among individuals (Korkut, 1996, 2005). These relational abilities are obtained through encounters throughout everyday life (Korkut, 1996) and ought to be educated to kids and youth beginning from early ages (Korkut, 1999).

Research discoveries show that apparent relational abilities of people who need to be with others are higher than that of the individuals who favor dejection (Korkut, 1999) on the grounds that individual, social, and general modification levels of the adolescent seeing themselves to have compelling relational abilities are higher too (Ceyhan, 2006) . In accordance with these clarifications and research discoveries, it can be expressed that having viable communication abilities could be considered as a fundamental factor for personality advancement and the foundation of comfortable connections which are developmental assignments of youthful grown-ups. In this regard, inadequate relational abilities of youthful grown-ups may cause different issues in their lives and constitute an essential hazard factor for the internet use conduct and its substance.

Psychological effects of problematic internet use

The negative effects of PIU incorporates, the effect on relational relationship where the relationship of an individual is getting further from encompassing (Morahan-Martin, 2005). Individual may confront behavioral issue due to over utilization of Web where they are responding uniquely in contrast to the typical conduct (Kubey, Lavin and Hand trucks, 2001). Some other physical issue may happen because of long utilization of the Web. Some physical issues are headache or migraine, rest design upset and so on (Yang and Tung, 2004). Some different issues incorporate mental issues where an individual can't control their feelings and the state of mind because of long hour utilization of the Web. They tend to build the net serving time and dispense with the set calendar. In addition, the effect of Web enslavement does not breaking point to influence an individual just but rather may likewise influence the work execution of an individual (Youthful, 2008). The condition is getting stressed when the work issue has conveyed a few effects to the general population cooperating and to the organization that the individual is working with.
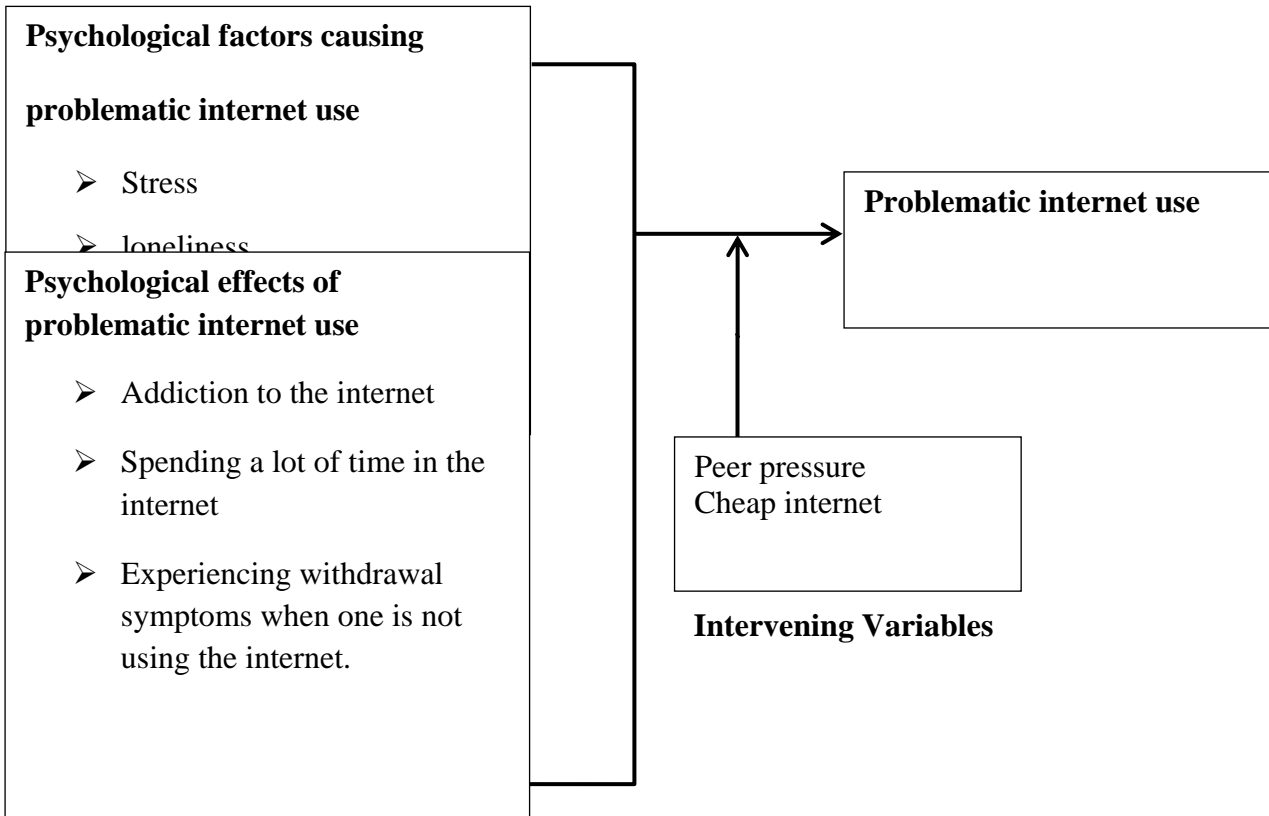
Be that as it may, usually noticed that other mental elements, not connected to positive fortifying outcomes, are regularly involved in keeping up abnormal amounts of hazardous practices. For instance, presentation to circumstances including hazard does not incite expanded uneasiness in the individuals who show hazardous betting practices (Kuss, 2012). Additionally, introduction to the protest of the risky practices has been found to diminish state of mind, particularly in people dependent on erotic entertainment (Griffins, 2012). As both of these reasons (i.e. betting and erotica) for utilization of the web are firmly connected with dangerous internet use, it might well be that these variables may likewise add to web dependence. To be sure, it has been recommended that such negative effects of commitment in tricky conduct may, in themselves, create assist commitment in these high likelihood risky practices trying to get away from these negative sentiments (Greenfield, 2012).

Be that as it may, as almost no is at present thought about the quick mental effect of web presentation on those with tricky web practices, the improvement of models, not to mention proper mediations, is as yet troublesome. Given this, the present examination investigates the mental impacts of dangerous internet use.

Conceptual Framework

Independent Variables   Dependent Variables

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Psychological factors causing

problematic internet use

  ➢ Stress

  ➢ loneliness

Psychological effects of problematic internet use

  ➢ Addiction to the internet

  ➢ Spending a lot of time in the internet

  ➢ Experiencing withdrawal symptoms when one is not using the internet.

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Problematic internet use

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Peer pressure
Cheap internet

Intervening Variables

The conceptual framework shows the psychological factors of problematic internet use. The dependent variables are the psychological factors and the psychological effects of problematic internet use which either positively or negatives contribute to problematic internet use.

III. METHODOLOGY

Introduction

This chapter focuses on the details of methodology used in the study such as research design, location of the study, study population and sampling, description of research instruments, data collection procedure and data analysis.

Research Design

The researcher used descriptive survey design to explore the psychological factors of problematic internet use among students of Kenyatta University. Descriptive survey studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. It is the most appropriate when the purpose of the study is to provide a detailed description of a phenomenon (Gall & Meredith, 2003).

Location of the Study

The research study was carried out at Kenyatta University, Main campus.

Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The target population for the study were students across three departments, the philosophy, gender and sociology departments, in the school of Humanities and Social Sciences, Kenyatta University. The sample that was derived for the purpose of this study is 10% of the actual population of the three departments of humanities and social sciences students which is 2500 (KUSA 2016)

Sample Size

Wiersma and Jurs (2005) recommend that if the population is large, a minimum of 10% is adequate for the sample. The sample size was 10% of 2500 thus 250 students.

Research Instruments

The study used questionnaires to collect data. Questionnaires were used for data collection because it presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Both open and closed ended questions were used.

Pre-testing

Before the actual data was collected, the researchers conducted a pilot study on 20 students who were not included in the final study population. The purpose of the pilot study was to enable the researchers to ascertain the reliability and validity of the instruments, and to familiarize themselves with the administration of the questionnaires therefore improve the instruments and procedures.

Validity

Validity refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 1999). In other words, validity is the degree to which results obtained from the analysis of the data actually are accurate. The pilot study helped to improve face validity of the instruments. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. To ensure the validity of the research instruments, the researchers ensured that the questionnaires were framed without ambiguity.

Reliability

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophesy formula. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended as indicating that an instrument is reliable. The researchers consulted their supervisor for direction and advice on reliability of the instruments.

Data Collection Technique

The researchers collected an introduction letter from the department of Psychology, Kenyatta University. They then visited in school of Humanities and Social Sciences students to administer the questionnaires. They were requested to respond to the questionnaires appropriately and hand in the duly filled forms to the researchers. To allow the respondents to have ample time to study and respond appropriately, the instruments were distributed in the morning hours and collected immediately they complete the questionnaires. The researchers explained the importance of the study to the respondents before they respond to the items contained in the research instruments.

Data Analysis

The results of data analysis were presented using frequency distribution tables, pie charts and bar graphs.

IV. RESULTS

Introduction

This chapter presents the analysis of the research findings, the interpretation and presentation. The purpose of the study was to establish the psychological factors of problematic internet use among university students in Kenyatta University. The findings were discussed based on the research objectives which were:-to establish the psychological factors leading to problematic internet use among students of Kenyatta University and to find out psychological effects of problematic internet use among students of Kenyatta University.

Questionnaires Response Rate

A total of 250 questionnaires were distributed to the respondents but 225 representing 90% were returned which was very good for the study. According to Mugenda and Mugenda (2003) a response rate of 50% is allowed for analysis, response rate of 60% is good and response rate of 70% and over is very good.

Table 4.1: Questionnaire Return rate

Questionnaire	Frequency	Percentage
Returned	225	90
Not returned or filled	25	10
Total	**250**	**100**

Demographic information

The study sought to find out the age, gender and year of study of the respondents. The findings are summarized in the table 4.2 below;

Table 4.2: Demographic information

		Frequency	Percentage
Age distribution	17-20 years	75	33
	21-25 years	150	67
TOTAL		**225**	**100**
Year of study	1st	50	22
	2nd	70	31
	3rd	60	27
	4th	45	20
TOTAL		**225**	**100**
Gender	Male	115	51
	Female	110	49
TOTAL		**225**	**100**
Department	Philosophy	70	31
	Sociology	80	36
	Gender	75	33
TOTAL		**225**	**100**

The respondents were asked to indicate the age category to which they belonged. The results of the findings established that 75 (33%) of the respondents aged between 17-20 years while 150 (67%) aged 21-25 years. The findings imply that the respondents were of matured age and were able to read and understand the instruments and items in the study.

On the year of study, 50 (22%) of the respondents were in their first year of study, 70 (31%) in the second year, 60 (27%) in third year and 45 (20%) in fourth year. This implies that all the level of study was represented in the study. The study fourth sought to find out the gender of the respondents to ensure that gender representation was maintained. Male respondents were 115 (51%) while female were 110 (49%). This implies that both the gender was equally represented in the study. On departments, 70 (31%) of the respondents were from philosophy department, 80 (36%) from sociology and 73 (33%) form gender departments.

Psychological factors leading to problematic internet use
Table 4.3: Most visited sites

Response	Frequency	Percentage
Facebook	63	28
Whatsapp	90	40
Twitter	27	12
Instagram	45	20
Total	**225**	**100**

From the results of table 4.4, majority 90 (40%) of the respondents visited Whatsapp site frequently compared to 63 (28%) who indicated they frequently visited Facebook while 45 (20%) and 27 (12%) indicated they visited instagram and twitter respectively.

Table 4.4: Purpose for internet connection

Response	Frequency	Percentage
Academics	27	12
Socializing	90	40
Relive Stress	45	20
Dating	27	12
Gambling	36	16
Total	**225**	**100**

The study established that majority of the students 90 (40%) reported that they purpose for internet connection was for socializing purposes while 45 (20%) said they connect to relieve stress, 27 (12%) for academics and the same number for dating and 36 (16%) indicated they connect to gamble. The findings agree with the findings of Mwadime (2015) who reported that most students in the study were found to disassociate themselves with academic matters while online and just concerned about keeping in touch with each other.

Table 4.5: Area of life affected by internet usage

Response	Frequency	Percentage
Social	9	4
Time management	63	28
Relationship	45	20
Academic	81	36
Total	**225**	**100**

Majority of the respondents 81 (36%) indicated that internet use has affected them academically while 63 (28%) said it has affected their time management. The study further noted that 45 (20%) indicate that internet usage has affected their relationships and a few 9 (4%) said it affected them socially. The findings imply that problematic internet use affect students academically, socially and time management.

Table 4.6: Psychological factors leading to problematic internet use

Response	Rarely F	Rarely %	occasionally F	occasionally %	frequently F	frequently %	often F	often %	always F	always %	Total F	Total %
Stay on-line longer than intended	9	4	27	12	27	12	63	28	99	44	**225**	**100**
Neglect household chores to spend more time on-line	9	4	9	4	18	8	54	24	135	60	**225**	**100**
Form new relationships with fellow on-line users	-	-	18	8	36	16	99	44	72	32	**225**	**100**
Others in life complain about the amount of time spend on-line	27	12	9	4	27	12	63	28	99	44	**225**	**100**
Grades or school work suffer because of the amount of time you spend on-line	18	8	9	4	18	8	63	28	117	52	**225**	**100**
Job performance suffer because of the Internet	9	4	27	12	27	12	63	28	99	44	**225**	**100**

From the results of table 4.7 shows that most 44% students admit that they always stay online longer than intended compared to 28% who often and 12% who frequently stay online than usual. On whether they neglect household chores to spend more time on-line, 60% indicated they always neglect, 24% said they often, 8% indicated occasionally and only 4% said they rarely. The results imply that most youths spend more time which affected their chores and other important activities. It was also established that most students form new relationship online always.

The responses on how often other people complain about the time spend online, 44% said always while 28% indicated often. This implies that most of the students spend more time online that affect other people around them. Only 12% said rarely do other

people complain about the time they spent online. The findings concur with the findings of Spraggins, (2009) stated that students' scores in his study which indicated that for some social sites interfere with personal, social, and professional (academic) areas of their lives.

On whether their grades or school work suffer because of the amount of time they spend online, majority 52% agreed compared to 8% who said their grades are rarely affected due to internet usage. They were further asked whether their job performances were affected by their time online and majority 44% said they were always affected.

Psychological effects of problematic internet use

In order to look at problematic Internet use of the respondents, the Problematic Internet use Questionnaire (PIUQ) (Thatcher & Goolam, 2005) was used (ref. Appendix I, Part C). The items were specifically designed to assess self-reported problematic internet use. Respondents were asked to indicate on a 5 point Likert type format (rarely to always) the extent of various symptoms or behaviours of problematic internet use whether 1 is an indication of low problematic internet use and 5 indicates high problematic internet use.

Table 4.7: Psychological effects of problematic internet use

Response	Rarely		Occasionally		Frequently		Often		Always		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Defensive when asked what they do on-line	12	5	9	4	54	24	54	24	96	43	**225**	**100**
Fear that life without the Internet would be boring, empty, and joyless	18	8	9	4	18	8	63	28	117	52	**225**	**100**
Snap, yell, or act annoyed if bothered while on-line	18	8	18	8	54	24	63	28	72	32	**225**	**100**
Lose sleep due to late-night log-ins	63	28	54	24	18	8	27	12	63	28	**225**	**100**
Try to cut down the amount of time spend on-line and fail	18	8	63	28	72	32	27	12	63	28	**225**	**100**
Choose to spend more time on-line over going out with others	27	12	99	44	27	12	63	28	9	4	**225**	**100**
Feel depressed, moody or nervous when off-line,	18	8	9	4	63	28	36	16	99	44	**225**	**100**

From table 4.8 above, it was established that majority 43% of the respondents always get defensive when asked what they do online compared to only 5% who said they rarely get defensive. On whether they fear that life without the Internet would be boring, empty, and joyless, majority 52% said they always fear, 18% said they often fear and 8% said they rarely fear. It was further reported that 32% of the respondents indicated that they always snap, yell, or act annoyed if bothered while on-line compared to 8% who rarely of occasionally yell. On whether they lose sleep due to late-night log-ins, 28% said they rarely compared to the same number who indicated they always lose sleep due to being online while 8% occasionally and 12% rarely.

The study further established that 28% always of the students try to cut their time online but fail. This is an indication that there was prevalence of problematic internet usage among the students. However, majority 44% occasionally choose to spend time only that going out with their friends. On how often they felt depressed, moody or nervous when off-line, majority 44% said always, 16% often, 28% frequently and only 8% said rarely. Kerkhof, Finkenauer, Muusses, (2011) pointed out that students with

problematic Internet use often experience more interpersonal problems and worse school and work performance compared to their problematic Internet use-free peers The findings concur with the findings of Maroma, (2015) which revealed a prevalence of 23.6% of depression among the respondents.

Table 4.7: Cumulative frequency of scores

Score	F	Percentage
20-49	38	17
50-79	78	35
80-100	108	48
Total	**225**	**100**

The results from table 4.7 show that 17% of the respondents scored 20-49 which implies that they are average internet users. The respondents with a score between 50-79 were 78 (35%) were at risk internet users while 108 (48%) of the respondents scored 80-100 marks and this was the group that experience problematic internet use. This however is in line with the findings of Hall & Parsons (2001) who stated that psychological and environmental factors can cause difficulty in internet use among the University students.

V. CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter contains discussions of the findings, conclusions and recommendations drawn from the study on the psychological factors of problematic internet use among university students in Kenyatta University. The chapter begins with a summary of the findings then a discussion of the findings followed by conclusions drawn from the discussions and finally the recommendations arising from the study.

Summary

The purpose of the study was to establish psychological factors of problematic internet use among Kenyatta University bachelor students. The survey showed that most of the interviewed students at Kenyatta University are driven to use the internet with social anxiety. Other factors include gambling, stress and loneliness. The survey also showed that the most visited site was Facebook followed by Whatsapp, Instagram and Twitter. This showed that the most visited site was social. It was also reported that the most common reason for using the internet was socialization while some visited to relieve stress, for academic purposes and for meetings and chances. The results of the study on how much use of the Internet has influenced them has shown that the majority indicate that it has affected them academically. Other reasons included the effect on time management, affecting their relationships and socially.

The survey also showed that 44% of the students were admitted to being online longer than expected and if they neglected their household work to spend more time online, the majority showed that they had always neglected.

The results of the use of pathological internet revealed that there was a proliferation of problematic use of the internet at students. This was indicated by 44% of respondents who indicated that people always complain about the time spent online while 52% indicated that their voices were influenced by their excessive use of the Internet. Most also stated how they defend what they do online. However, it was established that only 28% indicated that they lost their sleep due to night-time access. The survey also showed that only 28% of the students said they had always tried to reduce their time online but failed.

Conclusion

The results showed that Facebook and Whatsapp were the social media often used by most students, probably because it is based on mobile and convenient devices. The psychological factors that led to the problematic use of the internet by the students included stress, loneliness and gambling. Data analysis revealed that there is a proliferation of Internet usage problems among Kenyatta University students. It was also concluded that the problematic use of the internet among students led to various psychological effects such as sleep disorders, physical friends and release of depression. This means that some university students were problematic Internet users and could experience social and academic problems due to the excessive use of the Internet.

Recommendations

Based on the results of the study, the following were recommended

   i.   The university need to organize seminars and conferences with students to highlight the potential dangers of problematic internet use and the measures that can be taken to remedy the problem

   ii.   It is necessary for universities wellness center to incorporate the problematic use of the Internet in evaluating students who show symptoms of depression to ensure that their interventions are holistic and complete.

Recommendations for further research

However, the results are not exhaustive on the problematic use of the Internet and the following recommendations have been formulated for further research.

   i.   A study in other universities be conducted on the psychological effects of a problematic use of the internet to compare the results

   ii.   A survey can be conducted on the effects of the Internet use problem on the Kenyan population to understand demographic differences.

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