PERCEPTIONS OF THE IMPACT OF MOBILE PHONE USE FOR SOCIAL NETWORKING IN MALAYSIA AMONG UNIVERSITY STUDENTS OF EAST AFRICAN ORIGIN

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ABSTRACT

PERCEPTIONS OF THE IMPACT OF MOBILE PHONE USE FOR SOCIAL NETWORKING IN MALAYSIA AMONG UNIVERSITY STUDENTS OF EAST AFRICAN ORIGIN

Judith Flora Etabale Wanda

Malaysian universities and colleges are currently attracting international students in need of higher education and in crossing national borders for their education these international students have to leave their family and social networks in their country of origin. With the current development in technology mobile phones have become progressively more popular as they are one of the frequently used means of communication that people rely on to communicate often because of its features. While people find mobile phones convenient and useful, international students in foreign countries tend to appreciate them more and be more dependent on them in order to maintain their social networks. Based on a survey conducted in various private universities in the Klang Valley where foreign students of East African origin are studying, students' mobile phone use for social networking was examined. The results also showed that there was a positive significant relationship between variables such as interaction, interpersonal communication and social networking for academic purpose, however there is no significance difference in mobile phone dependency for social networking among University students of East African origin in Malaysia.

Key Words: mobile phone, impact, dependency, social network, interpersonal communication, interaction.

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<div align="center">**DECLARATION**</div>

I hereby declare that the dissertation is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UTAR or other institutions.

Name: Judith Flora Etabale Wanda

Date: 21st April 2014

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CHAPTER 1
INTRODUCTION

1.1. Motivation and the purpose of the study

Brislin and Yoshida (1994) highlighted that just like other travelers, international students encounter a deep sense of loss and loneliness, as well as unease, uncertainty, and unsatisfactory prospects while in a foreign country. Depending on an array of factors, such as age, language, as well as the perceived distance between home and host cultures, these new students can be overwhelmed by various foreign demands (Pedersen, 1991). As such, the demands for cross-cultural adjustment may be felt more intensely by these students. While seeking for help to adjust to the new environment, international students tend to look for friends who are their fellow country mate to form a social network that maintains their interaction and see them adapt to the new environment more easily. Gergen (2002), stated that mobile phone facilitates a close and focused networked known relationship enabling micro social structures to be real in the absence of spatial division and thereby empower prime connections.

How international students accommodate cultural differences when facing striking environmental and cultural alteration has been studied for years (Kim, 2001). The work of Kim looks into knowledge from an intercultural communications perspective that joins the people and the surrounding environment in an open system. While looking into passages to other societies, Kim highlights that the process of shifting cultures challenges the foundation of people as cultural beings. Ye (2006), noted that in usual circumstances while studying or working in another town or country one has to adjust to new everyday challenges about life, education, performance at work and their emotional connection to family and friends that he or she has left

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behind. Grinberg and Grinberg (1989, p. 23), stated that, in migration one does not belong to the country he or she left behind nor the country he or she has arrived into hence he or she faces language difficulties, new study environment, finance, housing, and everyday life encounters, also having to comply with unfamiliar set of institutional rules. Barletta and Kobayashi (2007), stated that getting used to a new society is one of the primary problems that are naturally encountered by international students due to differences in social and geographical locations away from their country of origin.

This project looks at the cultural, educational and communication problems faced by international students in Malaysian universities focusing, in the main, on the role and use of the mobile phone. In this regard, East African (Kenya, Uganda and Tanzania) students are identified for investigation as they are arriving in increasing numbers in recent years to pursue higher education in Malaysia. It is reported that there are currently international students in Malaysia, of which East African students make up a significant proportion of 2384 students, (Star Newspaper 6th May, 2012). My own East African origin and experience as an international student in Malaysia serves as a motivating factor for undertaking this project.

Means of communication that people in the established societies use to get information in East Africa are the relatives, neighbourhood, and friends. It is through these small groups of people that social networking is created since they regularly see each other in places such as homes, markets, washing areas, and festival gatherings for the village within their community (Osho, 2010). Based on Osho's study, it clearly shows that when students from East Africa travel to Malaysia, they carry along their own culture with them making it difficult for them to accept and adapt to the new culture easily. The pressure originating from such severe changes tends to affect people's psychological well-being negatively (Ye, 2005). Wang and Kanungo (2004),

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support Ye by stating that creating a social network in a new atmosphere is significant for change.

In the study by Baloglu (2000), about the outlook of international students from counselling sessions discovered that friends are the most ideal source of help for students in a foreign country, followed by immediate relatives and teachers. A friendship society gives the most significant support coordination. Based on Baloglu's findings it shows that the need for friendship is what foreign students yearn for first, in order to be able to adapt to the new environment. It is not easy for these students to be able to know as many friends as possible within the shortest time possible and hence they are left with no choice but to adapt to a technology that will make it easier for them to form friendship through frequent interaction which will eventually see them form a social network.

In recent times, researchers have begun to pay attention on how people use technology to run their old and new social networks in order to achieve social investment Ellison (2007), and to adjust both socially and psychologically (Ye, 2006). Research on the use of mobile phones informs us about this technology's importance in communication patterns and social networking (Campbell, 2006; Gladarev, 2008; Katz and Sugiyama, 2006; Lonkila & Räsänen, 2008). Shannon (2008) notes that nearly 50 million people around the world connect through mobile phone social networking. Additionally Humphreys (2010) in his study about mobile social networks and urban spaces found out that the growth and increase of mobile phone communication have potentially transformed traditional forms of face to face meeting to network in a virtual community which has enabled people to conquer difficulties of time and space. The mobile phone is a highly personal medium as it provides instant, personal, and global connection.

People facilitate friendship and close relationships Ishii (2006), Jin & Peña, (2010), and construct joint support Campbell & Kelley (2006), through mobile phone communication. Ling (2008) stated that mobile phone communication between people in close relationships generates a very tight area which Habuchi (2005) termed as a telecoocon. Within this area, or coocon, people involves in interactions without limit of location and time to build and strengthen social networks. From a sociological perspective, Campbell and Kwak (2010) note that mobile phones tend to rise individuals' social standards by supporting them to reach out to other people. For students of East African origin in Malaysia to be able to maintain their newly formed social networks they will too need a mobile phone that will help facilitate communication that will seem them build and maintain friendship.

The principal motivation is my own mobile experience as an East African international student in Malaysia. Based on my own mobile dependency interaction, this study was conceived to understand how other international students of East African origin perceive the impact of the mobile phone on their social networking, interpersonal communication and academic progress.

1.2. Background of the Study

The word culture has been defined by UNESCO (1994), it is the entire multifaceted of unique, religious, matter, academic and arousing features that characterize a society or social group. It involves not only arts and letters, but also means of life, the basic rights of the human being, important systems, habits and values. The uniqueness of the East Africans culture of communication is rooted in their novelty, creativity, practice and culture of the people, (Osho, 2010). These essentially make them highly effective and lasting in the distribution of information

in person, inter-personally and through group communications as this is done through small-scale societies' culture of face-to-face oral flows of meanings.

Moving from the country of origin to a foreign land may bring enthusiasm and amplified view of special freedom for many international students, but going to the foreign university for the first time also comes with high levels of disturbing stress as there are no social members to help one to adapt to the new environment. When students of East African origin travel to Malaysia they still need a sense of belonging in order for them to keep on maintaining their own culture just as how they used to be back in their countries of origin. Since Malaysia is miles away from foreign students' home countries, it becomes difficult to communicate with family members and members of their social ties more frequently.

Kamibeppu and Sugiura (2005) revealed that sociable students estimated that their own mobile phone was useful for maintaining friendship. In order to maintain the friendship that these students of East African origin have formed in Malaysia they need to use a communication tool that will help to facilitate communication. As such Kakihara and Sorensen (2002) and Ishii (2006) contend that the vision of communication media today towards understanding the social consequences of the introduction of mobile phone into our society is mobility. Mobile phone technologies are owned by 31% or 2 billion people of the 6.47 billion people on this planet (Population Reference Bureau Statistics, 2006). The diffusion of these technologies is spreading extremely rapidly with close to 779 million (Gartner Press Release, 2005) mobile phones sold annually and likely to attain over 1 billion units yearly sold by 2009. These shocking numbers are indicative of the growth and reach of mobile phones. They have an intrinsic social impact by the way the technologies emphasize portability and constant communication.

The convenient nature of the mobile phone as a means of communication medium explains why mobile phones are often used in any place. Townsend (2002), mentions that the dissemination of the mobile phone was among one of the fastest technology in history. This rapid evolution and wide spread of communication technology and medium provides a significance on social contexts and implications of people's way of interacting. People are now using mobile social networks to interact due to time and geographical location replacing the old approach of meeting face to face.

1.3. Problem Statement

According to Richmond and MacCroskey (1996), the importance of communication in human society has been recognised for thousands of years, far longer than we can demonstrate through recorded years. Singer (2006), concurs with Richmond and MacCroskey's statement by stating that, humans beings have developed as an all together social, competitive, and cooperative group. He further states that with time, endurance as a group always depends on how well they communicate their own opinion and appreciate the thoughts of others. Hence for human beings, there is an ordinary instinct to communicate. This intuition from the start of human existence to the present time has always been the same (Einterz, Boswell, Anderson, Noble, Mishra, 2012).

With this current environment where technology is rapidly growing people are now able to move from one location to another and still maintain communication among each other. The production of mobile phones has brought about a rethinking of the relationship between technology and communication. People are now using mobile phones to facilitate communication regardless of time and geographical location. Mobile phones have an essential

social impact by the way the technologies highlights portability and continuous communication. Aoki and Downes (2004) noted that the usage of mobile phone in a social framework has been a less considered area when compared to the research on the engineering and policy aspects of mobile phone technologies. While earlier studies have looked at the impact of mobile phones on social interaction and networking, this study looks at how the perception of the impact of mobile phones relates to social interaction, interpersonal communication, dependency and academic relevance among a specific group of East African international students in Malaysia.

1.4. Research Objectives

The objective of this study is

1. To test the relationship between interaction and perception of mobile phone use for social networking.

2. To determine how perception of mobile phones helps to build and reinforce interpersonal communication among international university students of East African origin in Malaysia.

3. To determine the relationship between duration of stay and mobile phone use among international university students of East African origin in Malaysia.

4. To determine the relationship between mobile phone use and social networking for academic purpose among international university students of East African origin in Malaysia.

Hypothesis

1. There is a significant relationship between interaction and the perception of mobile phone use for social networking in Malaysia among University students of East African origin.

2. There is a significant relationship between interpersonal communication and the perception of mobile phone for social networking in Malaysia among University students of East African origin.

3. There is a significant difference of mobile phone dependency for social networking between different duration of stays in Malaysia among university students of East African origin.

4. There is a significant relationship between social networking for academic purposes and the perception of mobile phone use for social networking in Malaysia among University student of East African origin.

1.5. Significance of the study

This study is significant for a number of reasons. First, the focus on East African international students reflects the sudden astronomical rise in the number of international students, in particular from the African continent, to pursue higher education in Malaysia 2384 according to The Star newspaper on 6th May 2012. Thus, there is a need to examine the particular cultural needs of these students in the context of their everyday use of new mobile technology. Second, while studies on the impact of the mobile phone on culture and communication have been carried out in the Western world, these studies are few and far between in developing countries such as Malaysia. Further, not enough has been said about the African experience especially in the context of their overseas or transnational and transcultural mobile experiences

and in this light of African international students' mobile encounters in a non-western, non-African locale such as Malaysia.

In this regard, a significant departure in this project is the study of the relationship between perception of the impact of mobile phones and social and cultural forms of communication among East African international students in Malaysia. Earlier studies have attempted to examine the impact of mobile phones on culture and communication while this study examines the perception of the impact of the mobile phones on culture and communication.

1.6. Structure of the Dissertation

This dissertation is comprised of five chapters. For chapter 1 outlines the motivation of the study, Research objectives, significance of the study and definition of terms. Chapter 2 reviews the literature and theoretical perspectives relevant to culture, society and customs, social networking, mobile phone communication, information seeking for socialization and academic purposes. The hypothesis that will be tested in the study will be introduced in relation to the literature review and are summarized at the end of the chapter through a proposed conceptual framework that ties the questions to key concepts. Chapter 3 describes the research methods employed for data collection. It also provides insights into the recruitment process of the study. Chapter 4 presents various test carried out to measure the hypothesis and present the findings, the analysis of the study, which is introduced in relation to the research questions with brief discussions on the general implications of the findings. Chapter 5 presents the analysis in relation to theory and literature and responds to the research objectives while discussing the general implications and limitations of the study with recommendations for future research.

CHAPTER 2
LITERATURE REVIEW

The literature reviewed here will offer a context to the study through a discussion of the East African culture and society and how this may relate to the current cultural and communication practices of East African students in Malaysia. In this sense, the chapter will discuss human communication theories and concepts to elaborate human need to socialise. The chapter will also look into social networking and managing relationships, interpersonal communication, telecooconing, mobile phone communication, and information seeking. Finally the study will also highlight social networking via mobile phone for academic purpose.

2.1. Culture, Society and Customs

According to Fiske (1995) cultural representations have referential meanings such as emotional, motivational and evaluative which are models for social behaviour hence in any society, culture and customs exist to provide guidelines for conduct which helps to raise a standard that each society member lives to adhere to. Additionally Zou and Chiu (2009) found that culture affects people through their perceptions of what is consensually believed and that is why people behave according to their cultural beliefs. The above two stated studies explain why people who belong in one culture have common social traits and hence affect how they relate to each other.

Lightfoot-Klein (1989) states that traditions in Africa are stronger than authority, stronger than the law, stronger even than religion. In support of Lightfoot-Klein, David (1969, p.61) quoted a famous African proverb to showcase the African wisdom of custom of communalism. It says: "Go the way that many people go; if you go alone, you will have reason to lament". David

further notes that Africa has a society that is believed to be initially "godmade" because it transcends the people who live in it now, and it is "Man-made" because it cannot be ethnically understood independent of those who live in it now since the real African is known and identified in, by and through his community. The African idea of security and its value depends on personal identification with and within the community (David, 1969).

In East Africa it is from the small groups of people that social networking is created since they regularly see each other in places such as homes, markets, washing areas, and festival gatherings for the village within their community (Osho 2010). Also James (2011) in his study about African culture and personality, by assessing the works of African scholars regarding pan-African society and character traits he regards African ideas of the human being and self to be almost totally reliant on and secondary to social units and cultural processes practiced within the society.

In support of James and Osho's study some of the African writers have previously confirmed that African culture is a community property. For instance Kenyan theology professor John (1992) considers individuals to have minimal freedom for self-determination out of the context of the usual African family and community. He writes: "Whatever happens to a person happens to the whole group, and whatever happens to the whole group happens to the person. The individual can only say: 'I am, because we are and since we are, therefore I am.' This is a fundamental tip in the understanding of the African view of man". The Senegalese philosopher Senghor (1966, P.38) considers customary African society to be "based both on the community in which it is founded on dialogue and reciprocity, the group has priority over the individual without crushing him, but allowing him to flourish as a person". These two African writers, John and Senghor have clearly shown why individuals are defined based on their social group which

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later makes them to be who they are regardless of where they move to. In order for one to continue maintaining his identity he or she has to rely on information within their social group in terms of guidance, advice and knowledge and that is why in Africa a social group decision has more power compared to an individual's decision.

2.2. Social Networking and Managing Relationships

Social networks exist because people are societal and needs relationships in order to survive (Coyle & Vaughn, 2008, p. 13). In addition, Durden, Hill, & Angel (2007) proposed that social networks are vital to the well-being of human beings. According to sociologist, Alvani (2006), social network gives people confidence to have partnership and trustworthiness in their communications and get out from their segregation and loneliness. Alvani (2006) defines social networks as the collection of existing norms in a social system which enhances social member collaboration while shrinking the cost of exchange and communication. Based on Alvani's definition, social networking is one of the needs that every human being requires in order to continue surviving. Hence Stuart-Kotze (2009), stated that McClelland theory of needs states that affiliation needs is about creating or reinstating close and friendly relationships, linking groups, taking part in pleasing social activities, and having collective activities with family or friends (Stuart-Kotze 2009).

As Schelling (1971) demonstrated, when individuals choose locations it may result in segregation across space, but the presence of the social interactions results in situations where the typical individual would be content to live in an integrated social network. Several scholars have argued that a significant method in which socialization happens is during social interactions between new people and existing one or more knowledgeable members of their fresh social group (Feldman, 1981; Louis, 1990; Reichers, 1987). Social interaction model studies how

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communication amongst people is capable of leading to communal behavior and aggregate patterns (Anselin, 2006). Similarly Durlauf and Young (2001) suggest that the social interaction model is a subject of interest in the new social arena. Also Chen, Wand, & Yang (2009) notes that, a deep understanding of user interactions in social networks can provide important insights into questions of human social and relational behavior, as well as shape the design of social platforms. For example, gauging the level of reciprocity in social interactions on socialization can shed light on the factors that motivate social interactions and therefore enable one to understand and appreciate the essence of social network.

Therefore as noted by Turk (2004), technology has long made it easy for social interaction. Turk further notes that the mobile phone constitutes a huge progressive, mutually since it affords immediate two way communication important for touching exchange of information. In addition, understanding how interactions are distributed between linked friends can assist in understanding information dissemination in social networks. Moreover, lessons from studying how users interact through communication tools such as mobile phone can guide the design of new, more engaging mechanisms for social interaction and relationship management.

Pylyshyn (1980) notes that in order to make distant human interaction achievable, communication technologies must have scientific value in terms of making it easier for the evaluation of the competence or satisfactoriness of transmitted verbal and nonverbal signals. For example, the fact that people who convers on the mobile phone feel a close connection shows that audio information is often ample for in person significant dyadic relations. The acts of being connected continuously remains even though those people communicating are aware that they are actually talking to a communication device which shows that the route of social communication via mobile phone is to some extent cognitively opaque.

2.2.1. Interpersonal Communication

By using interpersonal communication clarifies people's behavior or make forecast of character based on psychological data, which comes from how well you know someone and how largely that person is connected to outer roles. The social penetration theory emphasizes how self-disclosure progresses in depth and breadth as relationships develop overtime, (Schutz 1966). Ruggeiro (2000), argues that the Users and Gratification model way is appropriate for analyzing interactive technologies in a composite communication atmosphere, where there is a combination of in-person old and modern communication technologies to suit their interpersonal communication objectives. For instance people who use mobile phones are able to formulate their own thoughts in regards to the messages they sent and receive and at the extent of their own gratification basing on the enriching and societal origins of their requirements (McQuail 1972).

Social interactions models have implications for the sorting of people and activities across space. This view comes from the theory of social penetration by (Altman & Taylor 1973) which states that as relationships develops, human beings move from comparatively low levels of self-revelation to more intimate ones. Based on this view it shows that relationships develop over time people tend to reveal more of themselves especially their feelings. Rosenfeld (2000), states that its only disclosure that allows accessibility to access inner thoughts and secrets of a human being. This plays a vital responsibility in creating as well as in preserving a relationship among social members and thus establishing a stronger social networking bond.

The widely accepted Users and Gratification model looks into the ideas of needs, motives and gratifications, while use is usually considered as media exposure, i.e. the act of watching TV, reading the newspaper, (Lin, 1999). Based on Lin's remarks, while using an interpersonal communication device, it cannot be regarded as media exposure but as social relation between

people who socializes as they are able to relate to each other and understand their actions while communicating. As mobile phone becomes a vital part of our daily interpersonal communication life, the borders between people slowly but surely die away, both to the functions they are to accomplish and the various uses they provide to users. Thus a soaring mass of communication with a closed circle of ties predicts deepening of reputable relationships rather than new open associates (Ling, 2008).

Granovetter (1982) argued that the social bonds created through strong ties are often represented in close knit networks such as personal friendships and relations between individual actors. In addition Haythornthwaite & Wellman (1998), in their study about work, friendship, and media use of information exchange in a networked organization he found out that the power of the social bonds formed between individuals in a social network affects an individual's choice of communication medium, and the regularity of interaction. According to Matsuda (2005), research in Japan, mobile phone uses reinforces ties in social networks by examining the role of choice in developing relationships. As Matsuda points out, despite the hundreds of contacts typically found in young people's address books, they tend to be in frequent contact with a select few. As such, mobile communications amongst Japanese youth were primarily being used to reinforce and strengthen social relationships developed in offline contexts, such as school mates.

2.2.2. Telecooconing

According to Urry (2007) meetings where you see each other no longer seem to be a requirement to neither build nor maintain a social contact since with the current development in technology people are able to communicate without physical co-presence. Even though practical

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contacts were thought to lack the emotional, affective substance of face to face communications, this does not mean that emotions cannot emerge in contacts without physical proximity. Nevertheless, according to Urry virtual contacts do not seem to be independent of face to face either but its co-presence seems essential for developing trustful relationships

Habuchi (2005) describes telecoocening as a term used to explain the communication of one person to the other without having physical interactions. Habuchi supports the notion that the mobile phone is one of the essential technological tools that is currently being used to foster a social network by enhancing the experiences of solidarity or closeness in personal relationships. In support, he has asserted that the use of mobile phones has created telecoocons, of closeness in which people can continuously maintain their relationships with others who they have already encountered without being restricted by geography and time.

A study by Rivière and Licoppe (2004) indicated that SMS messages are mainly sent to the most intimate members of close circles, irrespective of their age, and not to acquaintances or professional contacts. Similarly Kasesniemi and Rautiainen (2002), argues that Short Messaging Services (SMS) provide additional semi-private communication, allowing users to stay secretly connected to social groups. SMS are often saved and even shared in groups much like traditional letters.

On the other hand, what appeared in the US-based study of Boase (2006) and the study of Carrasco & Miller (2006) in Toronto, Canada, mobile phone calls intended for maintaining interpersonal communication also seem more usual in the French case (Rivière & Licoppe, 2004). In Japan, more than in Europe, text messages by mobile phone appear to serve emotional as well as instrumental purposes, and they are sent to all contacts, independent of relational

distance, while only very close contacts, like parents, boyfriends or girlfriends receive (relatively) expensive mobile phone calls (Carrasco Miller, 2006; Rivière 7 Licoppe, 2004). (Licoppe 2004; Licoppe & Smoreda, 2005).

2.3. Mobile Phone Communication

2.3.1. Use of Communication Technology for Social Networking

Social networking connects the people with one or more social connections that allow them to bond with the world outside, (Wink, 2010). Then relevance of the use of social networking technology seems to be a rational wing that one's personal characters may be related to one's perceptions of technology ease of use, and ultimately how intensely the social networking is important.

Social factors also affect the social interaction influenced by using the mobile services. Holflich and Rossler (2001), conducted gratifications study on text messaging which is categorized as mobile services and identified the following gratifications; reassurance, sociability, immediate access or availability, instrumentality, and enjoyment. Eldridge (2001), also studied the acceptance of text messaging (one of mobile services) among teenagers and found that text messaging were positive compared to other media because it was considered quicker, cheaper, easier and more convenient to use.

In Marvin (1988) in his study on the introduction of electricity and the telephone in the late 19th century, argues that communities use new technologies to try and solve old problems of managing time and space in communicative relationships. In that process, users of new technologies alter customary social distances among citizens. To manage the anxieties that result from geographical shifts, users must invent new conventions of social bond appropriate to these

new technologies. Similarly, Zuboff (1984), suggests that technological innovations do not lead to discrete effects, but instead alter the social and organizational fabric of our world. The effects of new technologies are not direct, but negotiated through people's construction and use of them.

The ideas of efficacy and ease of use of technology have developed from the original research on the technology acceptance model by (Davis 1989). The (TAM) model shows that the perceptions of technology and its perceived ease of use and usefulness have a significant impact on its use and eventually on performance. Because of this, people as societal beings are not necessarily changing in their basic social motivations but social networking is just another form of communication that is evolving over time with the aid of technology.

2.3.2. Mobile phone dependency

Building and maintaining relationships takes time especially for students who are in a foreign land. In order for the relationships to grow stronger regardless of time and space they need a technological tool that they can depend on to help facilitate communication. People today tend to depend highly on new forms of mobile technology and seem to have integrated them into their everyday lives. This trend is evident on a global scale and is increasingly so in the developing world where mobile phones appear to enhance already prevalent community relationships. It is thus interesting to analyse this phenomenon in the context of traveling or mobile sub-cultures such as international students in particular from one less developed part of the world to another developing one (Block, 2008; Pies, 2009; Choliz, 2010). As people begin to use mobile phones more often they make them become part of their lives to a point where they feel not complete without them. Hence it turns out to be a need of their lives which go with them anywhere (Aoki & Downes, 2003).Mobile phone is now becoming the only means of contact between two people (Davie, Panting & Charlton, 2004). When Godman and Samuel (2005), studied about the social

impacts of mobile phones in Africa by conducting a study in countries such as Tanzania, South Africa and Egypt, they found that mobile phones were being used to maintain social networks by providing means to information. From their study, the authors also found that mobile phones were reducing travel needs while facilitating communication between friends.

According to Hall (2003) Africans' avid hunger for mobile phones has made the continent a lucrative platform for technology, which was launched only a decade ago. But in the overriding ten years, the sales figures have covered a bigger social story on how the explosion of mobile phones is transforming Africans' relations with each other. Findings explains why mobile phone is seen as a remarkable new technology tool for Africa, a continent where talking face-to-face was once the preferred channel of communication since as the society expands there is a need to continue maintaining the established social groups among community members. Looking at what Godman and Samuel (2005) have highlighted it shows that an individual gets the confidence to carry on with life from the support given by his or her social members. When students travel from Africa to a foreign land it becomes difficult for them to communicate with their social members in their home countries through face to face and that is why they tend to sought for a means of communication that they can rely on to establish and maintain a social network. As identified by Green (2002), mobile phone technologies afford original chance for strengthening strong ties and making place irrelevant. Rather than fragmenting relationships, she argues that time spent using communicational devices makes relationships strong and continuing.

Williams (1990), proposes that accepting the shared context in which a technology is shaped is a way of understanding its purpose as well as its reflection of society. According to McLuhan (1964), distinctiveness of communication technologies form cognition and social organization

which enhances social networking among individuals. Similar to McLuhan's description of the mass age, Castells (2002) described this persistent move in social order as the climb of a new network society. Ling (2008) assert that mobile communication between people in close relationships creates an intimate sphere, which Habuchi (2005) termed a telecoocon. Within this sphere, or cocoon, people engage in ritualized interactions without restriction of location and time. As such, mobile communication is deeply embedded in our everyday social interactions with the people we meet and talk to in person. Because face-to-face and mobile communication occurs in similar contexts, how people communicate in person should be similar to how they communicate through mobile phones. Campbell and Kwak (2010) hold that mobile phones would increase individuals' social capital by encouraging them to contact other people more often helping to strengthen social bond.

2.3.3. Perception of Mobile phone use for Social Networking

According to Baron (2008) more than half of the world's population now has contact to mobile phones. As highlighted by various researchers, use of mobile phone has been perceived in various ways such as, show and strengthen social networks (Campbell & Kelley, 2006, Johnsen, 2003, Licoppe, 2003, Ling & Yttri, 1999, 2002, Plant, 2001; Taylor & Harper, 2001), extension of mobile phone users physical selves (Gant and Kiesler, 2001, Hulme & Peters, 2001, Oksman and Rautiainen, 2003) and symbolically of their uniqueness (Campbell, 2008, Campbell and Russo, 2003, Green, 2003). These researchers have highlighted various perceptions of mobile phone use which shows that mobile phone is a communication tool that is valued and acknowledged among others.

Recent studies have shown that the mobile phones have progressed into something more than a simple communication tool, gaining its own place in various aspects of social interaction. For instance, a qualitative study on Australian adolescents revealed that mobile phones play an essential part in the lives of young Australians (Walsh, White, & Ross, 2008). Some of the members in the study testified that they are strongly attached to their mobile phones to a point where they thought the mobile phone is part of them. In another qualitative study Bond (2010) young people's mobile phone use was examined and it was concluded that mobile phones were basic tools with which young people preserve and handle their relationships contributing to unbreakable peer ties. This has contributed to an increase in mobile phone value, making mobile phone users to perceive mobile phones as a must have communication tool (Nasar, Hecht, & Wener, 2007 & Walsh, 2008).

2.4. Information Seeking

2.4.1. Socialization

Moody and White (2003) notes that social networks are significant ways during which information and ideas are disseminated. Also in their study about Hyper-coordination through mobile phones in Norway, Ling and Yttri (2002) found that mobile phone calls to friends were used more for information seeking and micro- coordination. Relationships among people in social networks have given an increase to vital larger-scale social patterns. It is a worldwide fact that human being even though they are ignorant they continuously search for pleasing their ever rising pursuit for deciding problems related to survival (Case 2002). Information seeking is thus a natural and essential device of human existence (Marchionini 1992). The rapid increase in the use of these devices in search of information Lehr and McKnight (2007) has led to in an

exponential rise in social interaction enabling setting and building up of individual relationships with friends and strangers alike.

For the individual who encounter social elimination they have no choice but to fulfill this drive state by trying to unite with others while anticipating building social bonds with others (Maner, 2007). DeWall (2008), found proof that satisfying the want to belong momentarily lowers its motivational intensity, with social acceptance leading to decreased performance on a variety of tasks presented as being diagnostic of good social skills. Building on these streams of research using mobile phones will evoke feelings of being socially connected to others, thereby fulfilling the need to belong to a social network.

2.4.2. Education

Students often obtain information about such things as campus social events, class assignments and course content through interpersonal contacts rather than from formal sources such as universities websites, (Selwyn, 2009). Networks provide emotional support in times of personal crisis (expressive support) as well as instrumental aid such as providing help with examination preparation. Reflecting on extant mobile communication research, Ling (2008), concludes that while generally we must be open to both associates and strangers when we interact in daily life, the mobile phone offers the balance in the favor of the close sphere of friends and family. Going out of this close sphere to engage with others is important because it leads to the sharing of information, exposure to alternative viewpoints, and curiosity about new topics resulting in further investigation of them (Sunstein, 2001). Thus, if mobile communication tips the balance of social engagement in the way Ling suggests, it has significant implications for an open and active civil society.

For the educational institutions to be effective information providers, a fuller understanding of the information seeking, information needs and use of students along with all the factors which directly or indirectly influence the information seeking becomes a necessity. Bearing in mind the relevance and importance of information seeking for individual and societal development, it has attracted the attention of the library science personnel, researcher, curriculum constructors, and teachers and theorists from various disciplines and fields in many decades for a thorough investigation into the area (Chatman 2000; Cole 2000; Dervin 1992; Ford 2004; Kuhlthau 1993; Nahl 2001; Todd 1999; and Wilson 2000; 1999).

Most of the time information seeking behavior engages active or meaningful information seeking as a result of the need to finish their course assignments and prepare for examination (Fister, 1992). Previous research has also shown that students vary broadly in their capability to find and regain information Taylor (1991) in freely structured information environments. Studies shows that if information is to be effective, it has to have some qualities like accessibility, precision, timeliness, flexibility, unbiasness, comprehensiveness, compatibility, clarity, verifiability and quantifiability (Childers 1975; Simon 1955,). For students to be able to achieve the qualities of information that Childers and Simon highlighted, they need a technological tool that they can rely on regardless of space and time.

Students from East Africa travel to Malaysia in search of education, while in the foreign country they are always in search of information that will help them be able to learn and understand the new environment. According to Selwyn (2009) whilst educationalists hope that social networking encourages exchanges between learners, social networking is also renowned for giving channels for informal and unstructured learning. For example, it has been suggested

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by Bugeja (2006) that social networking gives the opportunity to re-engage individuals with learning and education, promoting critical thinking about their learning.

CHAPTER 3
RESEARCH METHODOLOGY

3.1. Introduction

The chapter introduces and explains independent and dependent variables by showcasing an illustration of the research procedures, the design of the questionnaire and measurements used. The variables are interaction, interpersonal communication, and dependency. The additional variable that will be measured is social networking for academic purpose. Therefore, the research objectives of this study are as follows:

1. To test the relationship between interaction and perception of mobile phone use for social networking.

2. To test the relationship between interpersonal communication and perception of mobile phone use for social networking.

3. To test the differences of mobile phone dependency for social networking between different duration of stays in Malaysia.

4. To test the differences between social networking for academic purposes and the perception of mobile phone use for social networking.

The above stated objectives were translated to the research questionnaire which had six sections to explain and examine factors such as, which included respondent's demographic profile, perception of the mobile phone use for social networking, mobile phone's support for

interaction, interpersonal communication, mobile phone dependency and social networking for academic purpose.

For this research, the quantitative approach was used find out the perception of the impact of mobile phone use for social networking in Malaysia among University students of East African origin. Quantitative research is typically considered to be the more scientific approach to doing social science. This method is fit for deductive approaches, where a theory or hypothesis justifies the variables, the problem statement, and the direction of the research questions. Phrasing the research questions and testing the hypothesis will determine how data will be collected as well as the method of statistical analysis that will be used to measure the data (Creswell, 2002). The reason of doing quantitative studies is for the researcher to plan his or her findings onto the larger population through an objective process. Data collected, often through surveys administered to a sample or subset of the entire population, allow the researcher to generalize or make inferences. Results are interpreted to establish the probability that the conclusions found among the sample can be replicated within the larger population. Conclusions are derived from data collected and measures of statistical analysis (Creswell, 2002; Thorne & Giesen, 2002).

Non-probability sampling it is a suitable way for researchers to bring together a sample with little or no cost and for those research studies that do not need representativeness of the population (Babbie, 1990). The study used purposive sampling as the research sample used needed to have particular features and standards, the respondent had to be from East Africa, studying in Malaysia and uses mobile phone to call and send message to others. Purposive sampling is about selecting a sample basing on your own knowledge of the population, its elements, and the nature of your research. Barbie additionally explains that this method is useful

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if a researcher wants to study a smaller subset of a large population in which many members of the subset are easily identified but the details of all is nearly impossible.

Pearson r test was used to gauge and explain the strength of the relationship between the perception of mobile phone use for social networking and its support for interaction, building and reinforcing interpersonal communication, and for academic purpose. The Pearson r test is a nonparametric (distribution-free) rank statistic proposed as a measure of the strength of the association between two variables. According to Pallant (2010) this type of test was specifically designed for the analysis of ordinal scale data and hence, it is recommended analysis method to use for this research. The second method that will be used is the independent t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups. Bluman and Allan (2008). Independent t test method was used to test the significant difference in mobile phone dependency for social networking among University students of East African origin and duration of stay in Malaysia.

3.2. Conceptual Framework

Based on the literature review, interaction, interpersonal communication and dependency were each identified as factors that showcase the impact of mobile phone for social networking in Malaysia among university students of East African origin. In this section the conceptual framework for the study is presented providing analytical lens through which both the relationships among these factors and the outcomes of the investigation are considered. Social networking for academic purposes is the fourth factor measured in this study as it's a contributing factor to this stu

3.2.1. A conceptual Framework for Analyzing the perception of the impact of mobile phone for social networking

Independent Variable	Dependent Variable

Interaction Chat, Gossip, Keep contacts, Security, Reach ability	**Perception of Mobile Phone use for Social Networking** Expand social world, Strengthen friendship, Damaged social life without mobile phone, Can't survive without a mobile phone, Mobile phone is a substitute for physical movement, Manage commitments, Affects one's schedule, Mobile phone calls are calls on demand, Enhances closeness among friends,
Build and reinforce interpersonal communication Satisfaction, Relaxation, Inclusion, Affection, Loneliness,	
Dependency Portability, Entertainment, Acquisition, Frequency, Bonding	
Social Networking for Academic purposes Time management Immediate access, Obtain information, Discuss assignments, Need for help	

The conceptual framework for this study is influenced by three theoretical perspectives: 1) Ran Wei and Ven-Hwei Lo's Cell phone use and social connectedness, 2) Rebbecca Rubbin's Interpersonal Communication Competence Scale and 3) O'Keefe and Sulanowski's Uses, Gratifications research. Independently, these three studies were applied to analyze social consequences of the mobile phone in the previous studies. For this study, this study synthesizes them and draws on the relevant strengths of each to focus on specific elements of the research questions.

The three perspectives have also been applied to studies on how people incorporate technologies and technological artifacts into everyday practice, intellectually drawing from interaction theorists such as, Suchman (2008) and Goffman (1967) everyday information practice as defined by Savolainen (2008) incorporates seeking, using and sharing of information within a social network. Interpreting the data on information practices necessitates an understanding of the interactions among the members in participant's social networks, interaction between the mobile phone and participants as they experience transition from their country of origin to Malaysia. It is the interaction that builds interpersonal communication and hence making university students of East African origin become dependent on the mobile phone for social networking.

According to Ito and Okabe (2005), a techno social situation is a technology-mediated social order that is structured both by the interacts and by influences that are outside the boundaries of the interpersonal encounter In this study the techno social situation includes mobile phones, university students of East African origin and their personal network of friends in Malaysia,

while the context of transition can be considered as an influence external to the interpersonal encounter, yet integral to the social setting. In hypothesis 1, there is a significant relationship between interaction and the perception of mobile phone use for social networking in Malaysia among University students of East African origin. Reading the first hypothesis through the lens of the study's techno social situation, The study surmises that especially in a foreign country such as Malaysia, mobile phone creates a constant and ambient accessibility to students of East African origin to establish networks of social support through interaction.

In hypothesis 2, there is a significant relationship between interpersonal communication and the perception of mobile phone for social networking in Malaysia among University students of East African origin. The study inquires relationship between interpersonal communication and perception of mobile phone use for social networking in students of East African origin in Malaysia. (Ling 2008) argues that mobile communication is different from other forms of interpersonal mediation as it makes each person instantly and personally addressable. Ling positions social cohesion as a type of catalyst that in the process of interpersonal interaction involves the dissolution of barriers to interaction in the context of the moment. Mobile phone communication takes interpersonal communication to another level by continually presenting, and often delivering, the potential to transport physically absent persons into a context of co-presence. Regarding this hypothesis, from the perspective of mobile communication services, I conjecture that mobile phone use builds and reinforces interpersonal communication among university students of East Africa origin. Further, everyday mobile phone use in interpersonal communication obscures its role to the human participants.

In hypothesis 3, there is a significant difference of mobile phone dependency for social networking between different duration of stays in Malaysia among university students of East

African origin. The study determines dependency of mobile phone for social networking in relation to duration of stay in Malaysia. The study conjectures that mobile phones do more than facilitation of interactions, but building and reinforcing interpersonal communication are entangled with the dynamic of social networking hence dependency and social networking for academic purposes. The greater the degree of changes in friendship networks, the more people use mobile phones to access social support and hence social cohesion. As the friendship networks of university students of East Africa origin in Malaysia changes, I anticipate observing changes in the way the mobile phone is incorporated in young people's search for social support.

This section describes a conceptual framework for analyzing the impact of mobile phone for social networking in Malaysia among university student of East African origin. The influence of scholars from science and technology studies and sociology was demonstrated, drawing links to key ideas presented in the Literature Review. Using the concepts (a) Interactions, (b) Mobile communication services and (c) Social cohesion, the research questions were further explicated and the hypotheses were situated within the framework.

Figure 3.2.1 (b): Synthesized and diagrammatically presented conceptual framework

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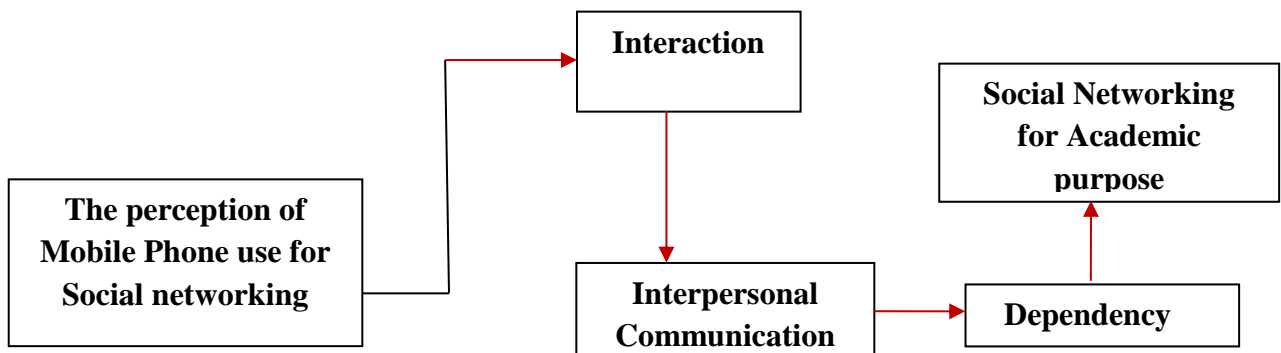
This conceptual framework outlined here is to analyze the perceptions of impact of mobile phone for social networking in Malaysia among university students of East African origin. The next chapter discusses the methodology of the study including research design, research setting and data collection process and methods.

3.3 Research Variables

The independent variables in this study are interaction, interpersonal communication, dependency and social networking for academic purpose. The dependent variable is the perception of mobile phone use for social networking. In order to determine the impact of mobile phone use for social networking a conceptual model has been developed. This model focuses on the various factors that together will showcase the level of the impact the mobile phone has had on social networking in Malaysia among university students of East African origin

Table 3.3 Research Conceptual Model: Perceptions of the Impact of mobile phone use for social networking
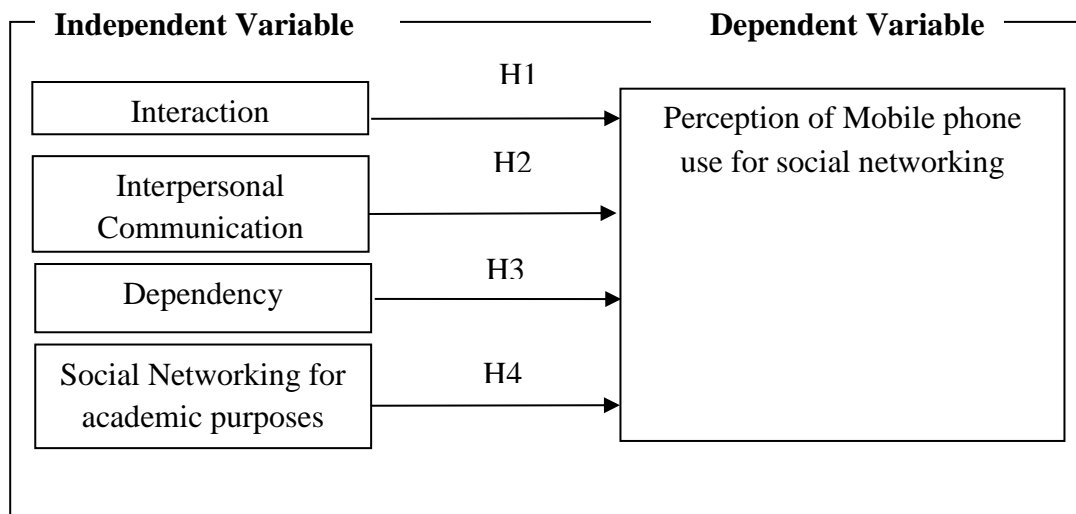
Hypothesis

- ➤ There is a significant relationship between interaction and the perception of mobile phone use for social networking in Malaysia among University students of East African origin. (**Pearson r**).

- ➤ There is a significant relationship between interpersonal communication and the perception of mobile phone for social networking in Malaysia among University students of East African origin. (**Pearson r**).

- ➤ There is a significant difference of mobile phone dependency for social networking between different duration of stays in Malaysia among university students of East African origin. (**Independent T test).**

- ➤ There is a significant relationship between social networking for academic purposes and the perception of mobile phone use for social networking in Malaysia among University student of East African origin. (**Pearson r**).

3.4 Population size and Sampling Technique

According to Malhator (2001), the quantitative approach helps to give results of a sample's behavior, and since the study aims to determine the perceptions of the impact of mobile phone use for social networking in Malaysia among University students of East African origin. This method will help to determine the perception of mobile phone use in relation to interaction, interpersonal communication and dependency and social networking for academic purpose.

This study used the non-probability sampling method as this is a sampling technique where the samples are gathered in a process that does not give all respondents in the population equal

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opportunities of being selected (Malhator, 2004). Wimmer and Dominick (2011) further added that this method is done without following the rules of mathematical probability. The researcher further adds that this method does not imply that one is totally oblivious to the sampling frame. It gives the researcher enough information in regards to the ways of conducting sampling.

Secondly, this sampling method includes the following samples, available, volunteer, purposive and quota. For this study purposive sampling was selected as the respondents were selected for the following purposes, relevancy to the study and the sample frame. According to Wimmer and Dominic (2011), "a purposive sample is a sample chosen to represent a population which includes subjects selected for specific characteristics (p. 91).

There are several approaches to help determine the accurate sample size, such as using a census for small populations, imitating a sample size of similar studies, using publishing table, and applying formulas to calculate a sample size (Israel, 1999). In the current study, the appropriate sample size of the study was determined by using the publishing table. According to Israel (1999), the publishing table provides the sample size for a given set of criteria, and it is reflected in the number of obtained responses, not the number of surveys mailed. Therefore, research questionnaires were both mailed and distributed physically to respondents within a period of two months as the sample size were students in various universities within Klang Valley in Malaysia. Based on a report from Immigration published in The Star newspaper on 6th May, 2012, there is a total of 2384 registered East African students in Malaysia. Yamane (1967; cited by Israel, 1999), if the size of population is 2,000, a good sample size need to be set at 333 to achieve the precision rate of ± 5% (Table 3.1). This current study has chosen to maintain the precision rate of ± 5%.

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Table 3.4. Sample size for ±3%, ±5%, ±7% and ±10% Precision Levels Where Confidence Level is 95% and P=.5. (Yamane, 1967; cited by Israel, 1999).

Size of population	Sample Size (n) for Precision (e) of:			
	±3%	±5%	±7%	±10%
900	A	277	166	90
1,000	A	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98

A total of 400 questionnaires were distributed to East African students in various Universities in the Klang valley. 150 questionnaires were distributed to East Africa students through their personal Facebook page where the link to the questionnaire was send to their inboxes and the remaining 250 questionnaires were handed to them personally.

The first part of the questionnaire helped the researcher to find out if the respondent has met the qualities needed for this study which were, East African origin (Kenya, Tanzania or Uganda), a mobile phone user and studying Malaysia in Universities located in Klang Valley. To summarize, East African students in Malaysia were selected as the research sampling because they were the origins of East Afri who uses mobile phone to interact with each other. This group

was also selected because it was easier for them to understand the concept of social networking as this something that is always practiced in their culture (Osho, 2010).

3.5 Research Procedures

In the current study, students of East origin using mobile phone in Malaysia were purposively selected as the research sample. In order to collect the 353 responses required, the questionnaires were emailed in different stages. In the first phase, research questionnaires were emailed to the first 400 respondents. After the feedback from the respondents then the researcher moved on to the second stage by distributing 250 research questionnaires physically to respondents. Together with the questionnaires, the respondents were given a short statement notifying them that the survey was conducted only for academic purposes, and their answers were confidential.

3.6 Questionnaire Design and Measurement

The questionnaire for the study consists of five sections, each of which investigates information about a specific topic. According to the allocated sections, the questionnaire carried the following section; perception of the mobile phone, demographic information of the respondents, interaction, interpersonal communication, dependency, and social networking for academic purpose respectively.

For this study, interaction, interpersonal communication and dependency were the operational definition of the perceptions of the impact of mobile phone use for social networking. Social networking for academic purpose is an added contribution to the study. The measurement items for all the three variables (interaction, interpersonal communication and dependency) above are based on the measurement items mentioned in prior studies done by Wei & Lo (2006), whose study was about Staying connected while on the move: Cell phone use and social connectedness.

Murphy &Priebe (2011), whose study was about My co-wife can borrow my mobile phone! Palackal (2011), whose study was about, are mobile phones changing social networks? A longitudinal study of core networks in Kerala. (Campbell & Park (2008), whose study was about Social Implications of Mobile Telephony: The Rise of Personal Communication Society.

All the items used in this study used a 7-point Likert scale, moving from a range of strongly disagree, somewhat disagree, disagree, neutral, agree, somewhat agree, to strongly agree. Since the 7-point Likert scale has been used before in previous studies done by researchers such as Davis (1992); cited by Sledgianowski & Kulviwat, (2009) and IIie (2005). The questionnaire had instructions which need the respondents to select the scale in questionnaire to show the extent of his or her agreement or disagreement to it.

3.6.1 Information on Respondent

The items examining the research respondents' demographic details were contained in the first section of the questionnaire, and they are:

1. Gender of the respondent

2. Age of the respondent

3. Qualification of study

4. Year of study

5. Duration of stay in Malaysia

The first two questions probing about gender and age of the respondents helped the researcher to find out the general demographic composition of the population. The other three items, focused on researching the perceptions of the impact of mobile phone use for social networking in Malaysia among university students of East African origin.

3.6.2 Independent Variables

To examine the impact of mobile phone use for social networking in Malaysia among university students of East African origin, this study focuses on three independent variables: (i) interpersonal communication, (ii) interaction, and (iii) Dependency. The fourth variable is social networking for academic purpose which is a variable that contributes to the study.

1. *Interaction*

This is one of the variables studied under the second section of the research questionnaire. It was measured using a set of measurement items that had been listed in a previous study done by Ran Wei and Ven-Hwei Lo(2006) staying connected while on the move: Cell phone use and social connectedness. The items helps to ascertain if mobile phone use for social networking supports interaction through;

1. Chatting
2. Gossiping
3. Enjoying the pleasure of talking to people
4. Obtaining information
5. Relieve boredom

2. *Interpersonal communication*

This is one of the variables studied under the third section of the research questionnaire. To study this variable the researcher used a set of items that had been listed in a previous study done by Rebbecca Rubbin (1988): Interpersonal Communication Competence Scale- ICCS. The items

can help to ascertain if mobile phone use for social networking has enabled users' to build and reinforce interpersonal communication by fulfilling the following;

1. Satisfaction

2. Relaxation

3. Self-disclosure

4. Affection

5. Loneliness

3. *Mobile phone dependency*

This is one of the variables studied under the third section of the research questionnaire. To study this variable the researcher used a set of items that had been listed in a previous study done by O'Keefe, and Sulanowski (1995), 'More than just Talk: Uses, Gratifications Research. The following items ascertains if mobile phone use for social networking has enabled users' to be dependent on it

- Portability

- Frequency

- Entertainment

- Acquisition

- Bonding

3   *Social networking for academic purpose*

This was the final independent variable to be measured under the fourth section of the research questionnaire. To study this variable the researcher used a set of items that had been listed in a

previous study done by Rubbin (1988): Learner Empowerment Scale. The following items ascertain if mobile phone use for social networking is also for academic purpose;

- Time management

- Access to classmates

- Obtain information

- Facilitator for discussion

- Fastest means to seek for help

3.6.3 Dependent Variables

In terms of the dependent variables for this study, the researcher looked into the perception of mobile phone use for social networking in general by measuring the following items that had been listed in a previous study done by (Hakoama & Hakoyama 2011). The Impact of cell phone use on social networking and development among college students;

- Expand social bond

- Strengthen friendship

- Damage social life

- Can't survive without a phone

- Enhances closeness among friend

- A substitute for physical movement

- Conversations are mainly calls on demand

- A measure of a person's responsibility

- Affects a person's schedule

- Manage commitments

3.7 Data Analysis Procedures

To test the research hypotheses of the study, statistical package for the social science (SPSS) 20.0 was used for the analysis and data organization collected from 353 respondents. According to Carmer and Howitt (2010), SPSS is a computer application that offers statistical analysis of data, and it allows in-depth data access and preparation, analytical reporting, graphics, and modeling. Basturk (2005) further indicated that SPSS will carry out almost all statistical analysis required at a professional level, and it is particularly good for the analysis of questionnaire data. Factor analysis was used to measure the variables and to examine the respondents' score for each variable for the study. A pilot test was conducted before the final dissemination of the research questionnaires so as to guarantee the reliability of the measurement items.

3.7.1. Validity and Reliability Test for Pilot Test

To test the reliability of the research questionnaire, a pilot test was done to measure the Cronbach's alpha value for all of the measurement items. Fifty research respondents were recruited from the same research sample frame, and these fifty respondents were not included in the final research findings. According to Bruin (2006), a reliability coefficient of 0.70 or higher is considered as acceptable in social science research situation. The Cronbach's alphas' of interpersonal communication and mobile phone dependency obtained from the respondents was below .60 which was not acceptable. This is because majority of the respondents were new

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students who had just come to Malaysia for studies and hence they seemed not to see the essence

of this two variables in relations to their mobile phone usage for social networking.

FACTOR ANALYSIS

Scree Plot
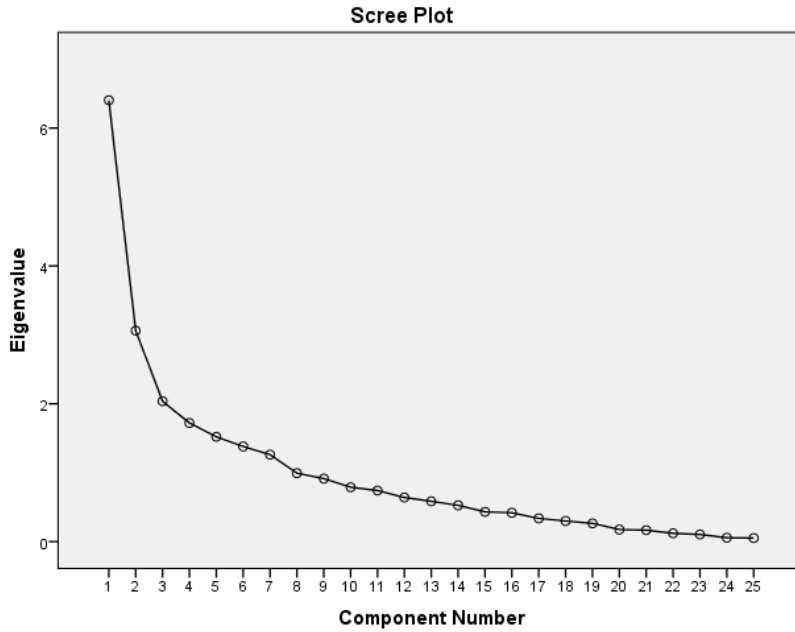
Rotated Component Matrix[a]

	Component						
	1	2	3	4	5	6	7
Interaction	-.157	.703	-.171	.288	.149	-.172	-.223
Interaction	-.386	.322	.150	.718	.018	.101	-.149
Interaction	.013	.512	.387	-.199	.515	-.114	.130
Interaction	-.142	.161	-.021	.690	-.072	.115	.113

Interaction	-.106	-.043	.271	.769	.126	-.015	.213
Interpersonal Communication	-.043	.410	.249	.145	.588	.230	-.045
Interpersonal Communication	-.050	-.384	.069	.508	.573	.010	-.129
Interpersonal Communication	-.182	.162	.668	-.006	.204	-.057	.452
Interpersonal Communication	-.126	.043	.059	.140	.038	.048	.854
Interpersonal Communication	-.207	.094	-.230	.207	.342	.703	.151
Dependency	-.311	-.059	.775	.272	.104	.017	.000
Dependency	-.069	.582	.165	.152	.124	.348	.314
Dependency	-.221	.217	-.027	.075	.705	.005	.212
Dependency	.159	.267	.716	.359	.138	-.068	.027
Dependency	.648	-.041	.190	.065	.454	-.081	.032
Academic performance	.030	.578	.522	.187	.105	.240	.079
Academic performance	-.104	.144	.569	-.117	.055	.506	-.080
Academic performance	.005	.780	.195	.029	.167	.039	.086
Academic performance	.260	.143	.196	.517	.013	.457	.067
Academic performance	.002	.188	.207	-.141	.564	.273	-.020

Extraction Method: Principal Component Analysis.

 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 18 iterations.

Component Transformation Matrix

Component	1	2	3	4	5	6	7
1	-.390	.437	.476	.426	.399	.232	.192
2	.770	.436	.282	-.251	.257	-.093	.005
3	.439	-.262	.053	.765	-.113	.181	-.326
4	-.053	.578	-.702	.110	.115	.152	-.348
5	.034	-.428	-.090	-.257	.664	.520	-.170
6	.060	-.178	-.318	.292	.527	-.627	.329
7	.235	.021	-.298	.086	-.174	.468	.774

Extraction Method: Principal Component Analysis.

 Rotation Method: Varimax with Kaiser Normalization.

Cronbach alpha for interaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.660	.642	5

Cronbach alpha for interpersonal communication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.551	.561	5

Cronbach Alpha for dependency

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.581	.576	5

Cronbach alpha for academic performance

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.610	.652	5

3.8. Reliability Test for the study

The validity and reliability test were done using component factor analysis whereby each variable (interaction, interpersonal communication, dependency, social networking for academic purpose, and the perception of mobile phone use for social networking) were tested using the Cronbach's Alpha test to measure the internal consistency. This statistic uses inter item correlations to determine whether constituent items are measuring the same domain (Bowling 1997, Bryman &Cramer 1997, Jack & Clarke 1998). As the values for each variable exceeded the recommended value of 0.60 suggested by Bruin (2006), it shows a very good reliability coefficient that represents good internal consistency.

3.8.1 Reliability test for Dependent Variable: Perception of the mobile phone

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.838	10

*Note: The sample size (n) is 343

3.8.2. Reliability test for Independent Variable

Reliability for Interaction

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.676	.682	5

*Note: The sample size (n) is 353

Reliability for Interpersonal Communication

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.813	.810	5

*Note: The sample size (n) is 353

Reliability for Dependency

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.706	5

Reliability for Social networking for Academic purposes

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.818	5

3.9 Chapter Summary

 The research used the quantitative method for this study, utilizing both online and physical questionnaire distribution to determine the Impact of mobile phone use for social networking in Malaysia among university students of East African origin. Conducting surveys through the Internet was one of the best options for the researcher as it permitted direct and speedy contact with the respondents who were not accessible during the physical distribution. The questions were uploaded online through online questionnaire software and the link was sent to the research respondent via email and Facebook. After the analysis was conducted, the Cronbach's Alpha perception of the mobile phone was 0.834, interaction was 0.676, interpersonal communication was 0.706 and social networking for academic purpose was 0.821. Since all values except exceeded the recommended level of 0.60 (Bruin, 2006), this showed good reliability coefficients that represent good internal consistency.

CHAPTER 4

FINDINGS

4.1 Demographic Profile of Respondents

The respondents for the study were 353 University students of East Africa origins studying in Malaysia. Of the 353 respondents, 170 were male and 183 were female, meaning 48.2% of the total respondents were male while 51.8% were female. More than three quarters of the total respondents (54.7%) were between the ages of 26 to 30 years old while 29.7 % were below 25 years old and 15.6% were between 31 to 40 years old. None of the respondents belonged to the age group of 40 years and above. More than a half of the respondents which is 58.1% are undertaking their degree, 26.9% masters, 11.4% diploma and 4% foundation. Majority of the respondents (39.1%) are in their third year of study, 29.5% second year, 25.5% fourth year and above and 5% first year. Majority of the respondents which is 40.2% have stayed in Malaysia for three years and above 33.4% have stayed two years, 15.3% one year and 10.2% less than a year. (**See Table 4.1**).

Table 4.1 Frequency Distribution of Demographics

Gender

	Frequency	Percent	Valid Percent
Male	170	48.2	48.2
Female	183	51.8	51.8
Total	353	100.0	100.0

Age

	Frequency	Percent	Valid Percent
25 years and below	105	29.7	29.7
26-30 years	193	54.7	54.7
31-40 years	55	15.6	15.6
Total	353	100.0	100.0

Course of Study

	Frequency	Percent	Valid Percent
Foundation	14	4.0	4.0
Diploma	39	11.0	11.0
Degree	205	58.1	58.1
Masters	95	26.9	26.9
Total	353	100.0	100.0

Year of Study

	Frequency	Percent	Valid Percent
First year	21	5.9	5.9
Second year	104	29.5	29.5
Third year	138	39.1	39.1
Fourth year and above	90	25.5	25.5
Total	353	100.0	100.0

Duration of stay

	Frequency	Percent	Valid Percent
Less than a year	36	10.2	10.2
One year	54	15.3	15.3
Two years	118	33.4	33.4
Three years and above	142	40.2	40.2
	3	.8	.8
Total	353	100.0	100.0

4.2 Hypothesis Testing

The purpose of hypothesis testing in this study was to determine and describe the strength and directions of the relationships between the dependent variable and Independent variable. This method was used to determine the relationship between interaction and the perception of mobile phone use for social networking; perception of the mobile phone use and interpersonal communication; the relationship between interaction, interpersonal communication and

dependency of the mobile phone use for social networking; between interpersonal communication and mobile phone dependency for social networking and relationship between social networking for academic purposes and the perception of mobile phone use for social networking.

4.2.1 Hypothesis One

> There is a significant relationship between interaction and the perception of mobile phone use for social networking in Malaysia among University students of East African origin.

The Pearson r correlation analysis method was used and the SPSS output for the Pearson r correlation between the variables of interaction (independent variable) and perception of mobile phone use for social networking (dependent variable) is shown in **Table 4.3.1**. The objective was to test the relationships between interaction and perception of mobile phone use for social networking. Results shows that there is a significant positive correlation between interaction and the perception of mobile phone use for social networking at the 0.01 level (2 tailed). Pearson r = .411.

4.2.2 Hypothesis Two

> There is a significant relationship between interpersonal communication and the perception of mobile phone use for social networking in Malaysia among University students of East African origin.

The Pearson r correlation analysis method was used and the SPSS output for the Pearson r correlation between the variables of interpersonal communication (independent variable) and perception of mobile phone use for social networking (dependent variable) is shown in **Table**

4.3.1. The objective was to test the relationships between interpersonal communication and perception of mobile phone use for social networking. Results shows that there is a significant positive correlation between interpersonal communication and the perception of mobile phone use for social networking at the 0.01 level (2 tailed). *Pearson r = .440.*

4.2.3 Hypothesis Three

➢ There is a significant difference between mobile phone dependency for social networking among University students of East African origin and duration of stay in Malaysia.

The Independent t test method was used and the SPSS output for the Independent t test between the variables of mobile phone dependency (independent variable) and duration of stay in Malaysia (independent variable) and is shown in **Table 4.2.3** The objective was to test the differences in mobile phone dependency for social networking among University students of East African origin between 3 and 4 years duration of stay in Malaysia. Results show that the *p*-value for the Levene's test for equality of variance is .256. Since the p- value is more than 0.05, equality variance can be assumed. The two-tailed p- values of the test is .06, which is higher than .05. Based on the t test outcome hypothesis three is rejected because there is no a significance difference between mobile phone dependency for social networking among University students of East African origin and duration of stay in Malaysia

Results of t-tests and Descriptive Statistics for Dependency by Duration of stay

Outcome	Group						95% CI for mean		
	Two years			Three years and above			difference		
	M	SD	N	M	SD	N		t	df
Dependency	28.60	4.08	118	27.62	4.29	140	.96, .96	.256	5

*P>.05

Table 4.2.3

4.2.4 Hypothesis Four

➢ There is a significant relationship between social networking for academic purposes and the perception of mobile phone use for social networking in Malaysia among University student of East African origin

The Pearson r correlation analysis method was used and the SPSS output for the Pearson r correlation between the variables of social networking for academic purposes (independent variable) and perception of mobile phone use for social networking (dependent variable) and is shown in **Table 4.3.1**. The objective was to test the differences between social networking for academic purpose and perception of mobile phone use for social networking. Results shows that there is a significant positive correlation between social networking for academic purposes and the perception of mobile phone use for social networking at the 0.01 level (2 tailed). *Pearson r =* .432.

4.3 Summary of Hypothesis Tests.

The study was conducted to examine the impact of mobile phone use for social networking in Malaysia among university students of East Africa origin in Malaysia. The theoretical basis of the study is derived from, Ran Wei and Ven-Hwei Lo's mobile phone use and social connectedness, Rebbecca Rubbin's Interpersonal Communication Competence Scale and O'Keefe and Sulanowski's Users, Gratifications research. Independently, these three studies were applied to analyze social consequences of the mobile phone in the previous studies.

Based on Pearson correlation test done it shows that there is a significant positive correlation between, interaction and the perception of mobile phone use for social networking, interpersonal communication and the perception of mobile phone use for social networking, social networking

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for academic purposes and the perception of mobile phone use for social networking. For the Independent t test the results shows that there is no significance difference in mobile phone dependency for social networking among University students of East African origin and duration of stay in Malaysia.

Table 4.3.1

Correlations

	Interactions	Interpersonal Communication	Social Networking for academic purposes
Pm	.411**	.440**	.432**

**P<0.001 level*

Note: Pm is Perception of mobile phone use for social networking

4.3. Summary of Hypotheses Tests

Table 4.3.2

Hypothesis	Pearson Correlation	Independent t test	Supported/ Not Supported
H1: There is a significant relationship between interaction and the perception of mobile phone use for social networking in Malaysia among University students of East African origin.	0.411		Supported
H2: There is a significant relationship between interpersonal communication and the perception of mobile phone for social networking in Malaysia among University students of East African origin.	0.440		Supported
H3: There is a significant difference of mobile phone dependency for social networking between different duration of stays in Malaysia among university students of East African origin.		0.256	Not Supported
H4: There is a significant relationship between social networking for academic purposes and the perception of mobile phone use for social networking in Malaysia among University student of East African origin.	0.432		Supported

4.4 Chapter Summary

In this study, the Pearson correlation analysis method was used to analyze and test the research hypotheses. Based on the correlation SPSS output for interaction and the perception of mobile phone use for social networking, both variables have a significant positive and strong relationship - r = .411, p (2-tailed) < .001. Results of the Pearson correlation SPSS output for , interpersonal communication and the perception of mobile phone use for social networking also showed that there is a significant positive and strong relationship between both variables - r = .440, p (2-tailed) < .001. The Independent t Test SPSS output, shows that there is no a significant difference of mobile phone dependency for social networking among University students of East African origin in Malaysia. The *p-* value for the Levene's test for equality of variance is .256. The two-tailed p- values of the test is .06, which is higher than .05. Results of the Pearson correlation SPSS output for , social networking for academic purposes and the perception of mobile phone use for social networking also showed that there is a significant positive and strong relationship between both variables - r = .440, ρ (2-tailed) < .001.Therefore, Research Hypothesis one, two and four are supported.

CHAPTER 5
DISCUSSION AND CONCLUSION

To determine how the perceptions of mobile phone build social networking in Malaysia among university students of East Africa origin, research samples were selected based on the following criteria, the respondents were strictly from East Africa, university students in Malaysia based in Klang Valley, and uses mobile phone to communicate with others. Purposive sampling was used to select the research respondents. University students of East African origin in Malaysia were selected as respondents of the study because they are the primary users of mobile phone for social networking, based on the supported literature in chapter two. The Pearson r correlation and independent t test analysis method was used to determine and describe the strength and directions of the relationships.

5.1 Findings

The findings of the study were analysed by using the Pearson r correlation analysis and Independent t test method with the aim of determining the perceptions of the impact of mobile phone use for social networking in Malaysia among university students of East African origin. The primary contribution of this study is that the findings match and support the hypotheses that were proposed earlier in the study.

5.1.1 Objective 1.

To test the relationship between interaction and perception of mobile phone use for social networking

The Pearson r correlation analysis method was used through SPSS output for the variables of interaction (independent variable) and perception of mobile phone use for social networking (dependent variable). The objective was to test the relationships between interaction and perception of mobile phone use for social networking. Results showed that there was a significant positive correlation between interaction and the perception of mobile phone use for social networking at the 0.01 level (2 tailed). Pearson r = .411. The finding of this study is consistent with previous research done by Wei and Lo (2006) in their study about staying connected while on the move: Cell phone use and social connectedness. Wei and Lo found out that interaction (known as social utility) was a major predictor of the frequency of making social oriented calls via the mobile phone. They further analyzed that those people they surveyed had mobile phones of which they owned, used and made long calls more frequently as they were making social calls. Their study concluded that mobile phone has become a new way of life for early and heavy users in maintaining social relations. Similar with both Erikso (1968) and Elkind (1967) perspectives, this is a clear indication that the mobile phone impacts socialization process. This understanding builds on Fortunati (2000), Geser (2005), Licoppe, and Ling (2008) who emphasized on the role of mobile technologies in extending relational co-presence beyond ordinary proximities. By locating bounded solidarity in the interaction framework developed by Goffman (1967) and Collins (2004) and Ling (200) states that mobile phone is a tool of intimate sphere that rejuvenates and recharges the energy, tying the bonds of unity between friends.

5.1.2 Objective 2.

To determine how perception of mobile phones helps to build and reinforce interpersonal communication among international university students of East African origin in Malaysia.

To test the second hypothesis, the Pearson r correlation analysis method through the SPSS output between the variables of interpersonal communication (independent variable) and perception of mobile phone use for social networking (dependent variable). The objective was to test the relationships between interpersonal communication and perception of mobile phone use for social networking. Results showed that there was a significant positive correlation between interpersonal communication and the perception of mobile phone use for social networking at the 0.01 level (2 tailed). Pearson r = .440. The findings of this study is consistent with the findings by Ellison, Steinfield, and Lampe (2007), that social networking may be used to strengthen relationships that already exist and can enhance the feelings of closeness to others. Similarly Rubin (1988), developed a scale to measure the motives or gratifications of interpersonal communication. They found that respondents who were more apprehensive about interpersonal communication where more likely to use interpersonal communication for inclusion motives in a social network.

This finding is consistent with a study by Auter (2007), about Portable social groups: willingness to communicate, interpersonal communication gratifications, and cell phone use among young adults. Auter's hypothesis about motives for interpersonal communication was strongly supported. Interpersonal communication motives were positively correlated with both regular mobile phone gratifications as well as gratifications obtained from enhanced services. These high correlations with the overall measures of mobile phone and enhanced gratifications

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suggests that mobile phone use goes a long way in fulfilling the interpersonal communication needs of university students of East African origin in Malaysia.

5.1.3 Objective 3.

To determine the relationship between duration of star and mobile phone use among university students of East African origin in Malaysia.

The Independent t test method was used and the SPSS output for the Independent t test between the variables of mobile phone dependency (independent variable) and duration of stay in Malaysia (independent variable). The objective was to test the differences in mobile phone dependency for social networking among University students of East African origin and duration of stay in Malaysia. Results showed that the *p-* value for the Levene's test for equality of variance is .256. Since the p- value is more than 0.05, equality variance was assumed. The two-tailed p- values of the test was .06, which is higher than .05. There is no significance difference between mobile phone dependency for social networking among University students of East African origin and duration of stay in Malaysia. This finding is consistent with a study by Hooper (2007) which is about, Addictive, dependent, compulsive? Hooper discovered out that dependency, seem to be one of the famous drivers of the use of mobile phone. With the establishment of the mobile social custom, a habituation to use mobile phones to maintain social interaction develops. It is thus a good conclusion to communicate with people that drives their mobile phone usage that suits their lifestyle and core values (Ampt, 2003).

5.1.4. Objective 4.

To determine the relationship between mobile phone use and social networking for academic purpose among international university students of East African origin in Malaysia.

The Pearson r correlation analysis method was used and the SPSS output for the Pearson r correlation between the variables of social networking for academic purposes (independent variable) and perception of mobile phone use for social networking (dependent variable). The objective was to test the differences between social networking for academic purpose and perception of mobile phone use for social networking. Results shows that there is a significant positive correlation between social networking for academic purposes and the perception of mobile phone use for social networking at the 0.01 level (2 tailed). Pearson r = .432. This finding is consistent with a study by Dean and Cooper (2007) about Students' Technology Use and Its Effects on Peer Relationships, Academic Involvement, and Healthy Lifestyles. They found out that students who report higher levels of mobile phone use for academic purpose tend to have higher levels of educational involvement.

Similarly this finding is same as Chen and (Lever 2005) about Relationships among mobile phones, social networks, and academic achievement: A comparison of US and Taiwanese college students. They found out that those people who always use mobile phone more often are positively affected their academic performance and learning. The results in the sense that many mobile phone users and especially academic critics have stated that there are numerous damaging consequences to heavy media use. Some researchers Wenglinsky (1998) have linked

successful use of technology by students with academic performance outcomes, although this relationship has also been confronted (Baker, 2005).

The above mentioned finding does not by any means showcase that all benefits of the mobile phone are positive or negative, they certainly add to the rising, and astonishing, evidence of the relationship between mobile phone use and social network benefits as every user tend to rely on it to achieve a certain benefit within a social network.

5.2 Research Limitations and Recommendations for Future Studies

As with most researches, this study has a few limitations as below:

Firstly, the focus of this study has been narrowed down to concentrate only on East African students, thus excluding other students who come from West, North and South African countries as well as other international students from a range of other countries studying in Malaysia.

As such, this research is unable to determine the perception of the impact of mobile phone use for social networking in Malaysia among university students of other origins. In future in order to gain unbiased and global analysis of this study it is important for one to include the other parts of Africa. A researcher aiming at expanding this study should compare both developed and developing economies in order to fully ascertain the impact of mobile phone use for social networking. Future studies may look at a non-student population or a Malaysian student population and or make a comparison of both.

Secondly, the research methodology employed in this study is the quantitative approach, where respondents were required to complete a research questionnaire by choosing the answer that most resembles their views for each question. Although convenient, this method does not allow

the respondents to provide in-depth information and include their own opinions towards mobile phone use for social networking. In future, for any researcher intending to carry out research in this area of study should combine both the quantitative and qualitative research approach. The combination of both approaches will be able to give an in-depth insight into the impact of mobile phone use for social networking. This will give a clear understanding of the findings reported.

When one converses on the mobile phone around others, it gives rise to the challenge of absent presence, this statement is supported by Gergen (2002) who explained that when one uses the mobile phone in absence of whoever she or he is talking to, one removes oneself from his/her surroundings, in a sense prioritizing the absent. This is why East African students in Malaysia having a mobile phone to call or text each other regardless of distance helps them to clear the mindset of not being with that person and hence continue maintaining the established social network.

In conclusion, the study met all the three research objectives by testing the research hypotheses. The hypotheses were validated through the research findings, indicating that perception of the mobile phone, Interpersonal communication, interaction, and social networking for academic purpose do have a significant positive relationship with the perception of mobile phone use for social networking.

As technology advances there have been adjustments in user's attitudes towards particular technologies, hence this has generated new social and cultural phenomena. This phenomenon has in away changed the way mobile phone evolves as they represent social construction of technology. This social construction of mobile phone is seen in the symbiotic relationship between the users of the technology (Aoki & Downes, 2003). Users such as young people

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respond to the advancement of technologies such as mobile phones which in return has seen them develop based on user's demands. To fully appreciate the social and cultural changes brought about by the mobile phone, it is important to continue reviewing individual's current attitudes and uses toward that particular technology.

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APPENDICES

Appendix 1 – Cover Letter and Survey Questionnaire

The Impact of Mobile Phone use for Social Networking in Malaysia Among University Students of East African Origin

Dear Valued Respondent,

I'm Judith Flora Etabale Wanda, a postgraduate student pursuing my Master in Communication at Universiti Tunku Abdul Rahman (UTAR), in partial complete of my thesis, I am required to conduct survey which aims to find out **The Impact of Mobile Phone use for Social Networking in Malaysia Among University Students of East African Origin.**

I would be more grateful if you could take some time to complete the enclosed questionnaire and indicate the most appropriate response for each question. The estimated time needed to complete this questionnaire would be about 20 – 30 minutes. There is no definite right or wrong answer. The validity of this study highly depends on your ingenuous and truthful response.

Please be assured that this is a confidential survey and all information gathered from this survey would be used strictly for academic purpose only. Your time and cooperation is highly appreciated. Thanks you.

Demographic Information

Direction: Please in the most appropriate options provided for each category unless indicated otherwise.

1. What is your gender?

☐ Male ☐ Female

2. What is your age?

☐ Below 25   ☐ 26-30   ☐ 31-40   ☐ 41 and above

3. Which qualification of study are you in?

☐ Foundation   ☐ Diploma   ☐ Degree   ☐ Masters

4. Which year of your study are you in?

☐ Less than a year   ☐ Year One   ☐ 2 years   ☐ 3 years and above

5. How long have you been in Malaysia?

☐ Less than a year   ☐ One year   ☐ 2 years   ☐ 3 years and above

Participant is required to rate on a scale of 1 to 7.

(1. Strongly disagree, 2. Somewhat disagree, 3. Disagree, 4. Neutral, 5. Agree, 6. Somewhat agree, 7. Strongly agree).

Direction: Indicate to what extent you agree or disagree with the statements listed below by placing an circling the appropriate answer

Perception of mobile phone use for social networking

1	Mobile phone helps to expand social world by providing opportunities to know people better	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6
2	Mobile phone strengthens friendship.	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7
3	Social life would be absolutely damaged without a mobile phone	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7
4	If I lose a mobile phone I would replace it immediately as I can't survive without one	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree

#	Statement							
		1	2	3	4	5	6	7
5	Mobile phone enhances closeness among close friends	Strongly Disagree	Somewhat Disagree	Stongly Disagree	Neutral		Somewhat Agree	
		1	2	3	4	5	6	7
6	Mobile phone is a substitute for physical movements	Strongly Disagree	Somewhat Disagree	Stongly Disagree	Neutral		Somewhat Agree	
		1	2	3	4	5	6	7
7	Mobile phone conversations are mainly calls on demand	Strongly Disagree	Somewhat Disagree	Stongly Disagree	Neutral		Somewhat Agree	
		1	2	3	4	5	6	7
8	Mobile phone is a measure of personal responsibility	Strongly Disagree	Somewhat Disagree	Stongly Disagree	Neutral		Somewhat Agree	
		1	2	3	4	5	6	7
9	Mobile phone conversations affect one's schedule by causing delays	Strongly Disagree	Somewhat Disagree	Stongly Disagree	Neutral		Somewhat Agree	
		1	2	3	4	5	6	7

		7						
10	Mobile phone enables one to manage commitments	Strongly Somewhat Disagree Agree 1 7	Stongly Disagree Agree 2	Disagree 3	Neutral 4	Somewhat 5	6	

Support Interaction

1	Socializing via the mobile phone facilitates continuous chats among friends	Strongly Somewhat Disagree Agree 1 7	Stongly Disagree Agree 2	Disagree 3	Neutral 4	Somewhat 5	6	
2	Socializing via the mobile phone facilitates Gossip among friends	Strongly Somewhat Disagree Agree 1	Stongly Disagree Agree 2	Disagree 3	Neutral 4	Somewhat 5	6	7
3	Socializing via the mobile phone enables one to keep in contact with each other more often.	Strongly Somewhat Disagree Agree 1 7	Stongly Disagree Agree 2	Disagree 3	Neutral 4	Somewhat 5	6	
4	Socializing via the mobile phone	Strongly				Somewhat		

	offers security in terms of friends knowing where you are	Somewhat Disagree Agree	Stongly Disagree Agree		Disagree		Neutral		
		1	2		3	4	5	6	7
5	Socializing via the mobile phone offers security as friends can easily locate you	Strongly Somewhat Disagree Agree	 Stongly Disagree Agree		Disagree		Somewhat Neutral		
		1	2		3	4	5	6	7

Build and Reinforce interpersonal communication

1	Mobile phone satisfies one's need to communicate with each other	Strongly Somewhat Disagree Agree	 Stongly Disagree Agree		Disagree		Somewhat Neutral		
		1	2		3	4	5	6 7	
2	Socializing with friends through mobile phone helps one to relax	Strongly Somewhat Disagree Agree	 Stongly Disagree Agree		Disagree		Somewhat Neutral		
		1	2		3	4	5	6	7
3	Socializing over the mobile phone helps to reduce loneliness	Strongly Somewhat Disagree Agree	 Stongly Disagree Agree		Disagree		Somewhat Neutral		

		1	2	3	4	5	6	
		7						
4	Socializing via mobile phone gives one freedom to express their feelings	Strongly					Somewhat	
		Somewhat	Stongly					
		Disagree	Disagree		Disagree	Neutral		
		Agree	Agree					
		1	2	3	4	5	6	7
5	Socializing via the mobile phone helps one to have a feel of care in a social network	Strongly					Somewhat	
		Somewhat	Stongly					
		Disagree	Disagree		Disagree	Neutral		
		Agree	Agree					
		1	2	3	4	5	6	7

Mobile phone Dependency

1	The portability of the mobile phone enhances communication among friends regardless of time and space	Strongly					Somewhat	
		Somewhat	Stongly					
		Disagree	Disagree		Disagree	Neutral		
		Agree	Agree					
		1	2	3	4	5	6	
		7						
2	Mobile phone facilitates frequent	Strongly					Somewhat	

	communication among friends.	Somewhat	Stongly					
		Disagree Agree	Disagree Agree	Disagree	Neutral			
		1	2	3	4	5	6	7
3	Socializing via mobile phone is a source of entertainment to relieve boredom	Strongly Somewhat	Stongly			Somewhat		
		Disagree Agree	Disagree Agree	Disagree	Neutral			
		1	2	3	4	5	6 7	
4	It's not easy to survive without a mobile phone for a month	Strongly Somewhat	Stongly			Somewhat		
		Disagree Agree	Disagree Agree	Disagree	Neutral			
		1	2	3	4	5	6	7
5	Socializing over the mobile phone enhances bonding among friends	Strongly Somewhat	Stongly			Somewhat		
		Disagree Agree	Disagree Agree	Disagree	Neutral			
		1	2	3	4	5	6	7

Better Performance in Education

1	Mobile phone enables one to manage time by enabling one to be able to discuss with each other without meeting	Strongly Somewhat	Stongly	Somewhat

		Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7
2	Mobile phone facilitates immediate access to classmates and lecturers.	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7
3	Mobile phone makes it easier to obtain information within the shortest time possible	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7
4	Socializing on mobile phone makes it easier for classmates to discuss assignments	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7
5	Mobile phone provides the fastest means to seek for help from classmates	Strongly Somewhat Somewhat Stongly Disagree Disagree Disagree Neutral Agree Agree 1 2 3 4 5 6 7

Frequencies

Statistics

		Gender	Age	Course of Study	Year of Study	Duration of stay
N	Valid	353	353	353	353	353
	Missing	0	0	0	0	0
Mean		1.52	1.86	3.08	2.84	3.06
Median		2.00	2.00	3.00	3.00	3.00
Mode		2	2	3	3	4

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Male	170	48.2	48.2	48.2
	2 Female	183	51.8	51.8	100.0
	Total	353	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
1 25 years and below	105	29.7	29.7	29.7
Valid 2 26-30 years	193	54.7	54.7	84.4
3 31-40 years	55	15.6	15.6	100.0
Total	353	100.0	100.0	

Course of Study

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Foundation	14	4.0	4.0	4.0
2 Diploma	39	11.0	11.0	15.0
Valid 3 Degree	205	58.1	58.1	73.1
4 Masters	95	26.9	26.9	100.0
Total	353	100.0	100.0	

Year of Study

	Frequency	Percent	Valid Percent	Cumulative Percent
1 First year	21	5.9	5.9	5.9
Valid 2 Second year	104	29.5	29.5	35.4
3 Third year	138	39.1	39.1	74.5

100

		Frequency	Percent	Valid Percent	Cumulative Percent
	4 Fourth year and above	90	25.5	25.5	100.0
	Total	353	100.0	100.0	

Duration of stay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Less than a year	36	10.2	10.2	10.2
	2 One year	54	15.3	15.3	25.5
	3 Two years	118	33.4	33.4	58.9
	4 Three years and above	142	40.2	40.2	99.2
	5	3	.8	.8	100.0
	Total	353	100.0	100.0	

Bar Chart

Gender

Age

Course of Study

Year of Study

Duration of stay
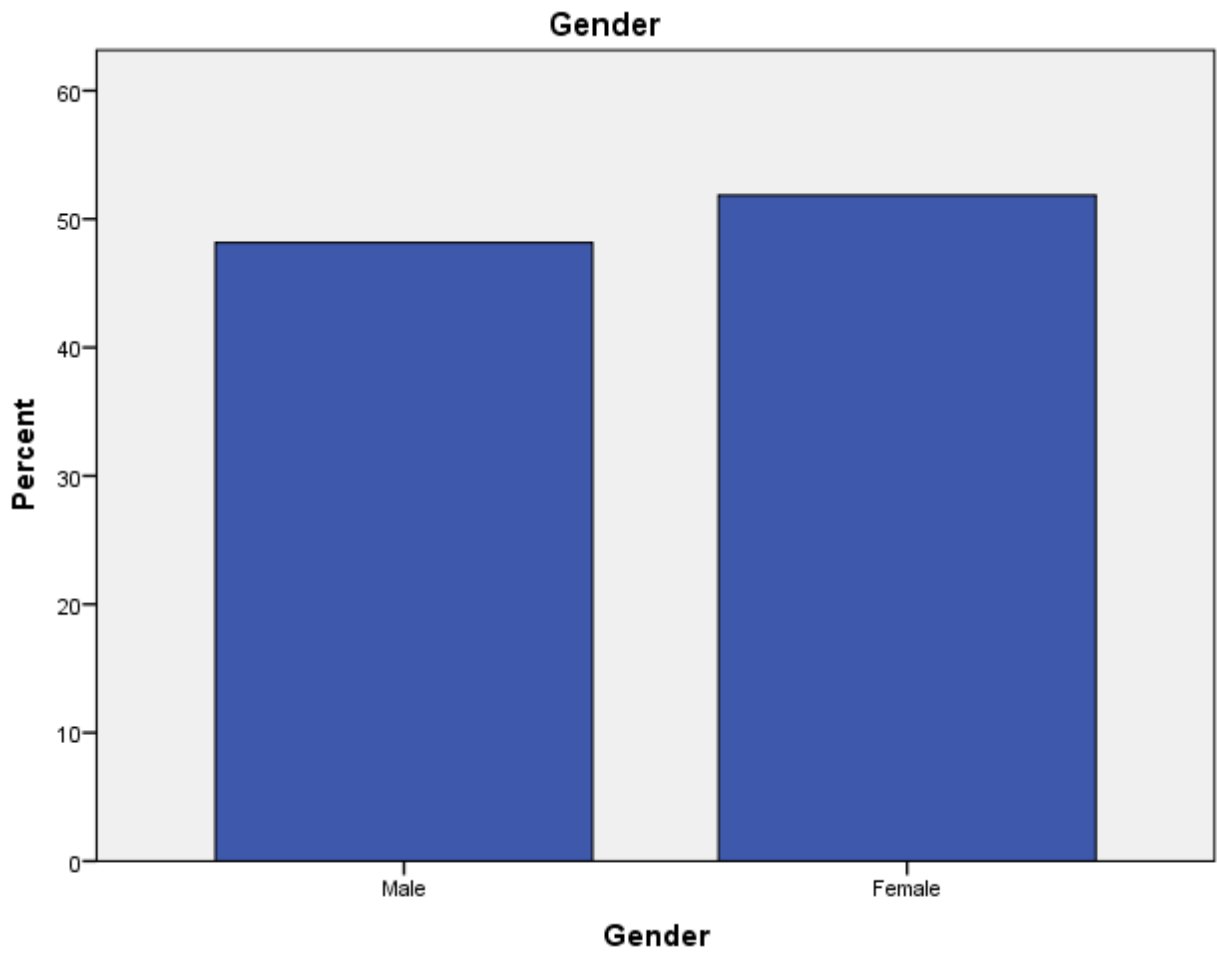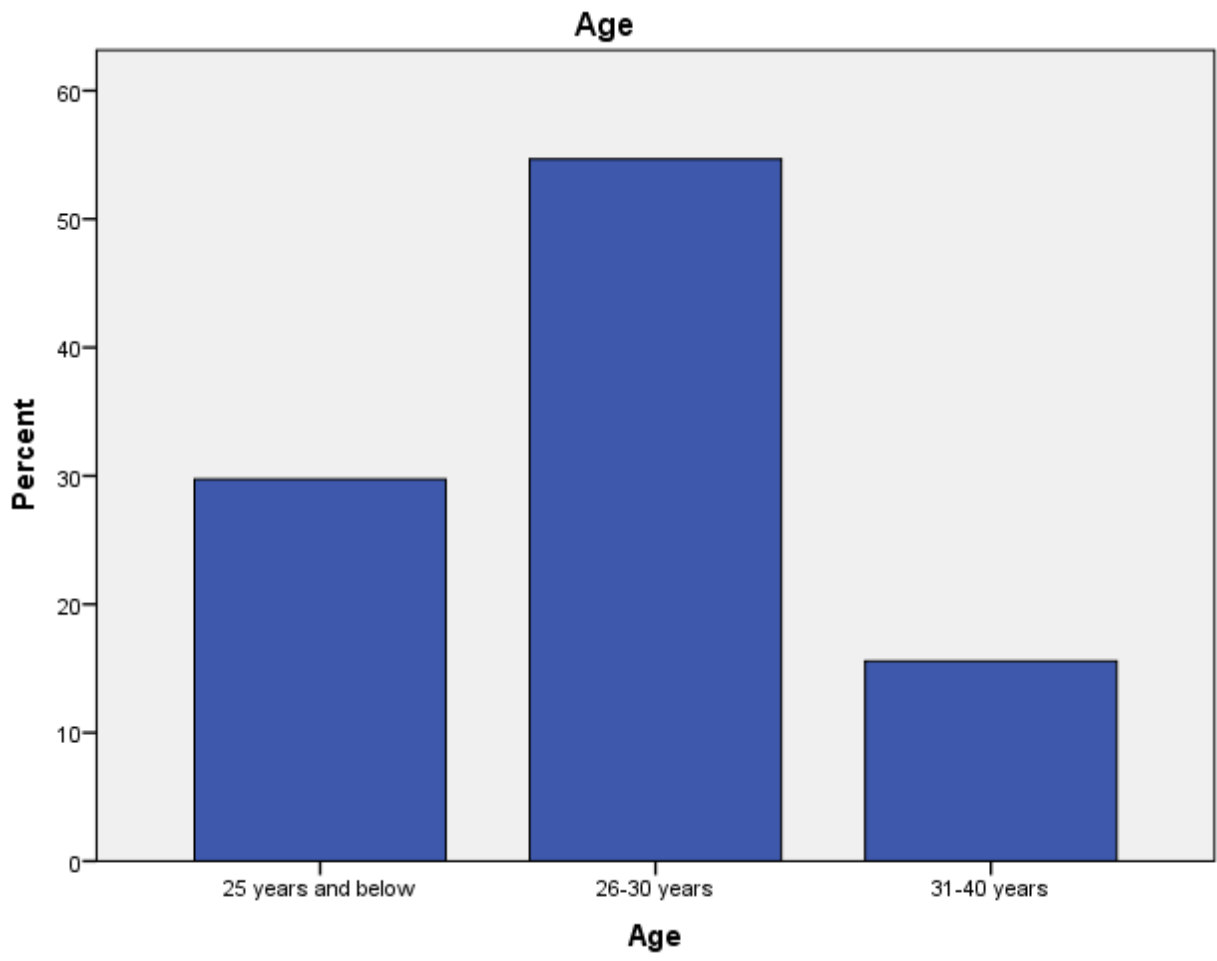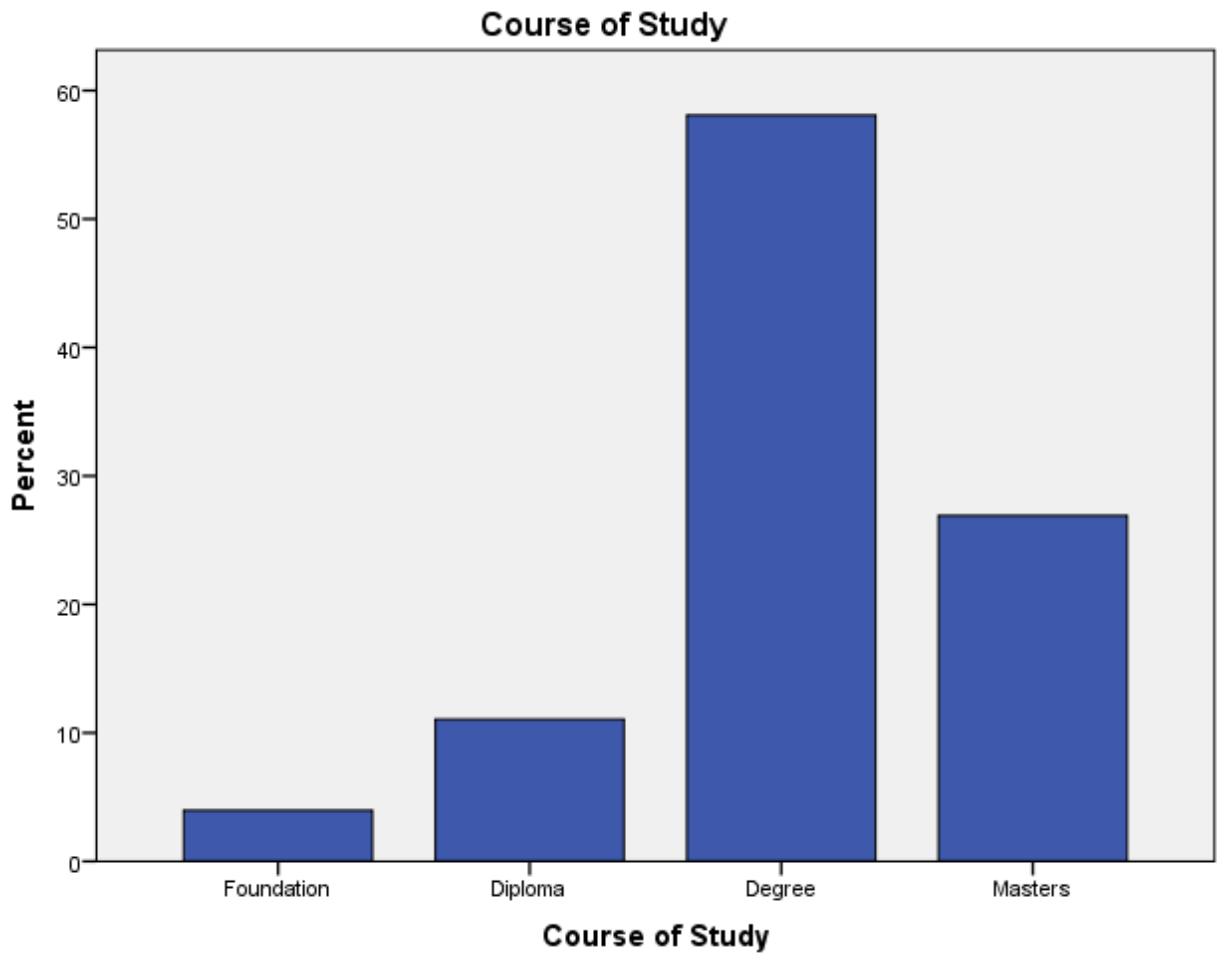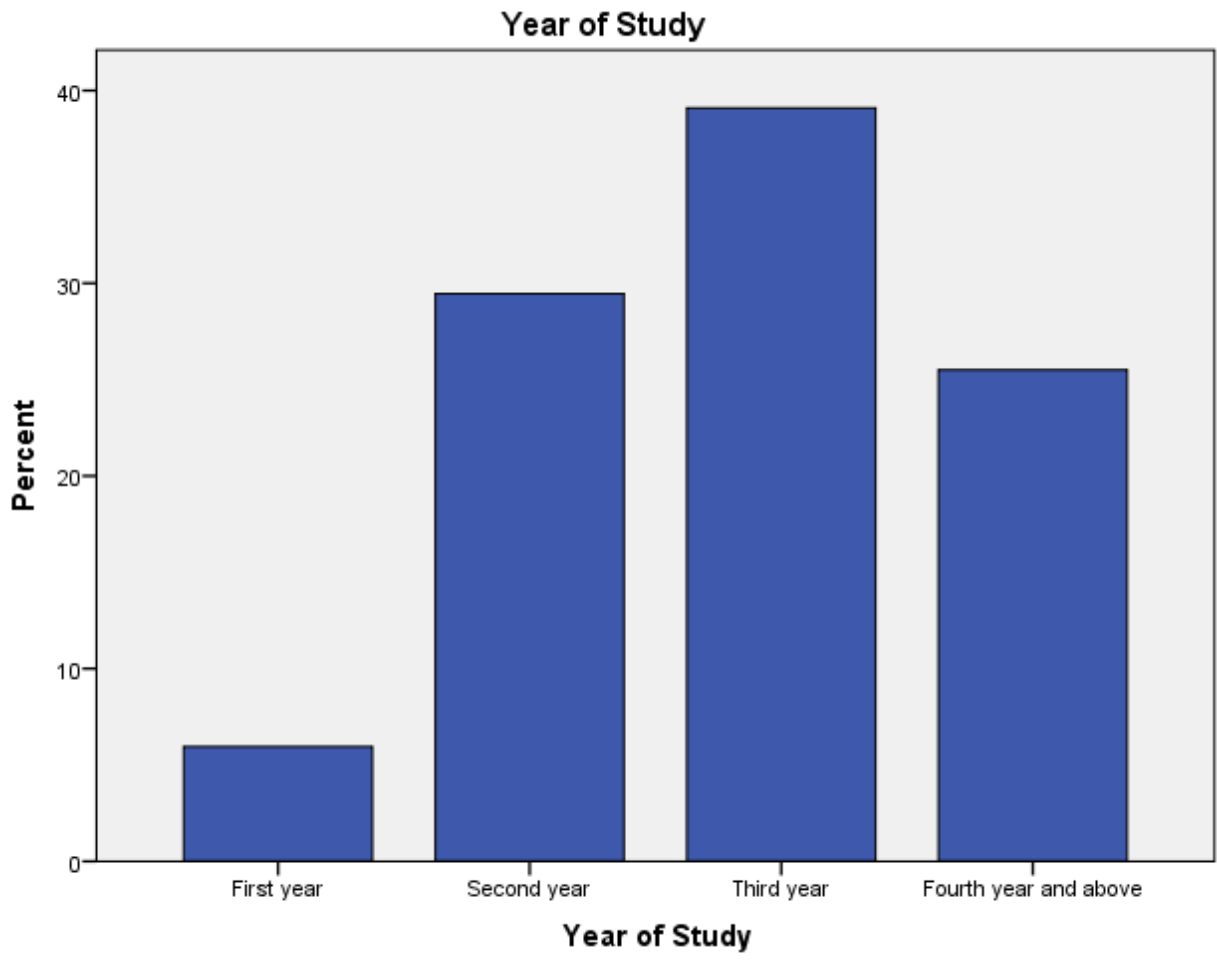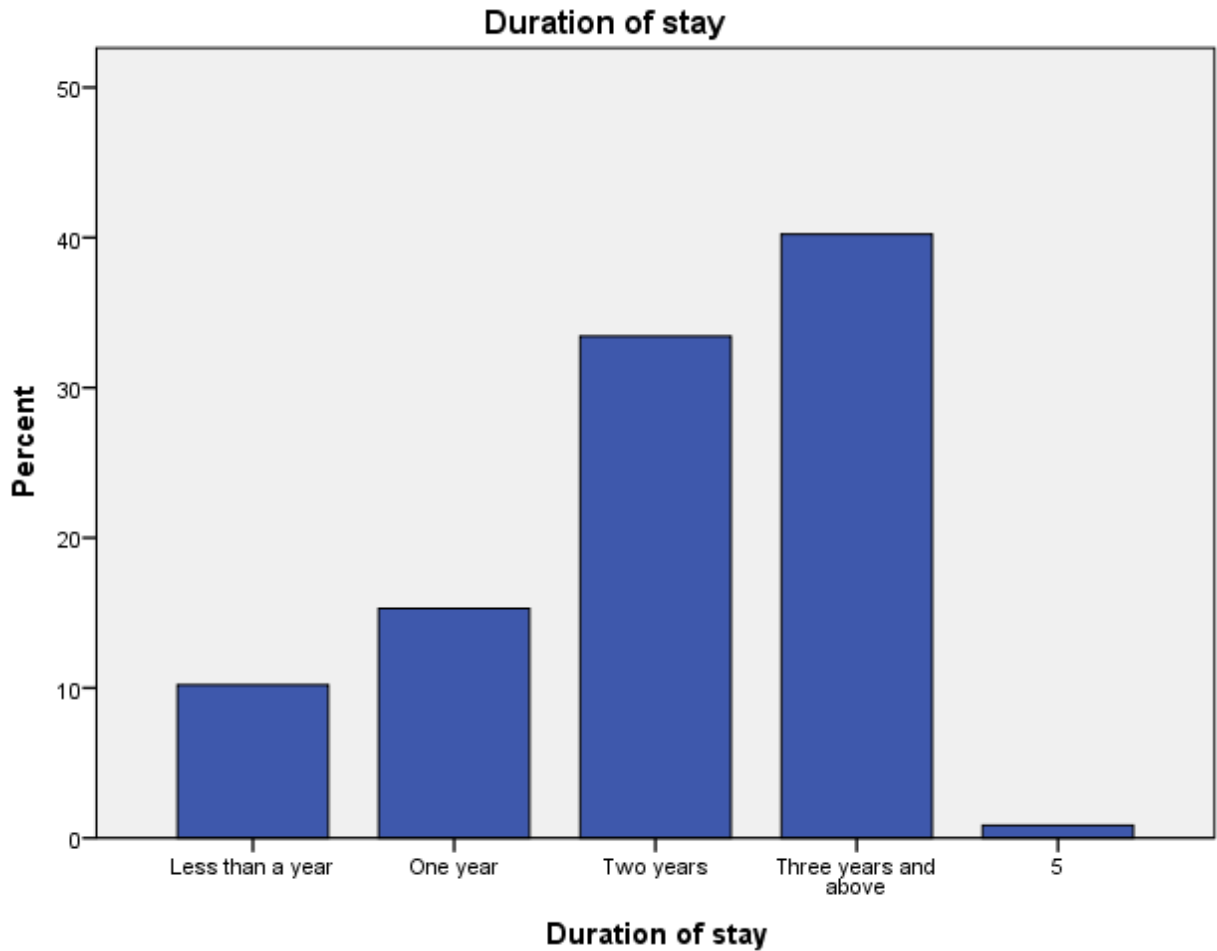
GET

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  /STATISTICS DESCRIPTIVES HOMOGENEITY BROWNFORSYTHE WELCH

  /PLOT MEANS

  /MISSING ANALYSIS

  /POSTHOC=TUKEY SCHEFFE T2 ALPHA(0.05).

Oneway

Notes

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Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY Interaction6 it D6 Sc BY pm11 /STATISTICS DESCRIPTIVES HOMOGENEITY BROWNFORSYTHE WELCH /PLOT MEANS /MISSING ANALYSIS /POSTHOC=TUKEY SCHEFFE T2 ALPHA(0.05).
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Warnings

Post hoc tests are not performed for Interaction6 because at least one group has fewer than two cases.

Post hoc tests are not performed for Interpersonal Communication because at least one group has fewer than two cases.

Post hoc tests are not performed for Dependency because at least one group has fewer than two cases.

Post hoc tests are not performed for Social networking for Academic purposes because at least one group has fewer than two cases.

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
	31.00	3	18.0000	.00000	.00000	18.0000	18.0000
	32.00	3	30.0000	.00000	.00000	30.0000	30.0000
	34.00	2	27.0000	.00000	.00000	27.0000	27.0000
	39.00	2	24.0000	.00000	.00000	24.0000	24.0000
	41.00	1	19.0000	.	.	.	.
Interaction6	42.00	3	30.0000	.00000	.00000	30.0000	30.0000
	43.00	3	21.6667	2.30940	1.33333	15.9298	27.4035
	44.00	2	29.0000	.00000	.00000	29.0000	29.0000
	45.00	4	22.0000	2.30940	1.15470	18.3252	25.6748
	46.00	11	23.4545	2.94495	.88794	21.4761	25.4330
	47.00	4	24.2500	.95743	.47871	22.7265	25.7735

48.00	21	26.2381	3.33024	.72672	24.7222	27.7540
49.00	14	25.7857	1.47693	.39473	24.9330	26.6385
50.00	26	26.9231	2.05763	.40353	26.0920	27.7542
51.00	23	25.2609	2.78335	.58037	24.0573	26.4645
52.00	22	25.4545	2.93951	.62670	24.1512	26.7578
53.00	23	24.9130	4.03297	.84093	23.1691	26.6570
54.00	12	26.5000	1.73205	.50000	25.3995	27.6005
55.00	17	27.0588	2.38408	.57822	25.8330	28.2846
56.00	22	27.9545	2.96772	.63272	26.6387	29.2704
57.00	16	27.0625	3.69628	.92407	25.0929	29.0321
58.00	14	28.9286	2.26900	.60642	27.6185	30.2387
59.00	19	27.7895	1.81288	.41590	26.9157	28.6633
60.00	20	29.5000	3.76270	.84136	27.7390	31.2610
61.00	10	30.9000	2.96086	.93630	28.7819	33.0181
62.00	3	24.0000	3.46410	2.00000	15.3947	32.6053
63.00	5	32.2000	.83666	.37417	31.1611	33.2389
64.00	3	32.0000	.00000	.00000	32.0000	32.0000
65.00	5	28.2000	3.83406	1.71464	23.4394	32.9606

Descriptives

		Minimum	Maximum
Interaction6	31.00	18.00	18.00
	32.00	30.00	30.00

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34.00	27.00	27.00
39.00	24.00	24.00
41.00	19.00	19.00
42.00	30.00	30.00
43.00	19.00	23.00
44.00	29.00	29.00
45.00	20.00	24.00
46.00	19.00	27.00
47.00	23.00	25.00
48.00	22.00	32.00
49.00	24.00	28.00
50.00	23.00	29.00
51.00	17.00	30.00
52.00	20.00	29.00
53.00	17.00	31.00
54.00	24.00	29.00
55.00	25.00	32.00
56.00	24.00	33.00
57.00	22.00	33.00
58.00	26.00	33.00
59.00	25.00	30.00
60.00	23.00	35.00
61.00	26.00	33.00

			62.00	22.00	28.00
			63.00	31.00	33.00
			64.00	32.00	32.00
			65.00	24.00	31.00

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Interaction6	66.00	16	29.6250	4.42531	1.10633	27.2669	31.9831
	67.00	13	28.3077	7.38675	2.04872	23.8439	32.7715
	68.00	9	28.8889	1.16667	.38889	27.9921	29.7857
	70.00	2	35.0000	.00000	.00000	35.0000	35.0000
	Total	353	27.0453	3.81060	.20282	26.6464	27.4442
	31.00	3	21.0000	.00000	.00000	21.0000	21.0000
	32.00	3	17.0000	.00000	.00000	17.0000	17.0000
	34.00	2	26.0000	.00000	.00000	26.0000	26.0000
	39.00	2	22.0000	.00000	.00000	22.0000	22.0000
Interpersonal Communication	41.00	1	24.0000	.	.	.	.
	42.00	3	14.0000	.00000	.00000	14.0000	14.0000
	43.00	3	20.0000	3.46410	2.00000	11.3947	28.6053
	44.00	2	31.0000	.00000	.00000	31.0000	31.0000
	45.00	4	22.5000	5.19615	2.59808	14.2318	30.7682
	46.00	11	23.6364	1.20605	.36364	22.8261	24.4466

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	N	Mean	Std. Deviation	Std. Error	Lower	Upper
47.00	4	23.2500	2.36291	1.18145	19.4901	27.0099
48.00	21	26.1429	3.99106	.87092	24.3261	27.9596
49.00	14	24.2143	1.92867	.51546	23.1007	25.3279
50.00	26	26.4615	4.03218	.79078	24.8329	28.0902
51.00	23	25.1304	3.01970	.62965	23.8246	26.4363
52.00	22	25.2727	4.21089	.89776	23.4057	27.1397
53.00	23	24.6087	4.13125	.86142	22.8222	26.3952
54.00	12	22.5833	3.08835	.89153	20.6211	24.5456
55.00	17	26.7059	2.68712	.65172	25.3243	28.0875
56.00	22	25.8182	3.43146	.73159	24.2968	27.3396
57.00	16	24.7500	3.67877	.91969	22.7897	26.7103
58.00	14	27.5000	4.41588	1.18019	24.9503	30.0497
59.00	19	26.2105	5.73080	1.31474	23.4484	28.9727
60.00	20	29.5000	4.92576	1.10143	27.1947	31.8053

Descriptives

		Minimum	Maximum
Interaction6	66.00	20.00	34.00
	67.00	12.00	32.00
	68.00	27.00	30.00
	70.00	35.00	35.00
	Total	12.00	35.00
Interpersonal Communication	31.00	21.00	21.00

32.00	17.00	17.00
34.00	26.00	26.00
39.00	22.00	22.00
41.00	24.00	24.00
42.00	14.00	14.00
43.00	18.00	24.00
44.00	31.00	31.00
45.00	18.00	27.00
46.00	22.00	25.00
47.00	20.00	25.00
48.00	21.00	33.00
49.00	22.00	28.00
50.00	19.00	33.00
51.00	20.00	33.00
52.00	18.00	33.00
53.00	18.00	31.00
54.00	18.00	26.00
55.00	23.00	32.00
56.00	20.00	32.00
57.00	18.00	29.00
58.00	19.00	32.00
59.00	15.00	32.00
60.00	19.00	35.00

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Interpersonal Communication 61.00	10	31.6000	2.41293	.76303	29.8739	33.3261
62.00	3	28.0000	1.73205	1.00000	23.6973	32.3027
63.00	5	31.8000	1.09545	.48990	30.4398	33.1602
64.00	3	31.0000	.00000	.00000	31.0000	31.0000
65.00	5	33.0000	2.73861	1.22474	29.5996	36.4004
66.00	16	28.0625	5.05264	1.26316	25.3701	30.7549
67.00	13	26.8462	8.47394	2.35025	21.7254	31.9669
68.00	9	32.2222	1.64148	.54716	30.9605	33.4840
70.00	2	35.0000	.00000	.00000	35.0000	35.0000
Total	353	26.2153	4.83819	.25751	25.7088	26.7218
31.00	3	16.0000	.00000	.00000	16.0000	16.0000
32.00	3	28.0000	.00000	.00000	28.0000	28.0000
34.00	2	25.0000	.00000	.00000	25.0000	25.0000
39.00	2	21.0000	.00000	.00000	21.0000	21.0000
41.00	1	21.0000	.	.	.	.
Dependency 42.00	3	28.0000	.00000	.00000	28.0000	28.0000
43.00	3	27.6667	5.77350	3.33333	13.3245	42.0088
44.00	2	27.0000	.00000	.00000	27.0000	27.0000
45.00	4	23.5000	4.04145	2.02073	17.0691	29.9309
46.00	11	24.2727	3.22772	.97319	22.1043	26.4411

47.00	4	26.5000	1.73205	.86603	23.7439	29.2561
48.00	21	26.5714	4.09355	.89329	24.7081	28.4348
49.00	14	27.2143	1.92867	.51546	26.1007	28.3279
50.00	26	26.4615	2.62649	.51510	25.4007	27.5224
51.00	23	27.5652	3.14536	.65585	26.2051	28.9254
52.00	22	26.6364	2.62851	.56040	25.4709	27.8018
53.00	23	25.8696	5.31126	1.10747	23.5728	28.1663
54.00	12	28.0833	2.90637	.83900	26.2367	29.9300
55.00	17	28.4118	1.80481	.43773	27.4838	29.3397

Descriptives

		Minimum	Maximum
Interpersonal Communication	61.00	28.00	34.00
	62.00	27.00	30.00
	63.00	31.00	33.00
	64.00	31.00	31.00
	65.00	30.00	35.00
	66.00	19.00	33.00
	67.00	9.00	33.00
	68.00	31.00	35.00
	70.00	35.00	35.00
	Total	9.00	35.00
Dependency	31.00	16.00	16.00

32.00	28.00	28.00
34.00	25.00	25.00
39.00	21.00	21.00
41.00	21.00	21.00
42.00	28.00	28.00
43.00	21.00	31.00
44.00	27.00	27.00
45.00	20.00	27.00
46.00	19.00	28.00
47.00	25.00	28.00
48.00	20.00	33.00
49.00	24.00	31.00
50.00	23.00	30.00
51.00	17.00	32.00
52.00	23.00	31.00
53.00	12.00	30.00
54.00	24.00	32.00
55.00	26.00	32.00

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Dependency	56.00 22	28.9091	2.52434	.53819	27.7899	30.0283

	57.00	16	28.3125	3.66458	.91615	26.3598	30.2652
	58.00	14	29.0000	3.90266	1.04303	26.7467	31.2533
	59.00	19	30.0526	2.46021	.56441	28.8668	31.2384
	60.00	20	30.3500	3.32890	.74436	28.7920	31.9080
	61.00	10	31.5000	1.77951	.56273	30.2270	32.7730
	62.00	3	23.0000	3.46410	2.00000	14.3947	31.6053
	63.00	5	32.4000	.54772	.24495	31.7199	33.0801
	64.00	3	32.0000	.00000	.00000	32.0000	32.0000
	65.00	5	27.8000	1.64317	.73485	25.7597	29.8403
	66.00	16	30.3750	3.53789	.88447	28.4898	32.2602
	67.00	13	28.9231	8.21037	2.27715	23.9616	33.8846
	68.00	9	30.0000	1.87083	.62361	28.5620	31.4380
	70.00	2	35.0000	.00000	.00000	35.0000	35.0000
	Total	353	27.9065	4.04587	.21534	27.4830	28.3300
	31.00	3	21.0000	.00000	.00000	21.0000	21.0000
	32.00	3	17.0000	.00000	.00000	17.0000	17.0000
	34.00	2	26.0000	.00000	.00000	26.0000	26.0000
	39.00	2	22.0000	.00000	.00000	22.0000	22.0000
Social networking for Academic purposes	41.00	1	24.0000	.	.	.	.
	42.00	3	14.0000	.00000	.00000	14.0000	14.0000
	43.00	3	20.0000	3.46410	2.00000	11.3947	28.6053
	44.00	2	31.0000	.00000	.00000	31.0000	31.0000
	45.00	4	22.5000	5.19615	2.59808	14.2318	30.7682
	46.00	11	23.7273	1.48936	.44906	22.7267	24.7278

47.00	4	23.2500	2.36291	1.18145	19.4901	27.0099
48.00	21	26.3333	4.18728	.91374	24.4273	28.2394
49.00	14	24.2143	2.08211	.55647	23.0121	25.4165
50.00	26	26.5385	4.07167	.79852	24.8939	28.1830

Descriptives

		Minimum	Maximum
Dependency	56.00	23.00	33.00
	57.00	25.00	35.00
	58.00	24.00	34.00
	59.00	27.00	34.00
	60.00	25.00	35.00
	61.00	29.00	33.00
	62.00	21.00	27.00
	63.00	32.00	33.00
	64.00	32.00	32.00
	65.00	26.00	29.00
	66.00	22.00	34.00
	67.00	11.00	34.00
	68.00	27.00	32.00
	70.00	35.00	35.00
	Total	11.00	35.00
Social networking for Academic	31.00	21.00	21.00

purposes	32.00	17.00	17.00
	34.00	26.00	26.00
	39.00	22.00	22.00
	41.00	24.00	24.00
	42.00	14.00	14.00
	43.00	18.00	24.00
	44.00	31.00	31.00
	45.00	18.00	27.00
	46.00	22.00	27.00
	47.00	20.00	25.00
	48.00	21.00	33.00
	49.00	22.00	29.00
	50.00	19.00	33.00

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
						Lower Bound	Upper Bound
Social networking for Academic purposes	51.00	23	25.2174	3.14724	.65625	23.8564	26.5784
	52.00	22	25.3636	4.35940	.92943	23.4308	27.2965
	53.00	23	24.8261	4.09714	.85431	23.0544	26.5978
	54.00	12	22.5000	3.23335	.93339	20.4456	24.5544
	55.00	17	26.7059	2.54374	.61695	25.3980	28.0138
	56.00	22	25.6818	3.49675	.74551	24.1314	27.2322

57.00	16	24.7500	3.67877	.91969	22.7897	26.7103
58.00	14	27.5000	4.41588	1.18019	24.9503	30.0497
59.00	19	26.4737	5.72876	1.31427	23.7125	29.2349
60.00	20	29.6000	4.90327	1.09641	27.3052	31.8948
61.00	10	31.9000	2.46982	.78102	30.1332	33.6668
62.00	3	27.6667	2.08167	1.20185	22.4955	32.8378
63.00	5	31.8000	1.09545	.48990	30.4398	33.1602
64.00	3	31.0000	.00000	.00000	31.0000	31.0000
65.00	5	33.4000	2.30217	1.02956	30.5415	36.2585
66.00	16	28.0000	5.79655	1.44914	24.9112	31.0888
67.00	13	26.6154	8.49057	2.35486	21.4846	31.7462
68.00	9	32.6667	1.80278	.60093	31.2809	34.0524
70.00	2	35.0000	.00000	.00000	35.0000	35.0000
Total	353	26.2805	4.93113	.26246	25.7643	26.7966

Descriptives

		Minimum	Maximum
Social networking for Academic purposes	51.00	20.00	34.00
	52.00	18.00	33.00
	53.00	18.00	31.00
	54.00	17.00	26.00
	55.00	23.00	32.00
	56.00	20.00	32.00

	57.00	18.00	29.00
	58.00	19.00	32.00
	59.00	15.00	32.00
	60.00	19.00	35.00
	61.00	28.00	34.00
	62.00	26.00	30.00
	63.00	31.00	33.00
	64.00	31.00	31.00
	65.00	30.00	35.00
	66.00	15.00	34.00
	67.00	10.00	33.00
	68.00	31.00	35.00
	70.00	35.00	35.00
	Total	10.00	35.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Interaction6	3.325[a]	31	320	.000
Interpersonal Communicatio n	4.086[b]	31	320	.000
Dependency	3.452[c]	31	320	.000

| Social networking for Academic purposes | 4.120[d] | 31 | 320 | .000 |

a. Groups with only one case are ignored in computing the test of homogeneity of variance for Interaction6.

b. Groups with only one case are ignored in computing the test of homogeneity of variance for Interpersonal Communication.

c. Groups with only one case are ignored in computing the test of homogeneity of variance for Dependency.

d. Groups with only one case are ignored in computing the test of homogeneity of variance for Social networking for Academic purposes.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Interaction6	Between Groups	1896.575	32	59.268	5.900	.000
	Within Groups	3214.700	320	10.046		
	Total	5111.275	352			
Interpersonal Communication	Between Groups	3045.739	32	95.179	5.864	.000
	Within Groups	5193.898	320	16.231		

	Total	8239.637	352			
Dependency	Between Groups	1906.793	32	59.587	4.946	.000
	Within Groups	3855.122	320	12.047		
	Total	5761.915	352			
Social networking for Academic purposes	Between Groups	3143.527	32	98.235	5.804	.000
	Within Groups	5415.708	320	16.924		
	Total	8559.235	352			

Robust Tests of Equality of Means[b,c,d,e]

		Statistic[a]	df1	df2	Sig.
Interaction6	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Interpersonal Communication	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Dependency	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.
Social networking for Academic purposes	Welch	.	.	.	.
	Brown-Forsythe	.	.	.	.

a. Asymptotically F distributed.

b. Robust tests of equality of means cannot be performed for Interaction6 because at least one group has the sum of case weights less than or equal to 1.

c. Robust tests of equality of means cannot be performed for Interpersonal Communication because at least one group has the sum of case weights less than or equal to 1.

d. Robust tests of equality of means cannot be performed for Dependency because at least one group has the sum of case weights less than or equal to 1.

e. Robust tests of equality of means cannot be performed for Social networking for Academic purposes because at least one group has the sum of case weights less than or equal to 1.

Means Plots
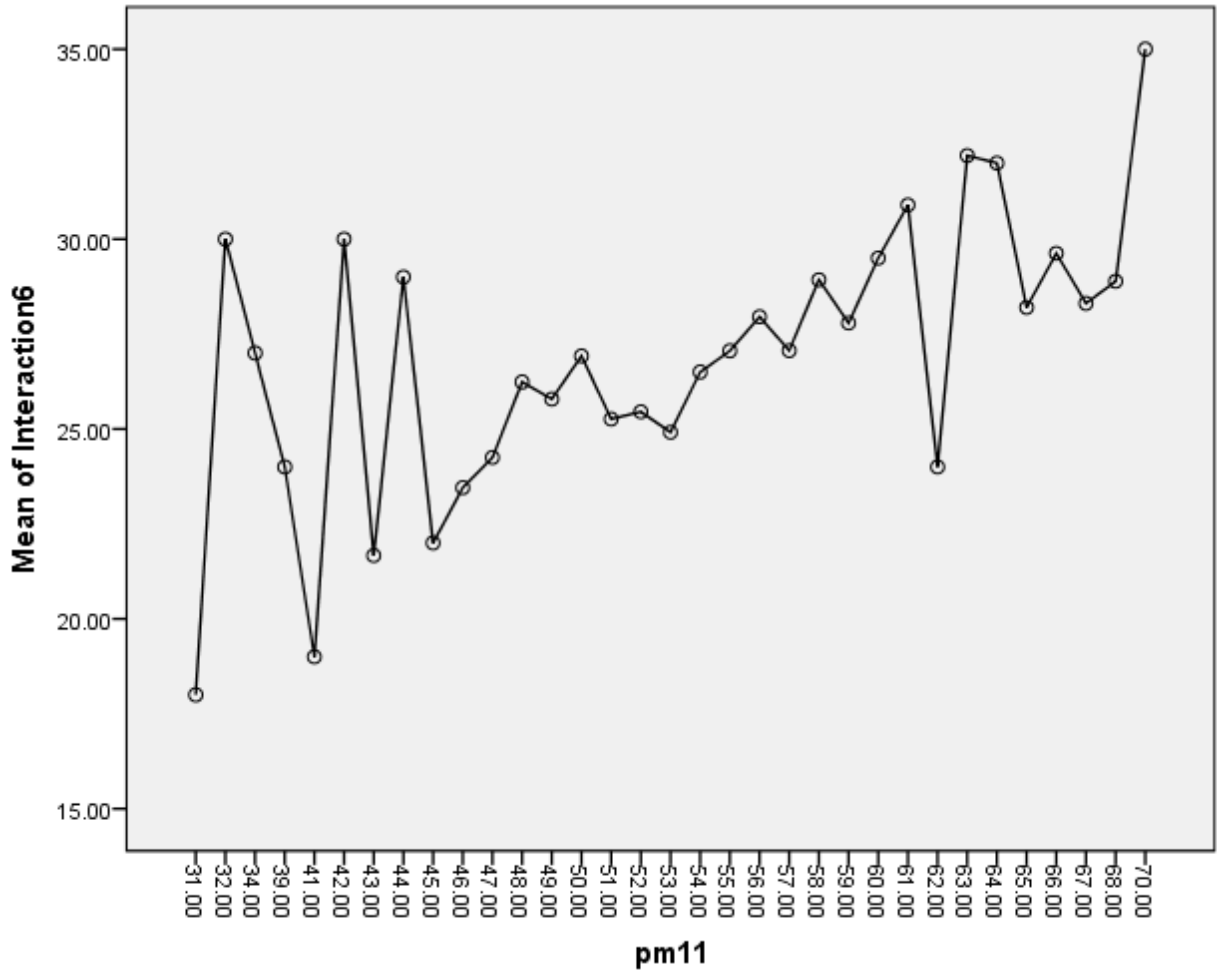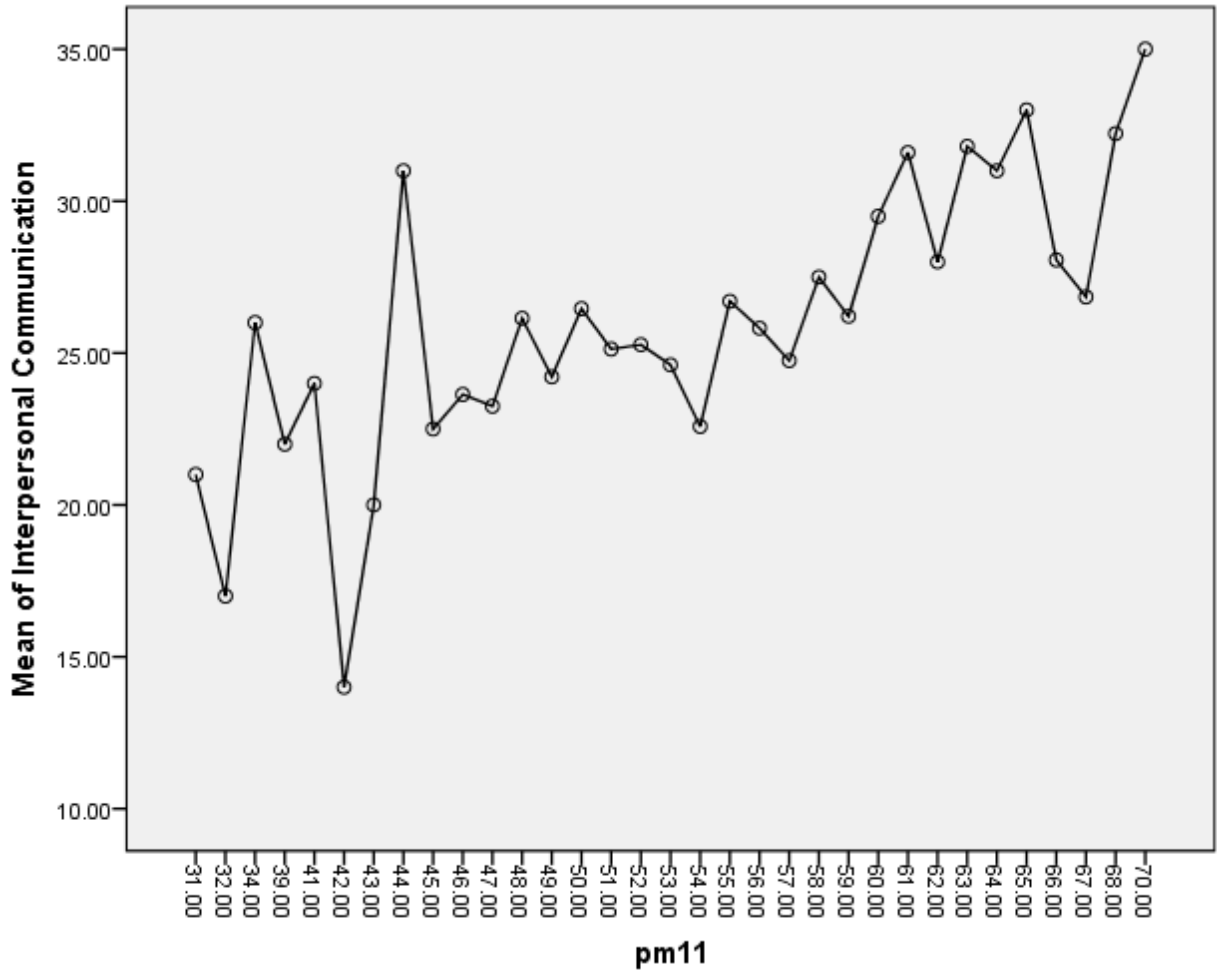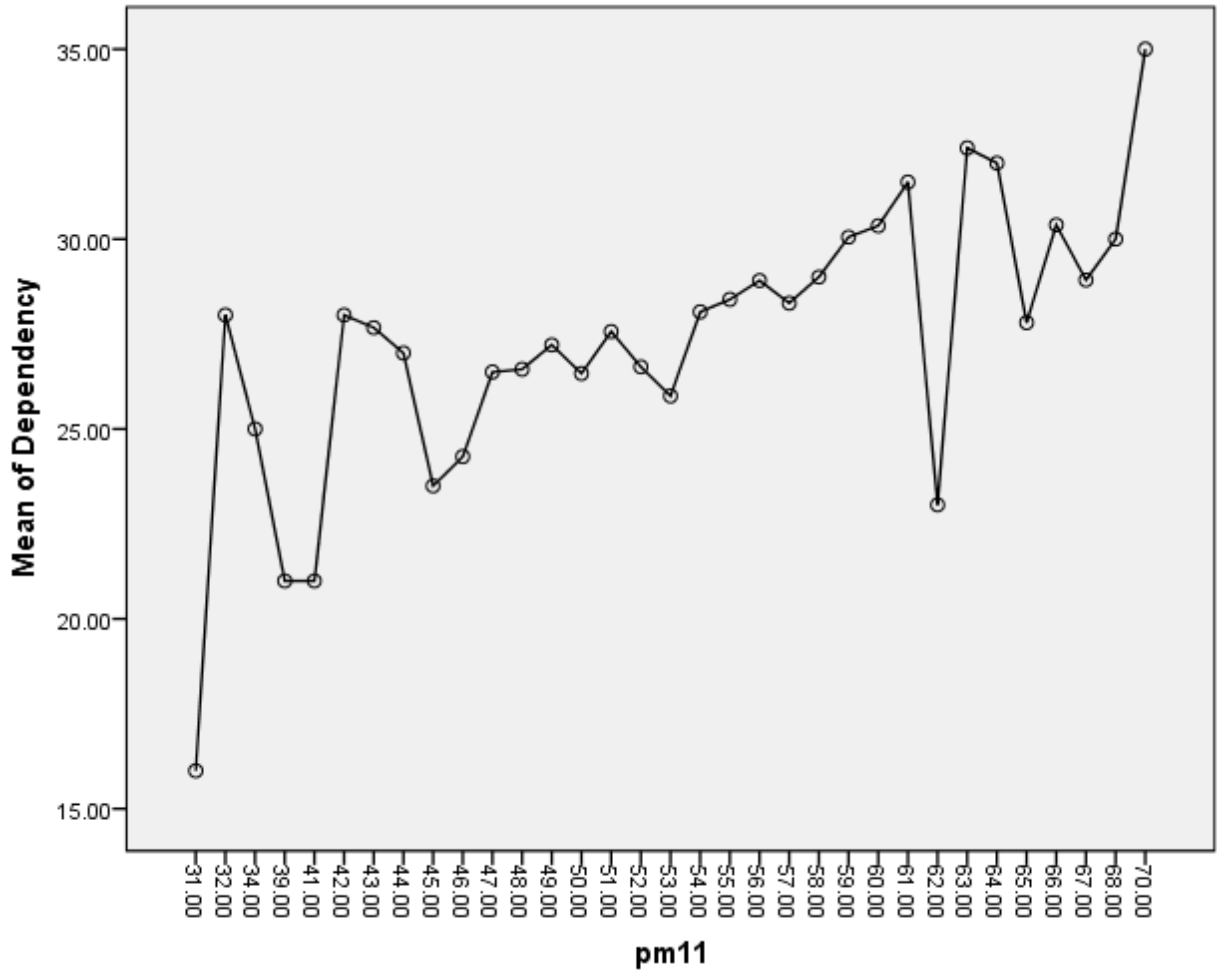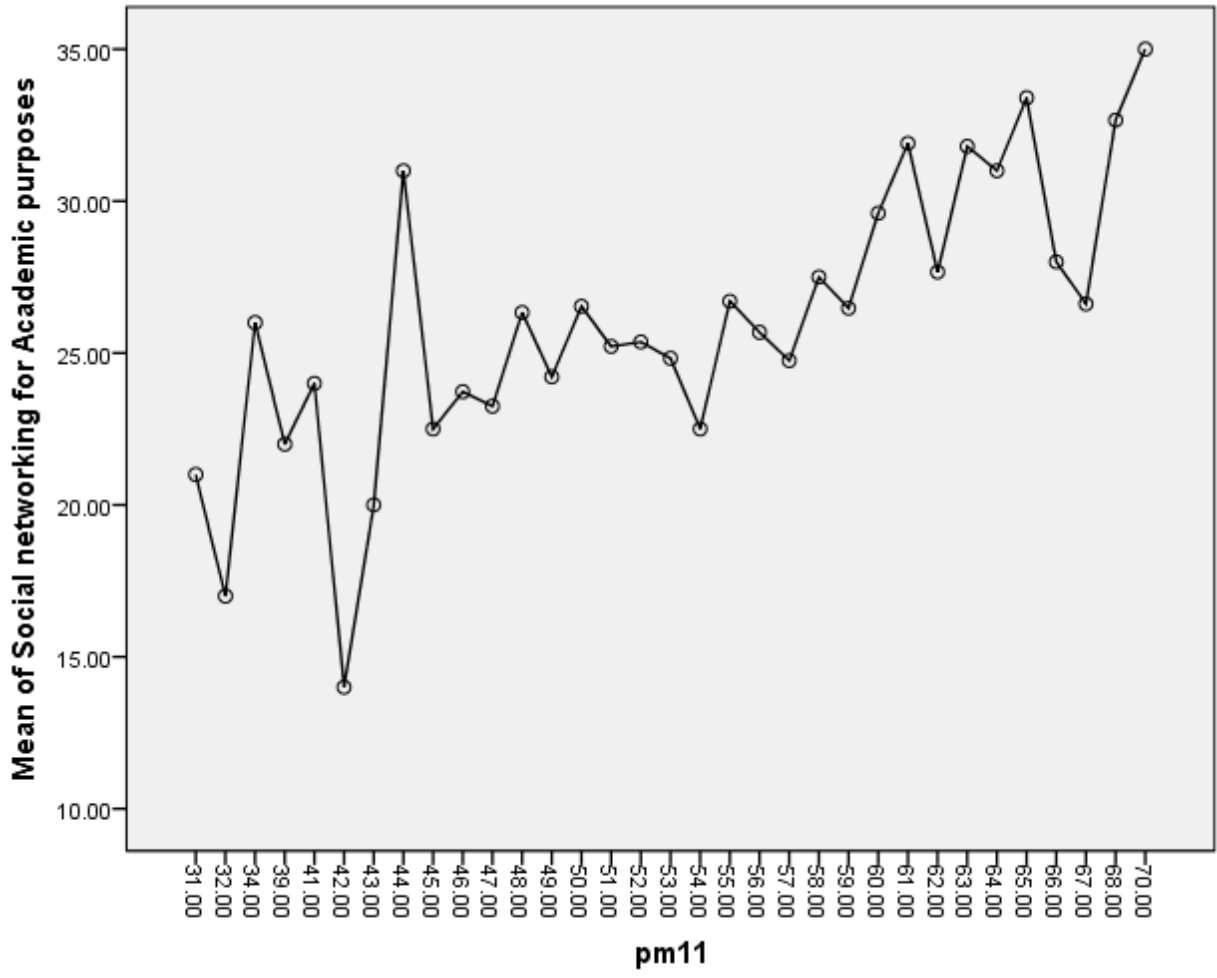
Cronbach Alpha

Case Processing Summary

		N	%
	Valid	351	99.4
Cases	Excluded[a]	2	.6
	Total	353	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.822	.825	9

Item Statistics

	Mean	Std. Deviation	N
Perception of mobile phone	5.47	1.126	351
Perception of mobile phone	4.92	1.302	351
Perception of mobile phone	5.22	1.103	351
Perception of mobile phone	5.52	1.248	351
Perception of mobile phone	5.64	1.036	351
Perception of mobile phone	5.50	1.136	351
Perception of mobile phone	5.61	1.055	351
Perception of mobile phone	5.47	1.146	351
Perception of mobile phone	5.85	1.058	351

Inter-Item Correlation Matrix

	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone
Perception of mobile phone	1.000	.327	.417	.345	.324

Perception of mobile phone	.327	1.000	.537	.306	.337
Perception of mobile phone	.417	.537	1.000	.474	.342
Perception of mobile phone	.345	.306	.474	1.000	.226
Perception of mobile phone	.324	.337	.342	.226	1.000
Perception of mobile phone	.274	.285	.274	.200	.514
Perception of mobile phone	.380	.399	.360	.207	.414
Perception of mobile phone	.334	.281	.339	.292	.367
Perception of mobile phone	.414	.251	.413	.156	.332

Inter-Item Correlation Matrix

	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone
Perception of mobile phone	.274	.380	.334	.414
Perception of mobile phone	.285	.399	.281	.251
Perception of mobile phone	.274	.360	.339	.413
Perception of mobile phone	.200	.207	.292	.156
Perception of mobile phone	.514	.414	.367	.332

Perception of mobile phone	1.000	.388	.334	.295
Perception of mobile phone	.388	1.000	.315	.428
Perception of mobile phone	.334	.315	1.000	.520
Perception of mobile phone	.295	.428	.520	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Perception of mobile phone	43.73	34.861	.539	.312	.803
Perception of mobile phone	44.28	33.732	.521	.358	.806
Perception of mobile phone	43.98	34.074	.622	.472	.793
Perception of mobile phone	43.68	35.528	.417	.285	.818
Perception of mobile phone	43.56	35.481	.547	.366	.802
Perception of mobile phone	43.70	35.490	.481	.320	.809
Perception of mobile phone	43.59	35.255	.553	.350	.801

Perception of mobile phone	43.73	34.828	.529	.356	.804
Perception of mobile phone	43.35	35.475	.532	.422	.804

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
49.20	43.297	6.580	9

RELIABILITY

 /VARIABLES=pm2 pm3 pm4 pm5 pm6 pm7 pm8 pm9 pm10 pm1

 /SCALE('ALL VARIABLES') ALL

 /MODEL=ALPHA

 /STATISTICS=DESCRIPTIVE SCALE CORR

 /SUMMARY=TOTAL.

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	351	99.4
	Excluded[a]	2	.6
	Total	353	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.838	10

Item Statistics

	Mean	Std. Deviation	N

Perception of mobile phone	5.47	1.126	351
Perception of mobile phone	4.92	1.302	351
Perception of mobile phone	5.22	1.103	351
Perception of mobile phone	5.52	1.248	351
Perception of mobile phone	5.64	1.036	351
Perception of mobile phone	5.50	1.136	351
Perception of mobile phone	5.61	1.055	351
Perception of mobile phone	5.47	1.146	351
Perception of mobile phone	5.85	1.058	351
Perception of mobile phone	5.39	1.264	351

Inter-Item Correlation Matrix

	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone
Perception of mobile phone	1.000	.327	.417	.345	.324

Perception of mobile phone	.327	1.000	.537	.306	.337
Perception of mobile phone	.417	.537	1.000	.474	.342
Perception of mobile phone	.345	.306	.474	1.000	.226
Perception of mobile phone	.324	.337	.342	.226	1.000
Perception of mobile phone	.274	.285	.274	.200	.514
Perception of mobile phone	.380	.399	.360	.207	.414
Perception of mobile phone	.334	.281	.339	.292	.367
Perception of mobile phone	.414	.251	.413	.156	.332
Perception of mobile phone	.631	.199	.212	.112	.381

Inter-Item Correlation Matrix

	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone	Perception of mobile phone
Perception of mobile phone	.274	.380	.334	.414	.631
Perception of mobile phone	.285	.399	.281	.251	.199
Perception of mobile phone	.274	.360	.339	.413	.212
Perception of mobile phone	.200	.207	.292	.156	.112

Perception of mobile phone	.514	.414	.367	.332	.381
Perception of mobile phone	1.000	.388	.334	.295	.430
Perception of mobile phone	.388	1.000	.315	.428	.332
Perception of mobile phone	.334	.315	1.000	.520	.250
Perception of mobile phone	.295	.428	.520	1.000	.369
Perception of mobile phone	.430	.332	.250	.369	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Perception of mobile phone	49.12	42.886	.608	.536	.811
Perception of mobile phone	49.66	42.898	.500	.358	.822
Perception of mobile phone	49.37	43.302	.593	.478	.813
Perception of mobile phone	49.06	44.996	.392	.298	.833
Perception of mobile phone	48.95	44.303	.562	.376	.816

Perception of mobile phone	49.09	44.075	.514	.376	.820
Perception of mobile phone	48.97	44.191	.557	.350	.816
Perception of mobile phone	49.11	43.924	.519	.359	.819
Perception of mobile phone	48.74	44.307	.546	.430	.817
Perception of mobile phone	49.20	43.297	.494	.510	.822

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
54.59	53.117	7.288	10

Cronbach Alpha

Case Processing Summary

		N	%
	Valid	351	99.4
Cases	Excluded[a]	2	.6
	Total	353	100.0

a. Listwise deletion based on all
variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.676	.682	5

Item Statistics

	Mean	Std. Deviation	N
Interaction	5.36	1.026	351

Interaction	5.52	1.269	351
Interaction	5.52	1.063	351
Interaction	5.54	1.073	351
Interaction	5.08	1.316	351

Inter-Item Correlation Matrix

	Interaction	Interaction	Interaction	Interaction	Interaction
Interaction	1.000	.416	.394	.164	.033
Interaction	.416	1.000	.454	.326	.323
Interaction	.394	.454	1.000	.407	.096
Interaction	.164	.326	.407	1.000	.387
Interaction	.033	.323	.096	.387	1.000

Item-Total Statistics

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	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Interaction	21.67	11.107	.350	.235	.658
Interaction	21.50	8.668	.572	.355	.554
Interaction	21.50	10.142	.485	.342	.604
Interaction	21.49	10.131	.479	.290	.606
Interaction	21.95	10.291	.299	.225	.693

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.03	14.553	3.815	5

Cronbach Alpha

Case Processing Summary

		N	%
Cases	Valid	353	100.0

| | Excluded[a] | 0 | .0 |
| | Total | 353 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.821	.818	5

Item Statistics

	Mean	Std. Deviation	N
Social networking for Academic purposes	5.55	1.105	353
Social networking for Academic purposes	5.10	1.318	353

Social networking for Academic purposes	5.24	1.351	353
Social networking for Academic purposes	5.12	1.401	353
Social networking for Academic purposes	5.28	1.267	353

Inter-Item Correlation Matrix

	Social networking for Academic purposes	Social networking for Academic purposes	Social networking for Academic purposes	Social networking for Academic purposes	Social networking for Academic purposes
Social networking for Academic purposes	1.000	.386	.309	.341	.431
Social networking for Academic purposes	.386	1.000	.465	.484	.543
Social networking for Academic purposes	.309	.465	1.000	.667	.516

Social networking for Academic purposes	.341	.484	.667	1.000	.594
Social networking for Academic purposes	.431	.543	.516	.594	1.000

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Social networking for Academic purposes	20.73	18.787	.450	.224	.827
Social networking for Academic purposes	21.18	16.194	.602	.372	.789
Social networking for Academic purposes	21.04	15.626	.643	.481	.777
Social networking for Academic purposes	21.16	14.874	.692	.539	.761

| Social networking for Academic purposes | 21.00 | 15.815 | .684 | .476 | .765 |

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.28	24.316	4.931	5

Cronbach Alpha

Case Processing Summary

		N	%
	Valid	351	99.4
Cases	Excluded[a]	2	.6

	Total	353	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.708	.706	5

Item Statistics

	Mean	Std. Deviation	N
Dependency	5.36	1.026	351
Dependency	5.52	1.269	351
Dependency	5.52	1.063	351
Dependency	5.50	1.283	351
Dependency	5.98	1.286	351

Inter-Item Correlation Matrix

	Dependency	Dependency	Dependency	Dependency	Dependency
Dependency	1.000	.416	.394	.173	.029
Dependency	.416	1.000	.454	.402	.316
Dependency	.394	.454	1.000	.294	.198
Dependency	.173	.402	.294	1.000	.572
Dependency	.029	.316	.198	.572	1.000

Inter-Item Covariance Matrix

	Dependency	Dependency	Dependency	Dependency	Dependency
Dependency	1.053	.541	.430	.228	.039
Dependency	.541	1.610	.613	.655	.516
Dependency	.430	.613	1.130	.401	.270
Dependency	.228	.655	.401	1.645	.944
Dependency	.039	.516	.270	.944	1.654

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Dependency	22.53	12.839	.337	.243	.706
Dependency	22.36	10.105	.577	.357	.610
Dependency	22.36	11.808	.469	.272	.660

Dependency 22.38	10.266	.542	.393	.626
Dependency 21.90	11.173	.412	.351	.684

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.88	16.366	4.046	5

Correlations

Correlations

		Interaction 6	pm11
Interaction 6	Pearson Correlation	1	.411[**]

			.000
	Sig. (2-tailed)		
	N	353	353
pm11	Pearson Correlation	.411**	1
	Sig. (2-tailed)	.000	
	N	353	353

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		Interpersonal Communication	pm11
Interpersonal Communication	Pearson Correlation	1	.440[**]
	Sig. (2-tailed)		.000
	N	353	353
pm11	Pearson Correlation	.440[**]	1
	Sig. (2-tailed)	.000	
	N	353	353

**. Correlation is significant at the 0.01 level (2-tailed).

T-Test

Group Statistics

	Duration of stay	N	Mean	Std. Deviation	Std. Error Mean
	3 Two years	118	28.5932	4.08298	.37587
Dependency	4 Three years and above	140	27.6286	4.29378	.36289

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Dependency	Equal variances assumed	1.297	.256	1.838	256	.067
	Equal variances not assumed			1.846	252.275	.066

Independent Samples Test

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Dependency	Equal variances assumed	.96465	.52472	-.06866	1.99796
	Equal variances not assumed	.96465	.52246	-.06430	1.99359

Correlations

Correlations

		Social networking for Academic purposes	pm11
Social networking for Academic purposes	Pearson Correlation	1	.432[**]
	Sig. (2-tailed)		.000
	N	353	353
pm11	Pearson Correlation	.432[**]	1
	Sig. (2-tailed)	.000	
	N	353	353

**. Correlation is significant at the 0.01 level (2-tailed).