

UNIVERSITY OF NAIROBI



SCHOOL OF JOURNALISM

**THE IMPACT OF MOBILE PHONE USE
ON INTERPERSONAL (FACE TO FACE) COMMUNICATION
AMONGST THE STUDENTS OF THE UNIVERSITY OF NAIROBI
MAIN CAMPUS**

BY

ADHIAMBO EUNICE ODEK

K50/70090/2013

**RESEARCH PROJECT REPORT SUBMITTED AT THE SCHOOL OF
JOURNALISM IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN
COMMUNICATION STUDIES, UNIVERSITY OF NAIROBI**

OCTOBER 2015

DECLARATION

This research report is my original work and has not been presented for a degree in any other university. No part of this project may be reproduced without prior permission by the author or UNIVERSITY OF NAIROBI.

STUDENT NAME:

ADHIAMBO EUNICE ODEK Signature _____ Date _____
K50/70090/2013

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

NAME OF SUPERVISOR:

Dr. MARTINA MULWA Signature _____ Date _____

UNIVERSITY OF NAIROBI

DEDICATION

This project is dedicated to my nuclear family (my husband Godfred Abura and daughter daughter Tatiana Abura) and my entire larger family for being pillars of support, by way of according me moral and emotional support all the while as I engaged in my study.

ACKNOWLEDGEMENT

I acknowledge the invaluable support and guidance that was given by my supervisor- Dr. Martina Mulwa all the while as I engaged in this research work. I am privileged to have worked with her and I appreciate the timely, feedback she gave during the entire period, instilling in me values that saw me through this process. She has added to my graduate experience, affording me the opportunity to learn and grow, both as a communication student and researcher. She proved to be an invaluable mentor and friend. I sincerely thank her and hope to have another future opportunity to work together with.

Also to be appreciated is the entire 2013 Master of Arts in Communication Studies Lecturers and students, in particular Linda Kwabi, Walter Langat Gabriel Kuol and Andrew Watila for the invaluable support they accorded me during my whole study program.

ABSTRACT

Mobile phone use has gained popularity in the past recent years and its pervasive use has had definite impact on the traditional modes of communication. This study sought to investigate the impact of the use of mobile phone on the use of the traditional Face to Face Mode, through studying the various ways and reasons for use of the mobile phone or Face to Face communication modes by a sample of students of the University of Nairobi - Main Campus. From the hostels accommodation records held by Students Welfare Association (SWA) – the office charged with students’ accommodation matters, a sample of two hostels (one “male” and one “Female”) were selected through purposive sampling and from herein, random sampling method was employed to compose a study sample of 100 respondents to participate in the filling in of the questionnaire, six to be interviewed and 10 to participate in the Focus Group Discussion-FGD, was composed. Through employing a mix of quantitative and qualitative research methods, the study guided by two theories, the “Uses and Gratification” and “Media System dependency” set out to identify the formats and the techniques in use, the various reasons for and ways the mobile phone is used in communication, the gratifications sought and the effects of the mobilephone use on the configuration of self. Quantitative data collected through the questionnaire was presented graphically through the use of MS Excel. Thereafter, all the relevant data collected through the literature review and the research process was analyzed through comparative and counter comparative method. The study established that students heavily relied on the mobile phone for academic matters, creating and maintaining relationships, settling misunderstandings and entertainment to degrees that have drastically reduced their use of the traditional use of the Face-to-Face mode and that has resulted in a mobile phone dependency. From the findings it is evident that this report has invaluable information recommendable for use as a guide by communication researchers, communication strategists and other interested persons in various lines such as advertiser, marketers and salesmen concerned with seeking effective communication.

ABBREVIATIONS

- CMC - Computer mediated communication
- ICT - Information Communication Technology
- SPSS - Statistical Package for the Social Sciences
- FGD - Focus Group Discussion
- SMS - Short Message Service
- SWA - Students' Welfare Association

TABLES AND FIGURES

Page

Table 1 Presentation in percentage of the mobile phone's user friendliness (in percentage).	27
Fig 1 - A presentation of those owning a mobile phone (in percentage).....	27
Fig 2 - A Presentation of the daily intensity of use of the various mobile phone functions (in percentage).....	27
Fig 3 -A Presentation of Mobile Format dependency (in percentage).....	28
Fig 4 –A presentation of preferred mobile communication format (in Percentage)....	28
Fig 5 - Preferred mode of settling minor miscommunications (in Percentage).	29
Fig 6 - Preferred mode of settling major miscommunications (in Percentage).	29
Fig 7 – A Presentation of the factors that influence the choice of mobile phone type purchased (in Percentage).....	30

TABLE OF CONTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Abstract.....	v
Abbreviations.....	vi
Tables and Figures.....	vii
Table of Content.....	viii

CHAPTER ONE: INTRODUCTION

1.0. Overview.	1
1.1. Background of the study.....	1
1.2. Problem Statement.....	3
1.3. Rationale and Justification of Study.....	4
1.4. General Objectives.....	4
1.4.1. Specific Objectives.	4
1.5 Scope and Limitations of the study.....	4
1.6. Definition of Terms.....	6

CHAPTER TWO: LITERATURE REVIEW

2.0. Introduction	8
2.1.General Literature.	8
2.2. Theoretical Framework.....	12
2.2.1. Uses and Gratification	12
2.2.2. Media System Dependency Theory.....	14

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction.	16
-------------------------	----

3.1. Research design	16
3.2. Data Collection techniques.....	17
3.2.1. The questionnaire.....	18
3.2.2. Interview guide.....	19
3.2.3. Focus Group discussion.....	19
3.2.4. Observation.....	20
3.3. Pretesting.....	21
3.4. Data sources.....	21
3.5. Issues of Reliability and Validity.....	21
3.6. Sample size and sampling procedure.....	22
3.6.1. Sampling Size.	22
3.6.2. Sampling procedure.	22
3.6.2.1.1 Purposive sampling.	23
3.6.2.2. Simple Random Sampling.....	23
3.7. Data analysis and Interpretation.....	24
3.8. Ethical considerations.....	25
3.9. Study area rationale.....	25

CHAPTER FOUR: DATA INDINGS, ANALYSIS AND INTERPRETATION

4.0. Introduction.....	26
4.1. Demographics Overview.....	26
4.2. Findings.	26

4.2.1. Findings from the questionnaire.....	26
4.2.2. Findings from the interviews.....	30
4.2.3. Findings from the FGD.....	33
4.3. Data Analysis and Interpretation.....	36

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.0. Introduction.....	46
5.1. Summary of Findings.	46
5.2. Summary of Discussion.....	46
5.3. Concussion.....	47
5.4. Recommendation.....	48

References.....	49
------------------------	-----------

APPENDICES.....	58
Appendix i . Letter of Introduction.....	58
Appendix ii. Research Work plan.....	59
Appendix iii. Questionnaire.....	60
Appendix iv. Interview guide Questions.....	63
Appendix v. Focus group discussion guidelines	65

CHAPTER ONE: INTRODUCTION

1.0 Overview

This chapter gives an overview background information of developments in communication technology and the changes that therein result in the communication sector, states the Problem, the rationale (justification) for the study, the General and specific Objectives, outlines the scope and limitations of the study and ends with definition of a number of terms used in the study.

1.1. Background of the study

For most of the 20th century, communication between individuals and entities occurred through separate platforms that comprised Face-to-Face meetings, books, newspapers, magazines, radio, television, cinema, and video. Today, with the rise of Web 2.0 (a term that refers to the second generation of advanced web tools that include social networking sites, wiki's, blogs, and the like), a forum for sophisticated social interaction and online collaboration has emerged. As of 2007, there were approximately 38 telephone subscribers and 275 mobile subscribers per every 1,000 people in Africa (International Telecommunication Union 2007). Tremendous growth in mobile phone use and ownership has been witnessed in developing countries (International Telecommunication Union 2009). This increase has brought about many changes-both positive and negative, in the nature of social interactions Geser (2003); Palen (2002). One such change is that of creation, maintenance and support of long distance relationships. Previously such was done by way of written letters, long-distance telephone calls from fixed cable telephone lines or time consuming travels by involved communicator(s) to meet together literally, Mok, Wellman, and Basu (2007).

Today the mobile phone, for its anywhere, anytime, communication properties, defies boundaries once imposed by distance and time-Wellman and Tindall (1993); Palen (2002); Wei and Lo (2006) makes much easier the maintenance of relationships across distance. This trend downplays the necessity of face to face communication diminishing

its use and thus endangering its existence alongside that of the benefits of non verbal cues (visual facial expressions, gestures the tone of Voice, inflection, and volume of the voice, the body language entailing the position and movement of the arms, shoulders, legs, head, as well as the presence - all the surrounding conditions in shared space such as proximity to the other person) that accrue from it. Nonverbal cues help us understand the message by either confirming or contradicting verbal messages and as such are very important. With non verbal cues, a message is more complete and clearer.

With the Mobile phone communication, the virtual self is connected to the virtual world and to others through electronic means such as the Internet, computers, television and other cell phones. “The virtual self is connected to the world by information technologies that pervade not only the home and office but the psyche Agger (2004:1). Few technologies if any have spread faster around the globe than the mobile phone. Social media comprising online communication services over skype, viber, IMO, instagram, Whatsapp, the Facebook, the microblogging service, Twitter, the video-sharing Web sites, YouTube, blog software such as Blogger and Word Press, amongst many others, have flourished and can all commonly be used on internet enabled mobile phones. A complex new social interaction culture based on the internet and CMC technology with the ability to envelop a user in a sphere of perpetual contact and instant access, to the extent “...technologies get inside our heads, position our bodies and dictate our everyday lives”, Agger (2004:1), in a way that can trap or liberate in equal measures. Personal relationships, ranging from family, friends to intimate, are today commonly based on Mobile phone technology

The Mobile phone communication has in the past been commonly regarded as a form of interpersonal communication as opposed to a mediated communication and for this reason, Media researchers - who traditionally organized their research around specific communications medium such as newspapers, radio, and television as objects of their research, have not given much thought to studying it. Dennis & Gallupe (1993); O'Shea and Self, (1983). “We are quite convinced that the traditional division of communication study into interpersonal, group and public, and mass communication is inadequate

because it ignores the pervasiveness of media” Cathcart and Gumpert (1983). Research disciplinary lines and also theoretical models coupled with most basic assumptions behind researchers' theories of media and communication have long kept researchers from seeing the whole picture of the Computer Mediated Communication-CMC process- Marshall McLuhan (1960). “The advent of a new medium often reveals the lineaments and assumptions, as it were, of an old medium” Marshall McLuhan (1960) p. 567. The New communication technology has created new configurations of sources, messages, and receivers, to the extent the categories of mass media have become too fuzzy to define, leaving no clear research variables for critical scholars and communication researches to use in discussing issues of social and political power Ang (1991). Clearly then, it is imperative that as technology advances, research categories ought to become flexible and ought to increase research work. There is need to re-examine the old definitions of these.

In the sector of Communication studies, there is abundant literature dealing with the issue of media convergence, with particular, concentration on the technological advancements and text-based CMC, but few deal with the Mobile phone communication. This is disappointing especially if looked at from the viewpoint of the words of Dawley & Anthony, (2003); Kruger, Epley, Parker, & Ng, (2005) that “with its distinct and unique nature, the mobile phone has brought human interaction and society to a highly interconnected and complex level and with these come complex challenges”. Clearly, there are gaps, one of these being “the impact of the use of mobile phone on the use and benefits of the Face-to-Face communication mode”, the gap, which this study sought to cover by way of investigating the “why“ and “how”, in connection to the use of mobile phone by the students of the University Of Nairobi-Main Campus.

1.2. Problem statement

With the advent and spread and of mobile phones, more and more transactions are engaged in through multimedia online platforms. Business is transacted through e-commerce; politics (mobilization of people) is played online - via email and social media sites, e-education platforms are also commonplace-Poole & Jackson, (1993, p. 282). The

use of traditional separate mass media platforms and face-to-face contexts are diminishing and unexpected dynamics in the realm of communication are today's reality. It is in recognition of this unique fact that this study undertook to seek to establish the impact of mobile phone use on Face-to-Face communication.

1.3. Rationale and Justification

The number of mobile phone users in Kenya has skyrocketed in the recent past (International Telecommunication Union 2009), an indication of a tendency of more use of this communication mode over the traditional face to face. This phenomenon has evidently resulted in a need to study its psychological social and cultural effects. For this reason, this study sought to investigate the impact of Mobile phone use, on the Face to Face interpersonal communication mode and the benefits that accrue from its use.

1.4 General objective

The study sought to investigate the socio-cultural and psychological impact of the use of mobile phone on the traditional use of face-to-face (interpersonal) communication mode..

1.4.1. Specific Objectives

The specific objectives of the study were:

1. to establish the various ways the students use the mobile phone today.
2. to determine how the use of mobile phone has impacted on the students' use of face- to-Face communication mode.
3. to determine the impact of the mobile phone use on the configuration of self.

1.5. Scope and Limitations

According to Cooper and Schindler (2011), sampling is mainly understood as the systematic selection of a representative number of elements out of the specified targeted

population. A suitable sample size is dependent on the purpose of the inquiry, what is at stake, that which will be useful, credible and what can possibly be done with available time and resources Kothari, (2004). This study with confidence limited itself to the students of the University of Nairobi-Main Campus, a valid given that academic enrolment in this institution is strictly done to ensure fair representation of all the counties, as such the sample was representative of the general population of Kenya. Given the constraints of time and finances, a sample based in Nairobi the area of residence of the researcher would lend itself easily accessible for smooth operations, and so Nairobi University-Main Campus was selected.

A valid study is one that gives valuable up-to-date information on the issues it touches on by referring to most recent information sources. Often times however, there occur conflicting sources of figures and information, especially with less researched fields (as is the case with Mobile phone particularly when touching on the subscriber and user base records), making it a challenge for a researcher to give relatively accurate information and statistics.

1.6. Definition of terms

Communication - “Communication is a process in which participants create and share information with one another to reach a mutual understanding” Rogers, (2003).

Face to Face communication - Face to face communication is "the reciprocal influence of individuals upon each other's action when in one another's immediate physical presence"- Erving Goffman (1959) : *The Presentation of Self in Everyday Life*

Computer Mediated communication (CMC)

CMC is communication that takes place through, (or is facilitated by) computers, e.g. Usenet and e-mail, but also covers real-time chat tools like video conferencing.-Merriam Webster dictionary.

Media convergence, -

Most theorists agree that in general terms convergence means ‘coming together of two or more things’, however a variety of different arguments have been put forward in an attempt to define what exactly is coming together Grant and Wilkinson, (2009)

Internet-

Internet is a ‘global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols’- Oxford dictionary.

Media convergence -

Media convergence is a phenomenon involving the interconnection of information and communications technologies, computer networks, and media content- Encyclopedia Britannica.

Social media - Social media refer to electronic communication platforms such as the skype,Viber, IMO, instagram, Whatsapp and micro blogging Web sites that facilitate the creation of virtual communities from where individuals social network by sharing personal or public information and ideas using text, audio and video formats - Merriam Webster dictionary.

Virtual society - Is social aggregations that emerge from the Internet when enough people carry on public discussions long enough and with sufficient human feeling to form webs of personal relationships in cyberspace, Rheingold (2002).

Non-personal communication channels-

These are media that carry messages with no necessity of personal meeting or feedback. They include print media, broadcast media and social media.

Personal communication channels -

These are communication channels that allow for personal addressing and feedback. It entails word of mouth by parties involved.

Social network - A network of interaction of friends, colleagues and other personal relationships - Oxford Dictionary

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0. Introduction

This chapter gives a review of literature dealing with CMC and of those touching on the two theories that were used as framework in the study

2.1 General Review

The invention of computers and Internet allows for computer mediated communication- CMC systems, which offer an “anyone/anytime/anyplace” communication mode that is commonplace today. CMC offers more rapid, has edgeless permeable boundaries, is easily customized and personalized as such it is preferred to the traditional same-time, same-place, functionally-centered, in-house forms of communication experience not found in Face to Face mode. People and entities communicate across remote distances, zonal time differences and even cultural boundaries and even interact and transact business without the hassle of necessity of being physically present. “The virtual self is connected to the world by information technologies that pervade not only the home and office but the psyche Agger (2004:1). A complex new social interaction culture based on the internet and CMC technology with the ability to envelop a user in a sphere of perpetual contact and instant access, to the extent “...technologies get inside our heads, position our bodies and dictate our everyday lives”, Agger (2004:1), in a way that can trap or liberate in equal measures. Personal relationships, ranging from family, friends to intimate, are today commonly based on Mobile phone technology

The concept of interactivity has long been assumed to be a natural attribute of interpersonal communication, but, as explicated by Rafaeli (1988), it is more recently applied to all new media, from two-way cable over the Internet to the mobile phone. Amongst ordinary people, the growth of mobile phone use has been phenomenal bringing with it effects and challenges impossible to ignore, one being a diminish in necessity for use of Face to Face to degrees posing danger to it, alongside the benefits that accrue its use.

There has been much research done on the functions of the landline telephone King (1991); Wellman et al. (1993). Little of these however is in the area of Mobile phone communication (not surprising because up till today, mobile phone communications were considered not as mediated but interpersonal forms of communication), yet increasingly to many people today, the mobile phone communication technology is regarded a necessity. Of the few already done, still fewer are on the effects of use of mobile phones on face to face communication yet the mobile phone, with for its ability to permeate geographical boundaries seamlessly, Geser (2003); Palen (2002) intruding an individual's life, impacting on a range of social structures, amongst these, the face to face (interpersonal) mode of communication. Given that most modern phones today have multimedia capabilities and can disseminate messages to masses at one go, mobile phones can be regarded a mass medium. Fitzgerald and Drennan (2003) examined consumption practices surrounding mobile phones and found that some consumers express a strong sense of the attachment to their mobile phones in their lives, particularly from a communications perspective. Consumers internalize technology such as mobile devices, and the internet into their lifestyles Forrester Research Group, (2001). This integration may provide an explanation of why some people come to feel empowered through the use of technology (mobile phone devices)- Funston and McNeil, (1999). The feeling of empowerment may result from a communication possible without the constraints of distance and the enabling of one to perform communication tasks, both of a work-related and social nature, more efficiently as well as allowing for private communications Lacohee, Wakeford, and Pearson, (2003).

As proves true with every new innovation, there have come benefits and challenges from the mobile phone communication technology. Its foremost advantage is that it is a speedy medium that can allow one to reach a large number of people through one delivery. Mobile phones in use today have capabilities that can match those offered previously through the computer- referred to as computer mediated communication (CMC), and are no just mere tools used to communicate over long distance. Business deals and a major part of the communication even with colleagues in close proximity takes place online Renaud, Ramsay, & Hair, (2006). Mobile communication has the reputation of being less

time-consuming and more efficient compared to Face-to-Face conversation (Berghel, 1997). Wicklund and Vandekerckhove (2000) argue that speedy communicative media not limited in bandwidth can promote constant communications. Mobile devices used for group teleconferencing (communicating via telecommunication equipment -telephone, CMC etc.) Mann, Varey, & Button, (2000), or in bi-lateral talks for example, may affect social dynamics by enabling new forms of interaction and collaboration Lyytinen & Yoo, 2002a; Pica & Kakiyama, (2003). Speed oriented communication gives an individual the sense that the recipient can be reached and dealt with quickly Manger et al., (2003). The mobile phone - a wireless mobile communication device embedded with functions to manage one's calendar, make phone calls, browse the Internet and capability to receive and answer e-mails at anytime, anywhere as such it can allow for spending of much quality time together, facilitating possible development of deep relationships, unlike the desktop computer, is rarely separated from its owner and is. Lyytinen & Yoo: (2002b); Rheingold, (2002).

Though this new communication technology has produced the intended benefits, studies have also shown that unanticipated, and often paradoxical, negative consequences have resulted as well-Markus, (1996); Orlikowski, (1992); Robey & Boudreau, (1999). For example, whereas one's continuous availability decreases work delays (through giving quick access to information and allowing for quick feedback), the same continuous availability time and again can lead to an increase in work interruptions and increased disorganization- Renneker & Godwin, (2005). Similarly, although the ever increasing use of mobilephones in business creates an environment characterized by nomadic working of a network of information flows and continual communication suitable for speedy deliveries Castells, (1996); Hassan, (2003); Horning, Ahrens, & Gerhard, (1999), the ability to stay connected can result in new challenges and even ill health - from pressure that result from expectations for one to be constantly available and responsive - Mazmanian, Orlikowski, & Yates, (2006). This New Communication Technology allow for far more faster information generation (than most people can process) than was previously the case, to the extent that people often find themselves unable to cope with the information overload, Chan (2001) originating both from one's own information

requests and from information received inertly- Marcusohn, (1995). Information overload can have negative effects on one's wellbeing and so it can lead to reduced productivity as well - White & Dorman, (2000). The inability to escape from computers and from information overload is a theme in literature on mobile communication technology - Dryer, Eisbach, & Ark, (1999); Weilenmann, (2001), Allen & Wilson, (2003), Lang, (2001), White & Dorman, (2000).

Over the years, research has examined how the social meaning of an interaction is affected by the absence of visual cues, especially in situations where interaction partners replace Face to Face with CMC, Walther & Parks, (2002), Walther & Tidwell, (1995). The absence of nonverbal cue deprives communicator important information on a partner's attitudes, emotions and characteristics, resulting in a less sociable, less understandable, and less effective communication. This is known as the cues-filtered out approach e.g., Culnan & Markus, (1987); Kiesler, Siegel, & McGuire; (1984); Sproull & Kiesler, (1986). 'the absence of social interaction', usually seen as a challenge and major social effect of CMC in general to effective communication -Walther & Parks, (2002).

The Mobile phone (as with all CMC's) is void of visual cues available in a literal Face to face communication scenario - McKenna & Bargh, (2000), automatically implying that not all information is fully transferred McKenna & Bargh, (2000). The messages typically conveyed by verbal cues are absent in a text-based environment - Burgoon & Saine, (p1978); Shaw, (1981); Walther, (1995). The same verbal messages can portray different signals depending on the tone, emphasis, and emotional expression used- Clark, 1996; Drew, (1987); Goffman, (1959); Lee & Wagner (2002). A growing body of evidence states that when individuals try to anticipate the perspective, thoughts, and/or feelings of someone else, they use themselves as the main reference point Kruger et al., (2005). In other words, the assessment of another's perspective is influenced by one's own e.g., Epley et al., (2004); Keysar et al., (1998); Nickerson, (2001). There are indications that egocentrism is a factor in miscommunication (Kruger, Epley, Parker, & Ng, (2005). Kruger et al. (2005) argues that people routinely overestimate how well they can communicate over text, particularly when the message is ambiguous. "The

overestimation is caused by egocentrism in that people find it very difficult to move beyond their own subjective experience of a stimulus and imagining how the stimulus might be evaluated by someone who does not share the privileged perspective” Kruger et al., (2005). People tend to believe that their intentions are more obvious to others than they actually are - Gilovich et al., (1998). People overestimate the extent to which others attend to their internal states (Gilovich, Medvec, & Savitsky, 2000) and exaggerate how much consensus there is over their thoughts and feelings - Keysar, (1994); Nickerson, (1999); Ross & Ward, (1996); Van Boven, Dunning, & Loewenstein, (2000).

2.2. Theoretical Framework.

Two theories, the Uses and Gratification by Blumler and Katz and the Media System Dependency (MSD) by Sandra Ball-Rokeach, guided the study.

2.2.1. Uses and Gratification Theory

Uses and Gratification (U&G) theorists argue that people's needs influence how they use and respond to a medium. The theory deals with how and why people adopt specific media to satisfy their needs. It emphasizes a limited effect position where media have a limited effect on their audiences with audiences being able to exercise control media consumption. Uses and Gratifications theorists explain why people choose and use certain media forms. In contrast to the traditional concern of the 'media effects-what media do to people' that assumes a homogeneous mass audience and a 'hypodermic' view of media, U & G is more concerned with 'what people do with media', allowing for a variety of responses and interpretations by consumers. The uses-and-gratifications approach presupposes a degree of audience activity Swift, (1989), and therefore was found invaluable in guiding the study.

The Uses and Gratifications Theory posits the following:

1. The audience takes an active role in selecting a medium, as well as interpreting it and integrating it into their lives.

2. Different types of media compete against each other and against other sources of gratification for viewers' attention.
3. The medium that provides the most satisfaction for a person will be used more often than other types. This study will sought to verify if the above is true.

Mood influences media choice- boredom encourages the choice of exciting content and stress encourages a choice of relaxing content - the same media content may gratify different needs for different individuals and different individual personalities, stages of maturation, backgrounds and social roles results in different needs - Zillmann (cited by McQuail 1987: 236).

Developmental factors can be related to motives for purposeful viewing, argues Evra, young children may be particularly likely to watch TV in search of information Judith Van Evra (1990: 177, 179). Similarly, information seeking, (finding out relevant events and conditions in immediate surroundings, society and the world, seeking advice on practical matters, seeking opinion and satisfying curiosity, self-education and gaining a sense of security and seeking personal identity by finding /reinforcing personal Values, through relating to media models, need for integration, empathy and social interaction through gaining insight into others' circumstances, entertainment, diversion from un-entertained reality- emotional release(relaxation) and sexual arousal), guide media use.

From the communication literature, it is evident that of the research done on mass media in the past years, much have used the uses-and-gratifications perspective to provide a framework from which to begin Walther (1992b), Rafaeli (1986). The logic of the uses-and-gratifications approach, based in functional analysis, is derived from "(1) the social and psychological needs which generate (2) expectations of (3) the mass media and other sources, which lead to (4) differential patterns of media exposure (or engagement in other activities), resulting in (5) other consequences, perhaps mostly unintended ones" Blumler and Katz, (1974). This study investigated whether it is the case that the students seek gratification in the use of Mobile phone communication.

2.2.2. Media System Dependency Theory

Media System Dependency- (MSD) or simply Media Dependency theory, by Sandra Ball-Rokeach and Melvin Defleur in 1976 ties together the interrelations of broad social systems, mass media, and the individual into a comprehensive explanation of media effects. At its core, the dependency theory states that the more a person depends on a medium to meet needs, the more important the media is in that person's life, and by extension the more impact (effect) that medium will have the person.

Media dependency theory has time and again been explored as an extension of or an addition to the uses and gratifications approach, though there is a subtle difference between the two theories. Media dependency looks at audience goals as the origin of the dependency while the uses and gratifications approach emphasizes audience needs Grant et al., (1998). Both, however, are in agreement that media consumption yields gratification and in fact, some uses and gratifications studies have discussed media use as being goal directed (Palmgreen, Wenner and Rosengren. 1985; Rubin, 1993; Parker & Plank, 2000). Media dependency theory states that the more dependent an individual seeks the media to have his or her needs fulfilled, the more attached to the media will be that person. DeFleur and Ball-Rokeach (1976) described dependency as the correlating relationship between media content and the behavior of audiences. Dependency theory examines both the macro and micro factors influencing motives Rubin and Windahl, (1982).

As DeFleur and Ball-Rokeach (1989) suggest, active selectors chose and use the media to achieve their goals resulting in dependence. Littlejohn (2002) also explains that people will become more dependent on medium that meet a number of their needs than on media that provide only a few ones. "If a person finds a medium that provides them with several functions that are central to their desires, they will be more inclined to continue to use that particular medium in the future" (Rossi, 2002). The intensity of medium dependency depends on how much people perceive it to aid them achieve their set goals of -1 social and self-understanding; 2 interaction and action orientation e.g., deciding what to buy or getting hints on how to handle difficult situation; 3 social and solitary play e.g., relaxing

when alone or going to a movie with family or friends; DeFleur and Ball- Rokeach (1989). They also state that more than one kind of goal can be activated/ satisfied by one medium.

Developing Dependency on media depends on:

1. **Media availability:** Within this relationship, media access and availability are regarded as important antecedents to an individual's experience with the media. The nature of dependence is dictated by societal systems and varies across political, economic, and cultural system.
2. **Media capability:** This variable is key in this theory, because it deals with why people seek media. The more salient the information needs, the stronger are the motivation to seek mediated information and the dependency on the medium. In effect, the likelihood for the media to affect audiences becomes greater.
3. **The relationship between the society and the audience:** The society influences a consumer's media needs and by extension use by and setting norms, values and laws for members. These are sought in Media. This study will seek to establish the validity of this theory with the case of Mobile phone use.

This study sought to establish whether it is true with the case of mobile phone use that students use it to fill certain needs and also whether extensive use of the mobilephone has generated dependency.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter outlines the research type, research design, research population, sampling techniques, data collection instruments, data collection procedure and data analysis techniques that were employed by the study.

3.1. Research Design

A research design describes the framework used for the collection and analysis of data, giving a reflection of priorities that have been preferred for the research process (Bryman (2001). The study was a sample survey that focused on the investigating the various ways of the Mobile phone communication used

A mixed research method comprising of a quantitative phase where respondents responded to a structured questionnaire that sought to gather data on the various ways and reasons for the use of mobile phone over the Face to Face by the students and a qualitative phase that entailed descriptions of how the various functions of the mobile phones are applied proved the best option - in line with the knowledge that multiple sources employed enhanced the reliability and validity of the study- Wimmer and Dominick, (2006). Creswell (1994:15) describes qualitative research as an inquiry process of understanding a social or human problem based on building a complex holistic picture with words, reporting detailed views of informants and conducted in the natural setting. In the same breath, Marshall and Rossman (1980) are of the view that human behavior is significantly influenced by the setting in which it occurs and thus one must study that behavior in its context. The physical setting (schedules, space, internalized notions of norms, traditions, roles and values) are crucial contextual variables and therefore research must be conducted in the setting where all contextual variables are operating, as human behavior cannot be understood without understanding the framework in which subjects interpret their thoughts, feelings and actions -Marshall and Rossman (1980). The study sample comprised students who resided in hostels located within the

University complex which made it possible to organize on short notice -dependent on the students' availability, for the distribution of questionnaires and collection of the duly filled questionnaires that were conveniently deposited with the security desk (in the case of the Male) and with the Janitor (Mercy) in the case of the female. During the questionnaire distribution a group willing to participate in the second (interview) phase and third (FGD) phase were identified and grouped together with those who indicated a willingness to participate in these succeeding phases (of interview and FGD) in the space that was allocated within the questionnaire, and were later engaged in subsequent research phase. Audio recording were done (with informed consent) of each respondent interviewed and for the presentations of the FGD and these were promptly transcribed for use later in data reporting and analysis phases.

Data Analysis was done by way cross-referencing collected data with existing secondary data entailed in the literature review section as well as by integration of the quantitative and qualitative data in giving interpretation.

3.2. - Data collection Techniques

According to Kothari (2008), primary data consists of data collected directly by the researcher using preset data collection tools such as questionnaires, interviews, measurements, observations, diaries, critical studies and brainstorming.

A letter of introduction was issued to the Students Welfare Association (SWA) administration office that is charged with students' accommodation matters prior to engagement in the data collection process and to the respondents during the time of the questionnaire distribution. Before the researcher, assisted by three research assistants distributed the self-administered questionnaire of a asset of standardized questions to the respondents in the sample they were assured that the data to be collected was purely for academic purposes and would remain confidential. Data gathering was sequential starting with the survey through use of the questionnaire, then interviews and finally the Focus Group Discussion (FGD).

Late approval for embarking on research work(caused by nescessary adjustments in the proposal) resultied in a two week forward shift in the data collection schedule that saw the data collection excercise shift to a relatively busy period for the students (the period for sitting the end of semester examinations) and this made it reasonable to adjust time periods taken for each interviews and the FGD (without compromising comprehensive probing and data collection) so that Interview sessions for the six respondents (three male and three female) lasted for a period of 20-30 minutes - varying with respondents, instead of the earlier proposed periods of 45 to 90 minutes and the FGD- with a total of 10 persons (five female and five male) lasted 45 minutes instead of the earlier proposed one hour.

3.2.1. - The questionnaire

One hundred (100) questionnaires distributed - 50 to the Male and 50 to the Female students selected randomly from the two hostels (one ‘Male’ and one ‘Female’) selected purposively from the hostel records held by SWA. The number of questionnaires originally intended for distribution was originally placed at 50 copies - based on an erroneous figure given of an average of 100 students per hostel instead of the actual 400. A review was nescessary to ensure the sample was large enough to be representative of the students’ population. One hundred questionnaire copies (50 fo the ‘Female’ and 50 fto the ‘Male’ hostel) was settled for as a sufficient number given that the baseline survey had shown that the whole population of students use the mobile phones for communication and therefore followed that using a larger sample would result in unnecessary repetitions which instead of adding value would make report writing and data analysis more complex.

The questionnaire proved to be an invaluable tool to first the research assistants who used it to to acquaint with the study well in advance and thus they were able to independently guide the data gathering processes enhancing the reliability and validity of the collected data. Seconly, the structured questions set to draw out responses on the ‘why’ and ‘how’ the mobile phone is use by the students, ensured that data collected was complete (sufficient) for satisfactorily investigating the impact of the use of the mobile phone on

the Face to Face communication mode-which is the the objective of the study . Thirdly, demographic based questions allowed issues of gender and the number of students in possession of mobile phone to be established, Finally the questionnaire had useful questions that directed collection of data that helped determine what influences the type of mobile phone purchased, the rating of the ease of learning of the mobile phone functions and formats (SMS, voice and Video calls). how the mobile phone is used in entertainment, communication, academics, resolving misunderstandings and in starting of and maintaining relationships.

3.2.2. -Interview guide

An interview guide provides detailed background on reasons why respondents give specific answers and an elaborative data concerning respondent's opinions, values, motivations recollections experiences and feelings - Dillon (2001). An in-depth interviews is the kind in which hidden sources of feelings are discussed at length, generally through a very loose unstructured question guide that affords the researcher the opportunity to make observation of respondents' non-verbal responses. On the other hand a focused interview is one that is usually used when it is known that the respondents are conversant or have experienced the situation under study - Kasomo (2006). Given that all the students owned and operated atleast a mobile phone for communication purposes this study embraced the focused interview format.

Through a structured interview guide that contained probing comments and leading questions-Kasomo (2006) the researcher was able to (through interviews) exhaustively collect data in line with the research objective of establishing the various ways and reasons for which the students use the mobile phone, the effect of social media on configurations of society and self, the impact of new social media technologies on the necessity of use of face-to-face communication mode, the impact of the use of the mobile phone on the ability of users who have developed mobile phone dependency to interact and communicate with others through face to face mode, the role of the mobile in the management of the students' everyday life, the frequencies of the use of the mobile

phone communication applications such as SMS, Whatsapp, email. Facebook, Twitter, Voice Calls, Video calls, especially in connection to long-distance relations.

3.2.3. -Focus group discussion (FGD)

Through engaging in friendly interaction of genuine conversation with the FGD respondents the researcher revealed the purpose of the study and highlighted the importance of giving honest-complete information. This ensured that the data collected through this means added detail to and complemented the data that had already been collected through the questionnaire and the interviews.

Through the discussions, the researcher investigated the readiness of our society to harness the advantages of the new social media technologies and also compared the emotional satisfaction gained through the use of the mobile phone communication (particularly in cases of maintaining distant relations) with that gained through use of Face to Face for the same.

3.2.4.- Observation

Lindlof, (1995, p. 134). States, "Only the human investigator situated in a scene is able to register the subtle actions of other human beings". With the knowledge that the same verbal messages can portray different signals depending on the tone, emphasis, and emotional expression used- Clark, 1996; Drew, (1987); Goffman, (1959); Lee & Wagner (2002), covert observation of the respondents' gestures and body language during both the interview and FGD sessions proved invaluable in ensuring that a set of data sufficient to satisfactorily give answers to the study questions was collected.

The researcher together with the three research assistants Mercy-the "Female" hostel Janitor, Osama - one of the hostel security guards and Chris -the students representative of year 2015 residing in the sampled "Male" hostel participated in common interest activities (of sharing meals and jokes) and established warm conducive relationship that

allowed them engage in covert observation of participants during the interview sessions, the FGD discussions and at other times while within the university premises, making mental notes and gathering relevant information that later proved useful in the data interpretation and analysis stage of the inquiry..

3.3. Pretesting

All the data collecting instruments were pre-tested on a group of five persons known to the researcher with the aim of assessing their suitability. Prior to embarking on the actual research, the five were given the questionnaire intended for use to fill and thereafter they were asked to state any instances of unclear or double meaning questions they might have come across. Suggestions that the order of questions be rearranged and one case of unclarity (Question 9) were pointed out. Consultations with the project supervisor and research experts on these were made and suitable adjustments were made.

3.4. Data sources

The primary data source of the study comprised the written (Questionnaire) and the audio ((recorded Interview and FGD) verbal expressions of the respondents. The secondary data comprised relevant data that was compiled from the literature reviewed.

3.5. Issues of Reliability and Validity

According to Hammersly (1992), validity and reliability are achieved when the description of a phenomenon in a study depicts its existence in its natural setting. To enhance reliability of the data collected, the measures suggested by Maykut and Morehouse (1994), of using multiple methods (i.e questionnaires interviews, , observations) for data collection, as well as helping respondents understand and trust that both their responses and participation will remain completely confidential(a lack of trust in confidentiality of information can lead to respondents withholding useful information for fear of possible negative consequences) were taken. To ensure the study's reliability and validity, useful suggestions and direction on ways of improving data collection tools

and techniques given by research experts (that included the project supervisor along with a number of research experts) who were consulted on the matter, were applied to detail.

3.6. Sample size and Sampling Procedure

The small sample size of 100 respondents (50 Male and 50 Female) sampled through both Probability and Non probability sampling procedures sufficed.

3.6.1. Sample Size

A sample size is a set of respondents drawn from a population by a defined procedure... Creswell, (2003). A sample represents a subset of manageable size Mugenda and Mugenda, (2003). The ultimate test of a sample design is how well it represents the characteristics of the population it purports to represent Kothari, (2011). The sample of this study comprised students selected from two purposively selected hostels (one “Male” and one “Female”) which together (given that students in this university hail from all parts of the country) are representative of the general population of the university which in turn is representative of the general population of most societies.

3.6.2. Sampling procedure

Since Non probability sampling is interested in finding out characteristics in a small group Kombo and Tromp (2006), the non probability procedure namely purposive sampling proved suitable for selecting the two hostels (One “Male” and one “Female”) from where the sample respondents was collected.

Interviews were done with respondents picked from those who filled the questionnaires and are willing to participate- (the students interested in taking part in the interviews with the researcher filled in their names in a special section provided in the questionnaire and five will be randomly selected from these). Focus group discussion comprised ten persons (five girls and five boys) purposively selected from those willing to engage, as opposed to five originally proposed since from the questionnaires it was evident that there were divergent views that needed to be engaged further. Two sampling procedures,

purposive and simple random sampling were used, purposive for selecting one ‘female’ and one ‘male’ hostel as well as for identifying respondents for interview and FGD sections. Simple random was used for distributing questionnaires.

3.6.2.1. Purposive sampling

“Purposive sampling is sampling procedure that assures each element in the population has an equal chance of being included in the sample” Zikmund, (2000, p. 353). “As the name suggests, the sample is chosen for a specific purpose- no desired number is pre figured but particular characteristics are sought in order to comprise a sample that is specific to the needs of the researcher” L. Cohen, Manion, & Morrison, (2007, pp. 114-115).

Through use of information found in the Hostel allocation records regulated by the Students Welfare Association (SWA) office (charged with administration of hostel allocation), purposive sampling was employed in identifying the suitability of the “male” and “female” hostels and the category of students found there in, with the assumption that a sample from any other hostel would bear a relatively similar set of characteristics since distribution into the hostels by the administration is done randomly. One “Male” hostel housing third and fourth year students and one “Female” hostel housing first and second year students were picked to allow for gender balance as well as spread of year of study across the academic spectrum.

3.6.2.2. Simple Random Sampling

Quantitative survey technique uses probability while the qualitative technique uses non-probability sampling techniques. Phase one of the survey used probability sampling procedures of simple random sampling procedure to avoid bias and phase two - of qualitative nature (Interview and focus group), used non probability sampling, to select respondents from the identified hostels.

3.7. Data analysis and Interpretation

“Data Analysis is the interplay data from research findings with secondary data” Strauss & Corbin, (1998, p.13). All data collected from the interviews, focus group discussions, as well as from the questionnaires were analyzed in respect to the questions in the research tools, with specific emphasis to those directly addressing the objectives. Since the study involved collecting data through two different methods, different analysis techniques appropriate for these different methods were adopted. As described by Corbin and Strauss (1990) “analysis is necessary at early stages because it was to be used to direct the interview FGD and observations phases of the study. Through examining the first bits of collected data, information and cues were gleaned and incorporated into subsequent interviews. Similarly, data collected through the questionnaire guided the selection of interviewees and FGD participants – within the questionnaire was a question asking respondents whether they were willing to take part in an interview or join a focus group with the researcher for the same study.

It was possible to organize and present all the data collected in the quantitative phase using MS Excel software and so there was no need for the use of earlier proposed Windows “Statistical Package for the Social Sciences (SPSS) in analysis. With the MS Excel, Pie charts, bar graphs and tables were generated to summarise of findings.

Descriptive analysis - which focuses more on the understanding of terms without losing the sense of the information, inferential statistical tool (comparative method) was employed in making assumptions, and thematic analysis (a process of encoding qualitative information that encompasses the way of seeing the data, making sense of meanings, analyzing the information, observing the pattern and linking the results to the quantitative data)- suggested by Boyatzis (1998), were used to analyze by way of comparisons and counter comparisons, interpret and present in as accurate a manner as possible the findings of all the data collected.

3.8. Ethical considerations

Before embarking on research work, approval of the proposal was sought by presenting it for defense before a commissioned panel. Later after approval by the defense panel, the nature and purpose of the study was revealed first to the three research assistants, then to the hostel s` administrators-SWA and thereafter to each respondents as need arose before they are embarking on data collection. Consent of each participant was sought and the principal of voluntary participation will be adhered to. Confidentiality and privacy was strictly maintained by ensuring that names of participants do not appear anywhere on the forms for fieldwork except where they indicate a willingness to engage in the succeeding phases of the study, and even then this remained confidential and was used strictly for this study only. All sources of information have been accurately reported or quoted with no known misrepresentation and no plagiarism.

3.9. Study Area rationale

The study deals with communication issues in our time and this is relevant to the communication studies course that I undertook.

CHAPTER FOUR: DATA FINDINGS ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter gives an overview presentation of the respondents' demographics followed by a report of findings of the study and thereafter an analysis of all the data collected.

4.1 Demographics Overview

The study sample comprised a total of 100 respondents (50 picked from “male” hostel (referred to as seniors) and 50 from the “female” hostel (referred to as juniors). The respondents of the “female” group were either in their first or second year of study, aged between 20 and 25 while the male respondents were in their fourth year aged between 24 and 27.

4.2. Findings

Despite experiencing limitations stated earlier, it was still possible to use available records satisfactorily in the study. Below is a presentation of the findings, categorized in three segments, starting with the questionnaire findings, followed by the interview findings and ending with the FGD findings.

4.2.1. Findings from the questionnaire

Of the one hundred (100) questionnaires distributed (50 to the “Male” and 50 to the “Female” selected randomly), 76% were received back -48 from the female and 28 from the male. Four (4%-i.e. 2 copies) given to the female and 44% (22 copies) given to the male students were not returned. ”. The study established that all the respondents owned at least a form of a mobile phone device. Fifteen percent - 15% (10 male and 5 female) of the respondents operate smart phones, 75% (34 male and 41 female) operated feature phones and 10% (10 females) operated basic phones. Majority of the respondents (97%) i.e. 49 male and 48 female, operated on prepaid tariffs and three percent (3%) i.e. one male two female operated on postpaid tariffs. The study established that the students

have swiftly adapted the mobile phone for its easy to use communication functions. See Table 1, Figures 1 and 2 below.

Table 1 Presentation in percentage of the mobile phone's user friendliness (in percentage).

a) Very easy-	20%
b) Easy-	80%
c) Difficult-	0%
d) Very difficult-	0%

Fig 1 - A presentation of those owning a mobile phone (in percentage)

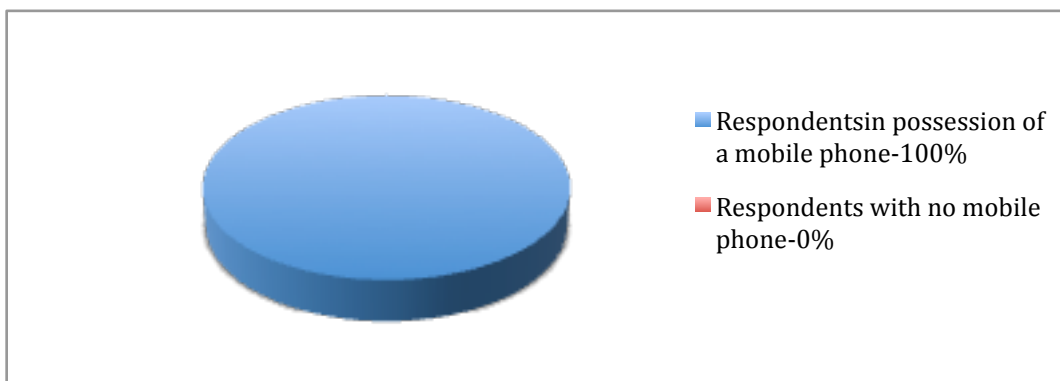
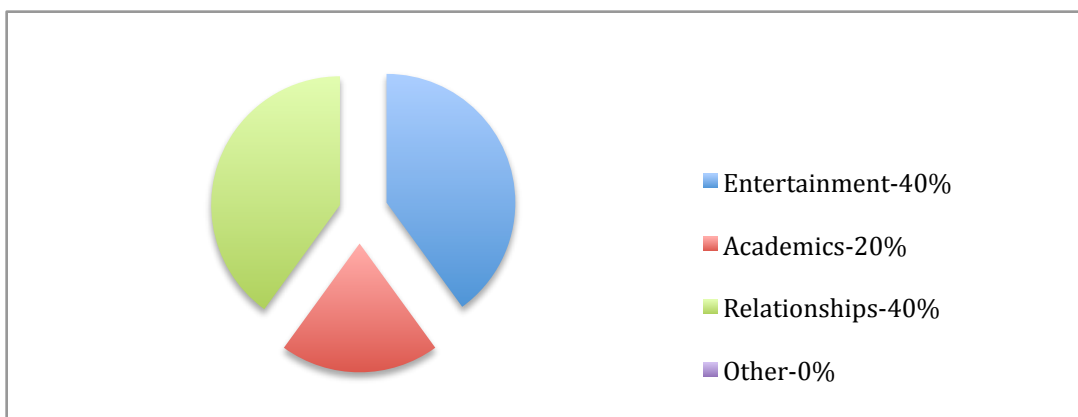
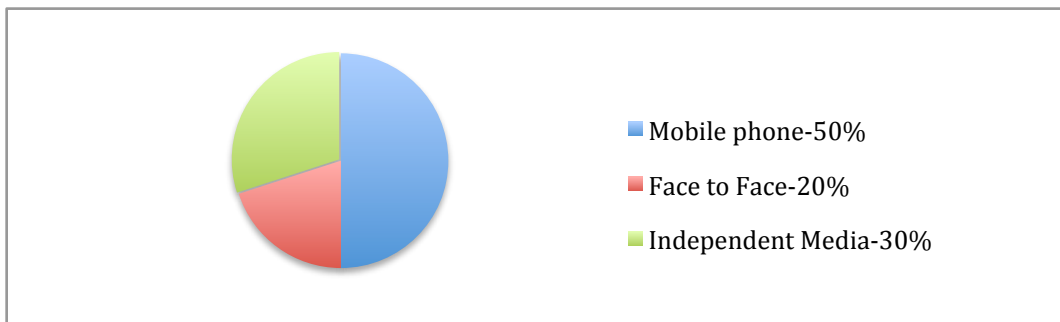


Fig 2 - A Presentation of the daily intensity of use of the various mobile phone functions (in percentage)



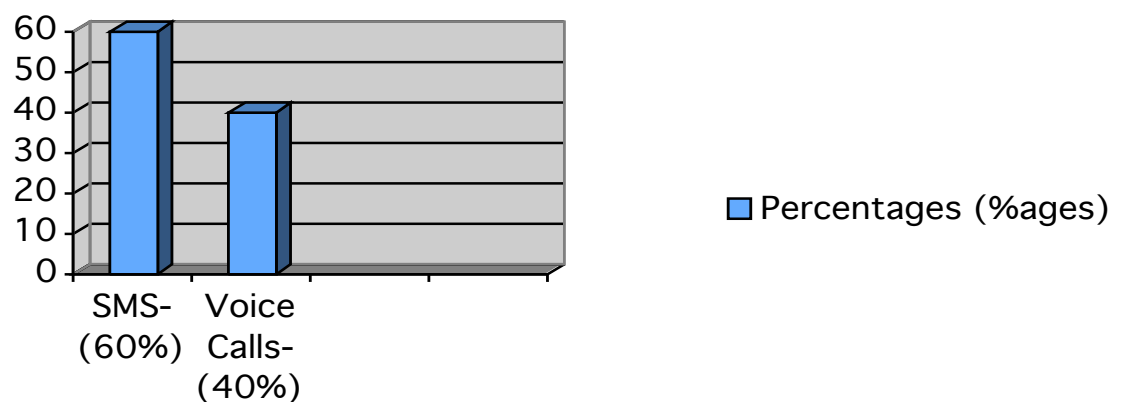
The study found out that majority of the student - fifty percent (50%), depend on the mobile phone for updates on new happenings, over the twenty percent (20%) who rely on Face to Face (Friends, neighbors, relatives) mode for updates and thirty percent (30%) who prefer independent media platforms such as Television and Radio. - See Fig 3 below

Fig 3 - A Presentation of Mobile Format dependency (in percentage)



The study also found out that sixty percent (60%) of the respondents often preferred to use the SMS format over the voice call for it costs less –see Fig 4 below.

Fig 4 – A presentation of preferred mobile communication format (in Percentage)



Eighty percent (80%) of the respondents point out that they often fall back on voice calls to clear misunderstandings, but interestingly all the respondents (100%) agree that the

Face-to-Face communication mode is by far the best way to settle major misunderstandings – See Fig 5 and 6 below

Fig 5 - Preferred mode of settling minor miscommunications (in Percentage).

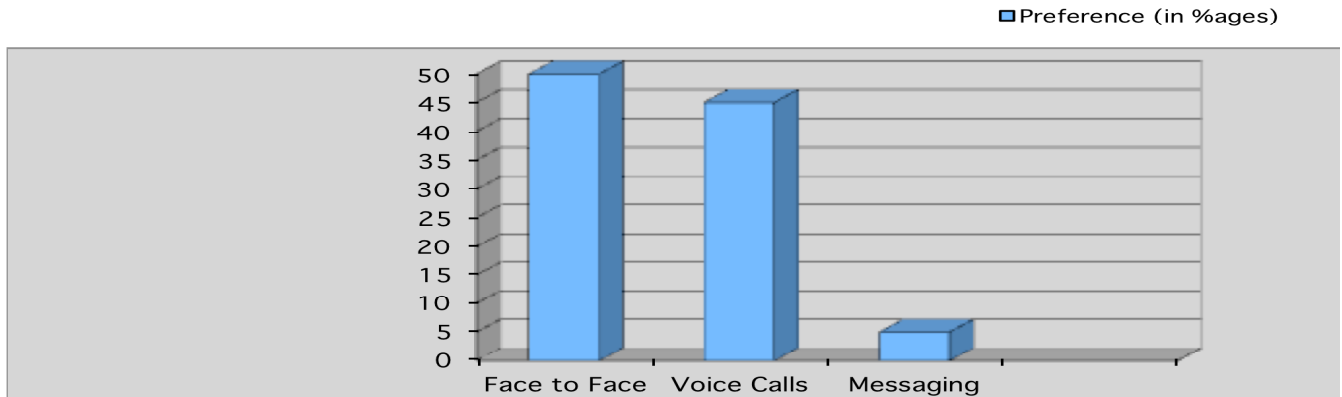
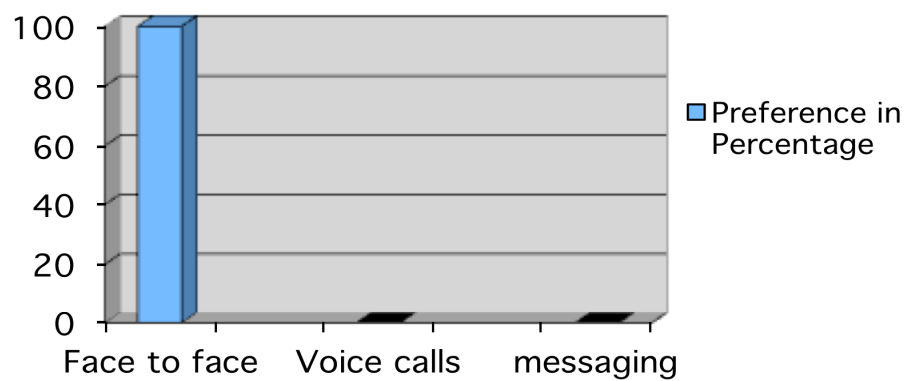
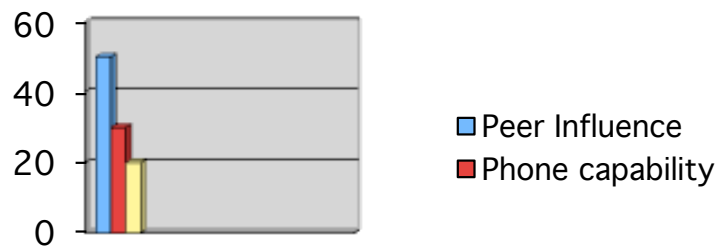


Fig 6 - Preferred mode for settling major miscommunications (in Percentage).



The issue of peer influence was a significant consideration when considering a communication format to use as well as the category of mobile phone to purchase, with majority (60%) Of the 10 respondents interviewed, four male and two female, pointing to it as having been a major factor followed by phone capabilities and finally cost (affordability) – see Fig 7 below.

Fig 7 – A Presentation of the factors that influence the choice of mobile phone type purchased (in Percentage)



4.2.2. Findings of the interviews

It is interesting to note that of the six persons (Sam, Philip, Mark, “Bello”-short for Bellgona, Grace and Mercy) interviewed, 1 male (Philip) did not consider his mobile phone such an indispensable socializing tool playing a significant role in the management of his everyday life but the remaining five (3 female and 2 male) felt that they rely more heavily on the mobile phone compared to Face to face in the management of their day to day activities and for maintaining relationships, particularly with persons located in distant regions. On a normal college weekday (without institution organized events) all the respondents on average made or receive (through whatsapp / skype /imo /viber) between 8-6 calls, sent or receive between 8-10 through SMS or instant messaging (via Whatsapp) but none engaged the Face-to-Face communication mode, showing that mobile phones are used more than the Face-to-Face in maintaining relationship.

On preferred mode of use, Philip said: *“It is often convenient to use the mobile phone but should necessity call for a Face-to-Face interaction, ways to enable this can always be worked out”*.

Bello” said *“I prefer calling over texting because this way it is possible to secure clarity of message”*.

Grace said, *“With the advent of the Whatsapp application, the sharing of experience via photos, audio and video has become much easier, faster and cheaper. For this reasons I often prefer these means of communication to calling.”*

Sam, also an interviewee said *“I often use the “call” function more than other formats both for distant and even close range communication purposes, because I get the mood from the tone used”*.

“I remember once spending all my pocket money lavishly to the point I got desperately broke that I bonded my mother’s laptop that was in my possession, to a shylock. I reasoned that I needed to continue getting meal supplies from the school cafeteria and I would somehow find a way to settle the debt. Soon the threat of loosing the laptop came knocking when I failed to pay back the borrowed money by the agreed date” said Sam. *“I knew my mother would not take that lightly, so I called to reveal the matter to her. She got upset and yelled at me as I remained mump. She yelled yet more but finally she cooled down and sent me the required money still on my phone. I felt so bad about the whole encounter and what I had made my mother feel, that to date for never wanting a repeat of the same, I spend my pocket money thriftily”* said Sam.

Five of the interviewees pointed out that when misunderstandings occur they resort to Face-to-Face mode to clarify issues but Mercy, a female respondent said, “Misunderstandings can be with equal success rate settled over the mobile phone through using Skype or through other such versions as the Whatsapp IMO and Viber, now picking up, that allow one to get a real-time visual view of their communication partners in a way almost similar to that of a Face to Face interaction.”

All the six interviewed agreed that social configurations of self and of society have changed tremendously. Three respondents, all male said that their intensive use of social media has affected their ability to interact and communicate with others through use of Face-to-Face interaction.

“Often times I engage in intrapersonal communication over the mobile phone to fill my social needs, in place of once used interpersonal Face to Face communication with colleagues or peers” said Philip a “senior” fourth year male student.

The ladies said that though they engage the use of the mobile phone more than they did before, this has not affected their interaction abilities.

“I depend on the mobile phone more than I did before, for news updates, entertainment, academics, and overall communication to an extent that has significantly reduced my use of Face to Face but I am still able to engage in an Interpersonal Face to face social interaction comfortably”, Said Grace

Mark, a third year student said *‘It is undisputable that much of engagements today are carried out over the mobile phone to the extent one feels distressed when operating without one, but this will never eliminate the need to use the Face to Face mode of communication by Humans’*. In particular Mark pointed out that *“the social media has become critical in setting agenda on issues of importance and even in organizing meetings for various activities thanks to the possibility of formation of virtual communities”*.

Mark’s sentiment (also affirmed by five of the six interviewees) that the mobile phone is indispensable, seems to suggest that the mobile phone can control an individual’s every day life, in the way Agger (2004:1) described when he stated that *“The virtual self is connected to the world by information technologies that pervade not only the home and office but also the psyche”*.

On the question of whether the new social media technologies will in the end eliminate the necessity of use of face-to-face communication mode, Mercy with a surprised face

said, *“This can not happen! People are social beings and at one point or another, a need to interact Face to Face will always arise”*, a view supported by all the interviewees.

4.2.3. Findings from the FGD

The discussions held by a group of 10 Persons, comprising five male (Martin, Chris-the students’ representative, Timothy James and Peter) and Five female (Harriet, Samantha, Jane, Carol and Linda), indicated that an ever-increasing number of people have adapted the mobile phone as a preferred mode for communicating to friends and family who are not within one’s vicinity,

“The mobile phone’s capacity to with ease, break through the geographical boundaries, saving costs and time makes it my preferred choice over the Face to Face.” Said James

Martin, Jane and Samantha unanimously said *“We use it (the Mobile Phone) in lecture halls to search for additional information, for business transactions such as paying for meals”*. *“Usually during free hours you will find students with earphones on, either listening to music or watching a movie”* said Martin. *“In restaurants or even within the hostels it is common to see students on their mobile phones chatting with those far and even to those nearby -when in need for privacy”* said Jane.

Chris pointed out that *“Even when in public places such as in public transport or walking on the street it is common to see students chatting over their phones, or with the earphones on enjoying entertainment or other affairs such as sending text messages, watching movies or playing games”*,

“The mobile phone, for its multimedia capabilities, that encompass other mass media such as Television and Radio, coupled with the multiple functions embedded in it, allows

for instant feedbacks on important issues that can not be matched by those received use of Face-to-Face mode, and for these I find it enticing” said Chris.

The most popular application used by the students for communication purposes is the whatsapp – a new technology in Kenya, that offers voice and video call services as well as text messaging services that are relatively cheaper, faster and composes text messages easily - thanks to the predictive text engine that predicts intended words, completing them long before the writer spells out the whole, and even auto corrects words, making text writing exercises less tedious and thus preferred over the subscriber based options offered by mobile phone service providers that include Safaricom , Airtel, Yu and Oorange. Other applications competing the services offered by Whatsapp were the Vber and IMO that have been used at least once by a number of respondents. Of the calls made and/or received most were made to maintain social networks with friends and family compared to those made to confirm or cancel appointments/events

“Comparing the SMS texting format to the IM (Instant Messaging) the latter has the advantage of quickness as it engages the autocorrect function and also it is relatively cheaper and so it is more preferable for use, to me”, Said Harriet.

Martin and Harriet, said that their use of SMS had declined with the invent of the Whatsapp (IM – Instant Messaging application) that allows one to share photos, audio and video as well as make voice and video calls.”

Carol, a respondent with Internet enabled mobile phone said “I often uses Whatsapp in interacting with my peers, we have an academic Whatsapp group from where we share academic information and updates on such matters as when classes have been swapped or CATs-Continuous Assessment Tests have been scheduled.”

Sentiments from Sandra, Chris, Timothy and Linda stated below, reflected a measure of mobile phone dependency.

Sandra (a participant in FGD) says, “ I log into my Facebook and Twitter accounts in the evenings and sometimes after class sessions to see if someone left a message or to catch up with the happenings. Sometimes I get so hooked up in this that before I realize it, a new day is with us”- meaning she in some days, engages social media until well past midnight.

Chris said “I am an avid users of mobile phone calling and texting to the extent I have developed a strong attachment to it”. “I find it enticing for it offers instant (real time) feedbacks on important issues, something that the traditional Face-to-Face mode can not offer. I find it enticing”.

“I often turn to borrowing and using mobile phones from my friends when I run out of credit and there is an urgent matter to communicate across to someone. This I do even though it sometimes denies me the necessary privacy. It therefore means that I have to be cautious about spending my credit, saving it for crucial moments”, said Linda.

All the respondents agreed with Harriet who pointed out that a major disadvantage with the use of the mobile phone over the Face to Face is that it is void of physical appearance and visual cues.

“Often misunderstandings can arise when text messages are used but not as often, with the use of Face-to-Face communication”. Said Harriet

Majority of the respondents the views of Martin, Timothy and Peter who felt that currently our society is not sufficiently networked to (adopt) harness the advantages of the new technology successfully despite obvious indications of heavy reliance on the mobile phone communication technology today and the possibility of communication in all instances over the mobile phone.

“Particularly with new relationships, there is often the urge to meet Face to face to confirm the relationship. Working it out over the phone results in hanging emotional desires” said Timothy

‘There is still a long way to go, particularly in educating the general population on the new multimedia technologies and on acquisition of more advanced mobile phone handsets, and if this happens, then we will definitely see a tremendous decline in the use of Face-to Face’, said Martin

“Until such a time when majority or all in society will each possess at least an internet enabled mobile phone handset and the general community is knowledgeable on the various communication formats we will still have some communication functions carried out through the use of the face to Face format” said Peter, a senior student

That the mobile phone is used for functions other than communication was stated by James in his statement, *“The reason I settled for a relatively costly mobile phone is so that I can use it to save as much downloaded songs of my choice in my library for storing images, documents and my downloaded music since these I do at no extra costs”*. This was a case that applied with all the respondents.

4.3. Data Analysis and Interpretation

This section discusses and interprets the study findings with regard to Research questions and objectives, through the use of comparative method of comparing and counter comparing all the data collected.

A large number of missing questionnaire returns by the male respondents can be attributed either to the minor unrest that occurred in the morning of the questionnaire distribution when the senior students felt dissatisfied with the distribution of boarding facilities, the busy pre-examination period (the study was two weeks behind schedule as a consequent of late project proposal completion) or a lack of high regard and appreciation of the value of the exercise (deduced from the casual replies by some seniors during the questionnaire distribution exercise). The likely reasons for the large returns from the Female can possibly be attributed to the friendly outgoing approach of the respondents by Mercy-the lady janitor in that hostel and who was one of the three research assistants) or

to fear of authority by the students who are relatively new in the institution compared to the male respondents.

From the questionnaires received back, it was clear that for its ease of use, most of the students engaged in the use of one or the other of the multimedia functions, ranging from starting and maintaining relationships, to entertainment (mostly through listening to music), to business transactions (payments for goods and services) and to academics (mainly by way of looking for definitions while in class to revision and research work) available in the new mobile phone communication technology. The mobile device is also regarded by the students as a necessary convenient communication device today and this is in agreement with what Geser(2003) and Agger (2004) state , “.... (Mobile phones) are used for connecting to the world by information that pervade not only the home and office but the psyche”.

The study found out that as Renaud, Ramsay, & Hair, (2006) puts it, today's mobile phones are no longer just a tool to communicate over long distance. With the Mobile phone (a wireless computerized mobile phone device which unlike the desktop computer, that is rarely separated from its owner), for its ease of use, privacy and message security, and inbuilt tools such as the calculator, calendar, timer that are useful for managing one's calendar), business deals as well as a major part of the communication through phone calls, browsing the Internet, writing e-mails (even with colleagues in close proximity) are carried out anytime, and from anywhere - Lyytinen & Yoo, (2002b); Rheingold,(2002).. One can stthrough online, pend much quality time with close ones, as well as develop deep relationships regardless of geographical boundaries.-Lyytinen & Yoo, (2002b); Rheingold,(2002). All (100%) of respondents interviewed revealed that they turned their mobile phones to vibration or silent mode (to Ensure constant touch with the world) in situations where mobile phone use was discouraged or forbidden such as in Banking halls or during lectures and religious sessions. The capability of the mobile phone to allow one to constantly stay connected generates new settings and bringing challenges of high expectations of availability, responsiveness and coordination -Mazmanian, Orlikowski, & Yates, (2006). Jackie, a respondent acknowledged this as negative aspect of mobile

phones, saying younger persons are more susceptible to inappropriate mobile phone use expectations and than older age groups probably due to the fact that they are still in the formative years and have not filtered out unnecessary engagements and so have no assigned times for communication engagements

Mobile phone can produce positive addictions as happens in a case of improved self-esteem that derives when benefits of feeling loved by others, derives from virtual connectedness to others. But it suffices to say that there can also be negative addictions if adverse consequences such as withdrawal or reliance on the device over-ride the benefits thereof. Chan (2001) and White & Dorman, (2000) state that a new Communication Technology generates information far more faster than most people can process it, as a consequence, leads to Information overload that can lead to reduced productivity and in some cases negative effects on health and well being.

All the interviewees and majority of the FGD respondents said they are addicted to randomly checking out for missed calls and incoming messages just as Littlejohn (2002) also explains -people will become more dependent on media that meet a number of their needs than on media that provide only a few ones. Similarly all (100%) disclosed that they experience distressed feelings when without their phone on them. This agrees with what is pointed out by Rossi, (2002) - if a person finds a medium that provides them with several functions that are central to their desires, they will be more inclined to continue to use that particular medium in the future. The study showed the number of mobile phone calls made was between 5-4 calls and those received were between 3 and 2 per day. Between 10 -7 text messages were sent and an average of 8 messages were received per day.

“A Mobile phone with the autocorrect and multimedia capabilities offers transcendent connectivity and thus lends itself a preferred option over the Face-to-Face”, said James a respondent who operates a smart phone. *“With my smartphone I can send and receive real time photos, an audio and even a video recording distant events and this enables me to easily visualize the happenings”,* he added

“A feature phone embedded with features such of camera, touch screen, GPS navigation and Wi-Fi, is good enough for me to stay connected without the necessity of literally moving to meet my message recipient” said Bello (short for Belgona), a female respondent operating one.

A significant part of the FGD respondents agreed with Rafaeli (1988) that because basic simpler mobile phones are affordable, the rural community own and use these for basic communication functions such as making/receiving calls and sending/receiving texts and so social interactivity over the mobile phone has been made possible. This supports Rafaeli in his saying that “the concept of interactivity had long been assumed to be a natural attribute of interpersonal communication, but it has more recently applied to all new media, from two-way cable over the Internet to the mobile phone” Rafaeli (1988).

The students in general were found to be more interested in the entertainment functions of the mobile phone than with the communication, and this in particular more so with the female students who often use their mobile phones with movies and music. The male counterparts prefer sports, selected music and news. Littlejohn (2002) explains that people become more dependent on media that meet a number of their needs than on media that provide only a few ones. This explains the differential use of the mobile phone by the student.

For its multimedia capabilities, the mobile phone has gained popularity with the students, overtaking the traditional media that disseminate and receive messages from separate platforms. Extensive use of text messaging was found to be common, with almost a third of the respondents admitting to experiencing distress when without their mobile phones or writing text messages while in class. Linda’s sentiments, that cost consideration sometimes meant trade-offs to use a friend’s lines, even when privacy was preferred reflects a degree of dependency syndrome. “If a person finds a medium that provides them with several functions that are central to their desires, they will be more inclined to continue to use that particular medium in the future” (Rossi, 2002). Defleur and Ball-Rokeach (1989). Grant et al., (1998) points out that Media dependency looks at audience

goals as the origin of the dependency while the uses and gratifications approach emphasizes audience needs –thus active selectors’ use the media to achieve their goals will resulting in media dependence.

The account of Sam who bonded his mother’s laptop to a shylock made me reflect on how different things are today.. All it can take to sort out grievous issues or even serious misunderstandings is a single mobile phone. In times prior to the invention of the mobile phone, it was common to demand a Face-to-Face meeting irrespective of how long a period it would take to secure one.). Even the use of a postal letter to settle a misunderstanding was not as permissible for it lacked visual cues critical in making a convincing argument. This stance can be explained by the understanding of the fact that “a growing body of evidence states that when individuals try to anticipate the perspective, thoughts, and/or feelings of someone else, they use themselves as the main reference point” - Kruger et al., (2005), meaning that a Face to face encounter will give a more balanced interpretation than would a mediated communication. In other words, the assessment of another’s perspective is influenced by one’s own e.g., Epley et al., (2004); Keysar et al., (1998); Nickerson, (2001).

But today it is amazing much of disputes can be so easily and conveniently settled with a single call over a mobile phone. This goes to support Agger (2004:1) who stated that “a complex new social interaction culture based on the mobile phone communication technology with the ability to envelop a user in a sphere of perpetual contact and instant access, to the extent it gets inside one’s heads, positions one’s body and dictates one’s everyday lives is today’s reality”.

However, that “people tend to believe that their intentions are more obvious to others than they actually are - Gilovich et al., (1998). People overestimate the extent to which others attend to their internal states (Gilovich, Medvec, & Savitsky, 2000) and exaggerate how much consensus there is over their thoughts and feelings - Keysar, (1994); Nickerson, (1999); Ross & Ward, (1996); Van Boven, Dunning, & Loewenstein, (2000), can explain why five of the six interviewees said they turn to face –to Face to settle serious misunderstandings. Their view supports McKenna & Bargh, (2000) which states,

“The lack of nonverbal cues implies automatically that not all information is fully transferred”.

Philip’s point on how he satisfies social needs through use of intrapersonal communication over the mobile phone gave me a chance to flashback to the days prior to the invention of the mobile phone communication when social needs could only be met through social interactions. Growing up in a world where the only way to meet social needs was to hold a face to Face get together, I remembered, the frustrating experience then, as a girl in her teens, of often craving to go out to socialize with friends but this crave would time and again be curtailed by my parents under the banner of “keeping a girl child safe”. When Carol – of the interviewees, mentioned how *“useful their academic Whatsapp group is for sharing academic information and updates”*, it brought to my mind how useful my Newsroom chat group proved to be in reducing financial cost of communicating to a wide range of Media practitioners as well as in facilitating positive arguments by members of staff in crucial office matters, all from their areas of comfort that may range from the living room to recreation centers. That all in the group can share a single message greatly reduces operation cost as well as allows for participation by all in discussions of interest to a fruitful conclusion. The new mobile phone communication technology thus facilitates the creation of virtual communities that operate in much the same way as the literal traditional communities in that therein one can create friends or make enemies, buy or sell, socialize, learn from one another by asking or being asked, answering or being answered. Thanks to this same technology, today most people meet their social needs from within their locale (without the necessity of relocating) as with the case of Philip mentioned above. It suffice to point out that with this trend resulting in new social configurations if not well regulated by individuals concerned, can result in a case where individuals independently guide themselves via intrapersonal mobile phone mediated communications disregarding the once valued literal Face to Face interactions (that existed as centers for instilling and standardizing moral family values) loosing an invaluable asset that is the fabric that holds a society together, equipping it for joint ventures. There is Therefore a need for caution to this end.

The complex new social interaction culture based on the internet and CMC technology with the ability to envelop a user in a sphere of perpetual contact and instant access, that have emerged, together with the privacy that comes with the mobile phone use, means that a danger that parents can loose track and control of their children as "...technologies get inside their heads, positions their bodies and dictate their everyday lives", Agger (2004:1), in a way that entraps them to the negative impacts.

Timothy's' sentiment on the urge to communicate through Face to Face when it comes to new relationships brings to mind what was stated by Burgoon & Saine, (p1978); Shaw, (1981); Walther, (1995), that "messages typically conveyed by verbal cues are absent in a text-based environment" and by Clark, 1996; Drew, (1987); Goffman, (1959); Lee & That anxiety hangs on when one has communicated to an unknown recipient can be as a result of "the same verbal messages can portray different signals depending on the tone, emphasis, and emotional expression used" - Wagner (2002). A number of my acquaintances who have Social Media Friends they have never met, agree that an uncomfortable feeling from imagined possible realities exists, true to Kruger et al., (2005) who stated that "...people find it very difficult to move beyond their own subjective experience of a stimulus and imagining how the stimulus might be evaluated by someone who does not share the privileged perspective"

The advent of alternative communication formats such as whatsapp allows for instant messaging using soft keyboard and has brought in new trends. Martin and Harriet described how the instant messaging had become more popular and embedded in their lives in a way best described by Agger (2004:1) who stated "The virtual self is connected to the world by information technologies that pervade not only the home and office but the psyche".

Sandra, a second year student affirmed what Rafaeli (1988) stated – "the mobile phone communication technology like the other CMC technology can generate information far much faster than most people can process it given that people easily interact and transact without the hassle of necessity of physical presence", when she said that she habitually

turned to her social media sites in the evenings and after classes to catch up with latest happenings..

The Words of Chris that “ *a scenario of continual use of mobile phone communication is common place today*” echo Castells, (1996); Hassan, (2003); Horning, Ahrens, & Gerhard, (1999) who said “.... as a consequent people often find themselves unable to cope with an increasing amount of information” Chan, (2001). Information overload originates both from own requests for information and information received inertly Marcusohn, (1995). This information overload can lead to a reduced productivity and can have negative effects on a person’s health and well being White & Dorman, (2000).

The study from the words of Chris that *he had developed a strong attachment to the mobile phone and is enticed by the instant (real time) feedback it offers.*”, and from the questionnaires received back, that revealed that for its ease of use, all the respondents engage the use of one or the other of the multimedia functions, ranging from starting and maintaining relationships, to entertainment (mostly through listening to music), to business transactions (payments for goods and services) and to academics (mainly by way of looking for definitions while in class to revision and research work), all made possible by the new mobile phone communication technology, deduces that the students have swiftly adapted its new easy to use communication functions , integrating these in their lives and have thus developed a dependency on it.

Chris who pointed out that mobile phone use is commonplace echos the sentiments of Fitzgerald and Drennan (2003) who stated that “some consumers express a strong sense of the attachment (to their mobile phones - looking at things from the communication perspective) in their lives” and in the same line, Sandra Ball-Rokeach and Melvin Defleur (1976) said that “today there is an internal link between media, audience and large social system”. From the words of Fitzgerald and Drennan (2003), that “the intensity of medium dependency reflects how much a person depends on that medium to meet their goals”, it can be said that since the new mobile phone communication technologies helps one to meet goals such as getting “geographically unbounded” real

time communication with instant feedback in comparison to the traditional Face to Face mode, the students have become relatively dependent on it. A case in point is that of Chris, who called himself an avid user of the mobile phone. He revealed that the possibility of getting fast feedback when using the mobile phones is one of the incentives for him to often use the mobile phone over the Face to Face for communication purposes. Similarly, in line with Evra's view that 'developmental factors can be related to motives for purposeful viewing'- Judith Van Evra (1990: 177, 179). A sizeable number of Students use the mobile phone for academic purposes. For its capability to connect to the server and bring academic material right into one's place of comfort the mobile phone has proved dependable. This explains why the students heavily rely on it in seeking definitions and additional information on topics of study. It is unlike the days prior to the invent of the mobile phone when one had to physically visit a number of recommended libraries to get required information or to study and carry out research work. In the earlier times too, sending messages and receiving feedback was a process that could last for weeks or months depending on the distant between the communicators. It is even up until the early nineties in Kenya that it was common to communicate through use of a drafted hardcopy mail that was physically dropped at the postmaster's office for shipping to the recipient and similarly one would literally engage in a physical move to the postmaster's office to check for feedback mailed back in like manner. I remember then (in the nineties) as a boarding student, anxiously waiting for feedback of letters sent to my parents and friends, which feedback would sometimes come within a week but at other times would take up to a month - as would happen in a case of an unclearly addressed mail that would entail re-routing. Today, the mobile phone communication technology can offer not only real-time feedback but as with the case of the Skype, Whatsapp, IMO and Viber technologies talked of by Mercy (one of the interviewees), a feedback with real-time visual view that almost matches that of a Face to face interaction is possible. Similarly, to participate in lottery games placed in newspapers, magazines or over the radio, one had to mail the coupon cuttings through the postmaster and wait eagerly for feedback that was often times never received, even when one enclosed a reply stamp with the coupon to facilitate reply. With the mobile phone technology, real-time lottery game participation over the radio and Television offering instant feedback is possible and rampant,

eliminating anxiety that came with feedback expectations. It is no wonder then that the new communication technology has swiftly diffused and integrated into the lives of the students, changing the configurations of self and society at that.

Observed from the affirmative gestures of respondents when the question of comparison of emotional satisfaction gained through use of the mobile phone with that from the use of Face to Face was under discussion, it was evident that majority of them express experiencing less satisfaction when communicating weighty matters over the mobile phone compared to when the same is done through face to face. This is in line with the expressions of Kiesler, Siegel, & McGuire; (1984); Sproull & Kiesler, (1986) that the absence of nonverbal cues withholds important information about attitudes, emotions and partners' characteristics resulting in a less sociable, relational, understandable, and effective communication. The study thus found out that the students heavily used the mobile phone in communication matters, irrespective of some of its disadvantages such as experiencing lower levels of emotional satisfaction when using the mobile phone than when Face-to-Face mode is employed - a case most of them unanimously agreed on. The students' sentiments in general thus seem to suggest that the society has widely embraced the mobile phone communication technology. It therefore follows that if the yet to be harnessed advantages of the new mobile phone technology are tapped to the full, the use of the traditional Face-to Face mode will significantly reduce resulting in loss of the benefits that accrue from its use.

CHAPTER FIVE: SUMMARY, CONLUSSION AND RECOMMENDATION

5.0. Introduction

This chapter gives a summary of the findings, discussion and ends with a conclusion followed by recommendation.

5.1. Summary of the Findings

In summary, the study found out that because of its capability to defy geographical boundaries and cost-effectively relaying messages while at the same time cutting down on the time period taken between sending a message and receive a feedback alongside its various features such as the ease with which its communication facilities can be mastered, the mobile phone is seen by the students as a more convenient mode of communication compared to the Face to face. The students use the mobile phone for communication purposes, entertainment and academic matters to the extent that they have developed a dependency on it to the extent a feeling of distress is experienced when they operate without one - s may happen when one forgets to carry it along or loses it. Operation cost is a major factor in determining the type of phone purchased and even the time period spent on a single call. However, the Face-to-Face mode is seen as indispensable in minimizing misunderstandings, reinforcing established relationships and in sealing high-risk deals between parties.

5.2. Summary of the discussion

The discussion in summary, reveals a behavior-related issues of mobile phone addiction, indicated by the habit of students having their mobile phone hand sets on at all times only switching it to the silent or vibration mode when in places such as classrooms where phone interruptions are discouraged. Sandra Ball-Rokeach and Melvin Defleur 1976 stated, "The more a person depends on medium (to meet needs), the more important medium purports to be in that person's life and by extension the greater the medium impacts that person". The common place use of the phone while at social events such as weddings, funerals or public places such as in restaurants and even when walking on

streets is reflective of a mobile phone dependency developed by users from continued intense use of it. The study found out that communication via Social Media groups such as face book Twitter and Whatsapp is more popular than via the one on one formats such as SMS's and e-mails. This agrees with the explanation of Blumler and Katz, (1974) that the logic of the uses-and-gratifications approach, derives from the social and psychological origins of needs, which generate expectations which expectations lead to differential patterns of media exposure and engagement.

That Social media can affect configuration of self was stated by DeFleur and Ball-Rokeach (1989), “.... the intensity of media dependency depends on how much people perceive their medium of choice to meet their goals such as of social or solitary play, self-understanding e.g., deciding what to buy, getting hints on how to handle difficult situation”. The absence of social interaction and by extension gestures and verbal cues, pointed out as a major disadvantage of CMC (Mobile phone communication) - Walther & Tidwell, (1995), makes the mobile phone a less suitable communication mode for sorting out misunderstandings and sealing high risk deals, when compared to the Face to Face mode.

5.3 Conclusion

The findings of the study reveal that for its properties of being able to transcend geographical boundaries, saving on time and cost of relaying messages, and allowing for instant feedback, the mobile phone today is more and more being used than the Face-to-Face for communication mode to degrees that has resulted in mobile phone dependency in some. There has thus occurred a change in communication patterns over time, from an intense use of face to Face mode of communication to intense use of new mobile phone technology formats such as instant messaging and video calls. The mobile phone is used in satisfying various gratifications such as when used for entertainment or for pastime games. The mobile phone is also used as an important library for storing images and music-functions since these functions accrue no costs. Over and above, the degree to which students engage the various mobile phone functions varies, with skill and the type of phone owned.

5.4 Recommendations

1. This report has added invaluable information to the bank of knowledge of Communication Studies that can prove useful to Policy Makers, entrepreneurs, educators, politicians, leaders in the various sectors and the society in general when they structure development communication strategies. A hardcopy of this report should be placed in shelves of the University library to be available to interested stakeholders persons as need may be
3. This report can also greatly help business people understand the new communication perspectives as it gives insights in the changing communication phenomenon. The business community in general should consult it to understand how to tap on the rampant use of the new mobile phone technology common today and increase their business revenue
4. During the research process, a concern on how the levels of satisfaction gained from the use of the mobile phone modes compared to that gained through the use of Face to Face cropped up, opening an avenue for possible further research engagements. Communication researchers can pick this area for study and further enrich the already existing bank of knowledge.
5. The patterns of use of mobile phones as students moved through the ladder of academic years revealed that the students in their first year of education tended to communicate more with those in communities they came from but the second years concentrated on creating new friends. The third years students engage much in entertainment while the seniors-Fourth years with their impending future exit from the institution are more concerned with contacting the outside world in a bid to secure a future slot to fit in. This pattern opens up another possible research avenue that succeeding communication studies' students can take up.

References

- Agger, Ben . 2004. *The Virtual Self: A Contemporary Sociology*. Oxford: Blackwell Publishing
- Allen, D. K., & Wilson, T. D. (2003). Information overload: context and causes. *New Review of Information Behaviour Research*.
- Ang, I. (1991). *Desperately seeking the audience*. London : Routledge.
- August E. Grant, Jeffrey S. Wilkinson, 2009. “ Understanding Media Convergnce”: Research Inc., European Research Center, Amsterdam.
- Babbie, E. R. (2001). *The practice of social research*. 9th edition. . Belmont, CA: Wadsworth
- Bailey, J., & Pearson, S. W. (1983). Development of a tool for measuring and analyzing computer user satisfaction. *Management Science*.
- Ball-Rokeach, S.J., & DeFleur, M.L. (1976). A dependency model or mass-media effects. *Communication Research*.
- Ball-Rokeach, S. J. (1985) "The origins of individual media system dependency." *Communication Research*.
- Barelson, B. (1952). *Content analysis in communication research*. New York: Free Press
- Baron, A. (2005). Build technology into strategy. *Strategic Communication Management*.
- Berghel, H. (1997). E-mail—The good, the bad and the ugly. *Communications of the ACM*.
- Blumler J. G. & E. Katz (1974): *The Uses of Mass Communication*. Newbury Park, CA: Sage
- Blumler, J. G. (1979). The role of theory in uses and gratifications studies. *Communication Research*.
- Bouma, G. D. (2000). *The research process*. New York: Oxford University Press.
- Boyatzis RE (1998) *Transforming Qualitative Information*. Sage: Cleveland
- Brown B., Green N., and Harper R. (2001)., *Wireless world: social and interactional aspects of the mobile age* (pp.3-14). London: Springer.
- Bryman, A. (2001). *Social Research Methods*. New York: Oxford University press.
- Bryman, A. (2001). *Social Research Methods*, Oxford,Oxford University Press.

Burgoon, J. K., & Saine, T. (1978). *The Unspoken Dialogue: An introduction to Nonverbal Communication*. Boston: Houghton Mifflin.

Castells, M. (1996). *The rise of networked society*. Oxford, UK: Oxford University Press.

Cathcart, R., & Gumpert, G. (1983). *Mediated interpersonal communication: Toward a new typology*. *Quarterly Journal of Speech*, 267–268.

Chan, S. U. (2001). The use of graphs as decision aids in relation to information overload and managerial decision quality. *Journal of Information Science*.

Clark, H. H. (1996). *Using language*. Cambridge: Cambridge University Press.

Cohen, L., Manion, L. & Morrison, K. (2007) *Research Methods in Education*. 6th Edition. London: Routledge.

Cooper, G. (2001). The mutable mobile: social theory in the wireless world. In B. Brown, N. Green, and R. Harper (Eds.), *Wireless world: social and interactional aspects of the mobile age* (pp. 19-31). London: Springer.

Cooper, D. R., & Schindler, P. S. (2011). *Business research methods* (11th Edition). New York, NY: McGraw-Hill / Irwin.

Creswell, JW 1994, *Research designs: Qualitative and Quantitative approaches*: Sage publications
Marshall, C., & Rossman, G.B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage Publications

Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications

Culnan, M. J., & Markus, M. L. (1987). *Information technologies*: Sage Publications Inc.

Davis, G. (2002). Anytime/anyplace computing and the future of knowledge work. *Communications of the ACM*.

Dawley, D. D., & Anthony, W. P. (2003). User perceptions of email at work. *Journal of Business and Technical Communication*.

DeFleur, M. L., & Ball-Rokeach, S. J. (1976). A dependency model of mass media effects. *Communication Research*.

DeFleur, M. L. & Ball-Rokeach, S. (1989). *Theories of mass communication* (5th ed.). White Plains, NY: Longman.

Dennis, A., & Gallupe, R. (1993). *A history of group support systems empirical research: Lessons learned and future directions*

Dillon, A. (2001) Beyond usability: process, outcome and affect in human-computer interactions. *Canadian Journal of Library and Information Science*.

- Drew, P. (1987). Pro-faced recipients of teases. *Linguistics*.
- Dryer, D. C., Eisbach, C., & Ark, W. S. (1999). At what cost pervasive? A social computing view of mobile computing systems. *IBM Systems Journal*.
- Duxbury, L., Higgins, C., & Lee, C. (1994). Work-family conflict: A comparison by gender, family type, and perceived control. *Journal of Family Issues*.
- Edwards, M. (2002). Move beyond email and internet access. *Communications News*.
- Epley, N., Keysar, B., Van Boven, L., & Gilovich, T. (2004). Perspective taking as egocentric anchoring and adjustment. *Journal of Personality and Social Psychology*.
- Evra, J. V. (1990): *Television and Child Development*. Hillsdale, NJ: Lawrence Erlbaum
- Fitzgerald, L., Drennan, J. (2003). Using q-Methodology to study the metaphors of consumption for mobile Phone Users. Australian and New Zealand Marketing Academy Conference.
- Forrester Report (2001): Lussanet et al. The Marketer's Guide to SMS, Forrester
- Fortunati, Leopoldina. 2002. "Italy: Stereotypes, True and False." in *Perpetual Contact : Mobile Communication, Private Talk, Public Performance* edited by Katz, James. E and Mark Aakhus. Cambridge: Cambridge University Press.
- Funston, A., & McNeill, K. (1999). *Mobile matters: Young people and mobile phones*. Melbourne, VIC: Communication Law Centre.
- Galuppe, R. B., Dennis, A. R., Cooper, W. H., Valacich, J. S., Nunamaker, J. F., & Bastianutti, L. (1992). Electronic brainstorming and group size. *Academy of Management Journal*.
- Gergen, K. J. (2002). The challenge of absent presence. In J. E. Katz and M. Aakhus (Eds.), *Perpetual contact: Mobile communication, private talk, public performance*. Cambridge, UK: Cambridge University Press.
- Geser, H. (2003). Towards a Sociological Theory of the Mobile Phone. *Sociology of the Mobile Phone*.
- Geser, H. (2007, June). Patterns of Multi-Channel Communication Among Older Teens.
- Geurts, S. A. E. & Sonnentag, S. (2006). Recovery as an explanatory mechanism in the relation between acute stress reactions and chronic health impairment.
- Gilovich, T., Medvec, V. H., & Savitsky, K. (2000). The spotlight effect in social judgment: An egocentric bias in estimates of the salience of one's own actions and appearance.
- Gilovich, T., Savitsky, K., & Medvec, V. H. (1998). The illusion of transparency: Biased assessments of others' ability to read one's emotional states. *Journal of Personality and Social Psychology*.
- Goffman, Erving(1959). *The Presentation of Self in Everyday Life*. Doubleday: Garden City, New York,.
- Grant, D., Keenoy, T. & Oswick, C. (eds) (1998a) *Discourse and organization*. London: Sage.

- Grant, August E. and Wilkinson, Jeffrey S. "Understanding Media Convergence: that state of the field." Oxford University Press
- Green, N. (2001). Who is watching whom? Monitoring and accountability in mobile relations. In B. Brown, N. Green, and R. Harper (Eds.), *Wireless world: social and interactional aspects of the mobile age* - London: Springer.
- Green, S., & Harvey, P. (1999). *Scaling place and networks: An ethnography of ICT "innovation" in Manchester*. Internet and Ethnography Conference, Hull, December.
- Gupta, R.K. (1999). The Truly Familial Work Organization: New Delhi, India: Sage Publications India.
- Hammersley, M. 1992. What's wrong with ethnography? : methodological explorations. London & New York : Routledge.
- Hassan, R. (2003). Network time and new knowledge epoch. *Time & Society*, 12, 225-241.
- Horning, K. H., Ahrens, D., & Gerhard, A. (1999). Do technologies have time? New practices of time and the transformation of communication technologies. *Time & Society*, 8, 293-308.
- ITU. (2009). Measuring the Information Society: The ICT Development Index. Geneva: International Telecommunication Union
- ITU. (2007). World Telecommunication Development Report: Mobile Cellular World., Telecommunication Indicators, International Telecommunication union, 2007.
- Jarvepaa, S., & Lang, K. (2005). Managing the paradoxes of mobile technology.
- Jenkins, K. (2009). Linking theory to practice: Education for sustainability and learning and teaching.
- Kasomo, D. (2006). Research Methods in Humanities and Education. Egerton University Press.
- Katz, Elihu, Jay Blumler and Michael Gurevitch. The Use of Mass Communication. Beverly Hills, California: Sage, 1974.
- Katz, J. E., & Aakhus, M. A. (2002). (Eds.), *Perpetual contact: Mobile communication, private talk, public performance* (pp. 301-318). Cambridge, UK: Cambridge University Press.
- Keysar, B. (1994). The illusory transparency of intention: Linguistic perspective taking in text. *Cognitive Psychology*.
- Keysar, B., Barr, D. J., & Horton, W. S. (1998). The egocentric basis of language use: Insights from a processing approach. *Current directions in psychological science*.
- Kiesler, S., Siegel, J., & McGuire, T. (1984). Social psychological aspects of computer-mediated communications. *American Psychologist*.
- Kiesler, S., & Sproull, L. (1986). Response effects in the electronic survey.
- King, S. (1991), "Brand-Building in the 1990s", Journal of Consumer Marketing, Vol. 8 No. 4, pp. 43-51.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: New Age International limited.

- Kothari, C. R. (2008). *Research Methodology, Methods and Techniques* (2nd ed). New Delhi: New Age International (P) Limited.
- Kothari, C.R (2011). *Research Methodology. Methods and Techniques*. New Delhi: New Age International Publishers. (2nd Edition).
- Kotler, P. (2003). *Marketing Management*. 11th edition, Englewood Cliff, NJ: Prentice Hall
- Kotler, P., Cunningham, P., and Turner, R.E. (2000). *Marketing Management, Analysis, Planning, Implementation and Control*. 10th edition, Scarborough, ON: Prentice Hall
- Kruger, J., Epley, N., Parker, J., & Ng, Z. W. (2005). Egocentrism over email: can we communicate as well as we think? *Journal of Personality and Social Psychology*.
- Lacoe'e, H., Wakeford, N., & Pearson, I. (2003). A social history of the mobile telephone with a view of its future.
- Lang, J. C. (2001). Managing knowledge-based competition. *Journal of Organizational Change Management*.
- Lee, V., & Wagner, H. (2002). The effect of social presence on the facial and verbal expression of emotion and the interrelationships among emotion components. *Journal of nonverbal behaviour*.
- Lindlof, T .R. (1955). *Qualitative Communication Research Methods*. Thousand Oaks, CA: Sage
- Lindlof, T. R. (1995). *Constructing the self in a mediated world*. Thousand Oaks, CA: Sage.
- Littlejohn, S. W. (1999). *Theories of human communication* (6th ed.). Albuquerque, NM: Wadsworth Publishing.
- Littlejohn, Stephen. 2002 *Theories of Human Communication: Seventh Edition*. Albuquerque, New Mexico: Wadsworth.
- Locke, P. (2005). *A tool for assessing corporate intranets to increase the productivity of mobile knowledge workers: An evaluation of a handheld wireless device*. Unpublished dissertation, Capella University.
- Lyytinen, K. & Yoo, Y. (2002a). Issues and challenges in ubiquitous computing. *Communications of the ACM*.
- Lyytinen, K., & Yoo, Y. (2002b). Research commentary: The next wave of nomadic computing. *Information Systems Research*.
- Manger, T., Wicklund, R. A., & Eikeland, O. (2003). Speed, communication and solving social problems. *Communications*.
- Mann, S., Varey, R., & Button, W. (2000). An exploration of the emotional impact of tele-working via computer-mediated communication. *Journal of Managerial Psychology*.
- Marcusohn, L. M. (1995). The information explosion in organizations. *Swedish Library Research*.
- Markus, M. L. (1994). Finding a happy medium: Explaining the negative effect of electronic communication on social life at work. *ACM Transactions on Information Systems*.

Marshall, C., & Rossman, G. B. (1995). *Designing qualitative research*. (2nd ed.). Thousand Oaks, CA: Sage Publications.

Maykut P and Morehouse R (1994), *Beginning Qualitative Research: A Philosophic and Practical Guide*, London: The Falmer Press.

Mazmanian, M., Orlikowski, W. J., & Yates, J. (2006). *Crackberrys: exploring the social implications of ubiquitous wireless e-mail devices*. Paper presented on the EGOS conference, Bergen.

McLuhan, M. (1960) *Effects of the improvements of communication media*, *Journal of Economic History*.

McQuail, D. (1972). *Sociology of Mass Communications*. Middlesex, England: Penguin.

McQuail, D., Blumler, J. G., & Brown, J. (1972). *The television audience: A revised Perspective*.

McQuail, D. (1983). *Mass Communication Theory* (1st ed.). London: Sage.

McQuail, Denis (1987): *Mass Communication Theory: An Introduction* (2nd edn.). London: Sage

McQuail, D. (1994). *Mass Communication: An Introduction* (3rd ed.,). London,

Thousand Oaks, New Delhi: Sage Publications

McQuail, D. (2003). *Mass communication theory*. London: Sage publications Limited.

McKenna, K. Y. A., & Bargh, J. A. (2000). Plan 9 from cyberspace: The implications of the Internet for personality and social psychology. *Personality and Social Psychology Review*.

Middleton, C. (2007). Illusions of balance and control in an always-on environment: A case study of BlackBerry users. *Continuum: Journal of Media & Cultural Studies*.

Mok, D., Wellman, B. with Basu R. (2007) 'Did distance matter: a pre-Internet analysis,' *Social Networks*.

Mugenda, O. & Mugenda A.G. (1999). *Research Methods: Qualitative and quantitative approaches*, Nairobi: Acts Press .

Mugenda, O.M., & Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.

Nickerson, R. S. (1999). How we know—and sometimes misjudge—what others know: Imputing one's own knowledge to others. *Psychological Bulletin*.

Nickerson, R. S. (2001). The projective way of knowing: A useful heuristic that sometimes misleads. *Current Directions in Psychological Science*.

Ogden, J.R. (1998). *Developing a creative, innovative integrated marketing plan*, Upper Saddle River NJ: Prentice Hall.

Orlikowski, W. J. (1992). *Learning from notes: Organizational issues in groupware implementation*. Paper presented at the conference on computer supported cooperative work, Toronto.

Orlikowski, W. J. (1996). Improvising organizational transformation over time: A situated change perspective. *Information Systems Research*.

Orlikowski, W. J. (2000). Using technology and constituting structures: A practice lens for studying technology in organizations. *Organization Science*.

O'Shea, T., & Self, J. (1983). *Learning and teaching with computers: Artificial intelligence in education*. Englewood Cliffs, NJ: Prentice-Hall.

Palen, L. (2002) Mobile telephony in a connected life.

Palmgreen, P. Wenner, L.A., & Rosengren, K.E. (1985). (Eds.), *Media gratifications research: current perspectives*. Beverly Hills, CA: Sage.

Panos Brief, 2005: Telephones and livelihoods – How telephones improve life for rural people in developing countries.

Parker, B. J., & Plank, R. E. (2000). A uses and gratifications perspective on the Internet as a new information source.

Pica, D., & Kakiara, M. (2003). *The duality of mobility: Designing fluid organizations through stable interaction*. Paper presented at the 11th European Conference on Information Systems, Naples, Italy

Poole, M., & Jackson, M. (1993). *Communication theory and group support systems*. In L.Jessup & J.Valacich (Eds.), *Group support systems: New perspectives*. New York : Macmillan.

Rafaelli, S. (1986). *The electronic bulletin board: A computer-driven mass medium*. *Computers and the Social Sciences*.

Rafaelli, S. (1988). *Interactivity: From new media to communication*. In R.Hawkins et al. (Eds.), *Advancing communication science: Merging mass and interpersonal processes*. Newbury Park, CA : Sage.

Renaud, K., Ramsay, J., & Hair, M. (2006). You've got e-mail... Shall I deal with it now? Electronic mail from a recipient's perspective. *Journal of Human-Computer Interaction*.

Renneker, J., & Godwin, L. (2005). Delays and interruptions: A self-perpetuating paradox of communication technology use. *Information and Organization*.

Rheingold, H. (2002). *Smart Mobs: The next social Revolution*. Basic Books

Robey, D., & Boudreau, M. (1999). Accounting for the contradictory organizational consequences of information technology: theoretical directions and methodological implications. *Information Systems Research*.

Rogers, A. (2003) *What is the difference? A new critique of adult learning and teaching*, Leicester.

Rogers, E.M. and D.L. Kincaid. 1981. *Communication networks: Toward a new paradigm for research*. New York: Free Press.

Rokeach, Sandra and Melvin DeFleur. "A Dependency Model of Mass Media Effects." Communication Research 3. New York.

Rosengren, K. E. & S. Windahl (1989): *Media Matter*. Norwood, NJ: Ablex

Rossi, E. (2002). Uses & gratifications/dependency theory.

Rubin, A. M., & Windahl, S. (1982). *Mass media uses and dependency: A social systems approach to uses and gratifications*. Paper presented to the meeting of the International Communication Association, Boston, MA

Rubin, A. (1993). Audience activity and media use.

Rubin, A. and Babbie, E., 2011. *Research Methods for Social Work*, 7th, Ed. Belmont: Brooks/Cole.

Shaw, M. E. (1981). *Group Dynamics: The Psychology of Small Group Behavior*. New York: McGraw-Hill.

Shiffman, L.G., and Kanuk, L.L. (1994) *Consumer behavior*. 5th edition Englewood cliffs, NJ: Prentice Hall.

Sproull, L., & Kiesler, S. (1986). Reducing social context cues: Electronic mail in organizational communication. *Management Science*.

Steward, B. (2000). Changing times: the meaning, measurement and use of time in teleworking.

Strauss, A. & Corbin, J. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage Publications.

Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks, CA: Sage.

Swift, C. R. (1989). *Audience activity in computer-mediated communication*. Unpublished doctoral dissertation, Indiana University, Bloomington .

Van Boven, L., Dunning, D., & Loewenstein, G. (2000). Egocentric empathy gaps between owners and buyers: Misperceptions of the endowment effect. *Journal of Personality and Social Psychology*.

Van Hooff, M. L. M., Geurts, S. A. E., Kompier, M. A. J., & Taris, T. W. (2006). Work-home interference: How does it manifest itself from day to day? *Work & Stress*, 20(2).

Walther, J. B. (1992b, May). *When mediated dyadic communication is not interpersonal*. Paper presented at the International Communication Association annual meeting, Miami , FL .

Walther, J. B. (1995). Relational aspects of computer-mediated communication: Experimental observations over time. *Organizational Science*.

Walther, J. B., & Tidwell, L. C. (1995). Nonverbal cues in computer-mediated communication. *Journal of Organizational Computing*.

Walther, J. B., & Parks, M. R. (2002). Cues filtered out, cues filtered in: Computer-mediated communication and relationships. In M. L. Knapp, J. A. Daly (Eds.), *Handbook of interpersonal communication* (3rd ed). Thousand Oaks, CA: Sage.

Wei, R., and Lo, V. (2006) *Staying Connected While on the Move: Cell Phone Use and Connectedness*, New Media and Society.

Weilenmann, A. (2001). *Mobile methodologies: experiences from studies of mobile technologies in use*. Bergen, Norway: University of Bergen, Department of Information Science.

Wellman, B. & Tindall, D. (1993). *Reach Out and Touch Some Bodies: How Telephone Networks Connect Social Networks*. Progress in Communication Science.

Wicklund, R. A., & Vandekerckhove, M. M. P. (2000). *Delay of gratification in Interaction rituals*, Netherlands.

White, M., & Dorman, S. M. (2000). Confronting information overload. *Journal of School Health*.

Whittaker, S., & Sidner, C. (1997). Email overload: Exploring personal information management of email. In S. Kiesler, (Ed.), *Culture of the Internet*. Mahwah, NJ: Lawrence Erlbaum Associates.

Wimmer, R. and Dominick, J. (2006). *Mass Media Research*, 8th edition. Thomson-Wordsworth.

Zikmund, W. (2000). *Business Research methods* (6th Ed). Fort Worth: The Dryden Press

APPENDICES

Appendix i

Introductory Letter

I am a student of Master of Arts Degree in communications, The University of Nairobi. I am required to submit as part of my course work assessment, a research project report "The impact of computer mediated communication mode on use of face to face mode- the case of mobile phone use amongst the students of University of Nairobi-main campus" The purpose of this study is to investigate the use of Mobile phone by the students. All information in this questionnaire will remain confidential and will not be used whatsoever against you.

Appendix ii

Research Work Plan

The proposed Research Project will take Nine months to complete below is the work plan to guide events.

January -April 2015 - Review various literature touching on the two research variables- (the communication, Mobile phone and Face to Face communication modes), conduct basic research to get knowledge of the population of study.

May 2015- Draft a proposal with bibliography to the project supervisor. This proposal will detail information from literature reviewed, describe the central research questions and the methodology to be used in answering the research question as well as explain how the project contributes to existing knowledge.

June 2015 -Submit a draft proposal alongside protocol forms and survey tools the supervisor for review and thereafter, make suggested corrections to the draft.

July-August 2015 – Enquire of defense date and immediately after the defense, make revisions necessary then embark on primary source research, conclude the research by analyzing, compiling and presenting collected data in liaison with other graduate students from the school.

September 2015 - Submit a first draft of the final paper to the supervisor for consultation and suggestions of adjustments, thereafter, complete the draft revision and submit a final draft to the supervisor who will set up defense date. After approval from the defense panel, I will submit to the supervisor, final copies for signing and keeping by school.

Appendix iii

Questionnaire

I sincerely thank you for the time you will spare filling this questionnaire.

I am a student of Master of Arts Degree in communications, The University of Nairobi. I am required to submit as part of my course work assessment, a research project report on "The impact of computer mediated communication mode on use of face to face mode- the case of mobile phone use amongst the students of University of Nairobi-main campus" I will depend on information given by you toward this end and assure you that all information you give in this questionnaire will remain confidential and will not be used against you whatsoever.

Kindly do not indicate your name (Optional).

Date _____

Questionnaire Number _____

A. Biographical Data.

1) Gender

a) Male b) Female

2) Age bracket

a) < 25

b) 25 – 45

c) 46 – 55

d) >55

3) Do you operate your phone?

a) Yes b) no

i) If no in ii above how do you communicate?

a) Use other peoples phones

b) Meet Face to Face

c) Other _____

ii) If yes, how did you get influenced into adoption?

a) By neighbors

b) Relatives

c) Friends

d) advert

Other specify

4). For what purpose do use your mobile phone?

a) Entertainment

b) Communication

c) Academics

d) Relationships

e) Other-(specify)

5). Have you ever been misunderstood?

a) yes b) no

6). How did you clear misunderstandings?

a) SMS

b) Call

c) Meeting

7) In your opinion what is the best way to resolve misunderstandings?

a) Mediated communication

b) Face-to Face meeting

c) Other (Specify)

e) _____

8) How do you get information on from outside sources?

- a) Through neighbors
- b) Relatives
- c) Friends
- d) TV
- e) Through post
- f) Other specify _____

9. For what would you say the Mobile phone is useful?

- a) Its portable
- b) My social group use it
- c) All the above
- d) Its convenience in allowing for instant money transfer and communication
- e) Other-(specify) -----

10) How do you rate the user learning process?

- a) Very easy
- b) Easy
- c) Difficult
- d) Very difficult
- e) Cant say

Are you willing to take part in an interview session and/or Focus group discussion under this same project at a later date? YES ----- No-----

If YES, Please indicate your option(s) in this space-----

Thank you for your time and support.

Appendix v

An Interview guide (Questions) for students

a) Has social media affected configurations of interaction in our society? -----

b) Will the new social media technologies eliminate the necessity of use of face-to-face communication mode? -----

c) What role does the mobile play in the management of everyday life? -----

d) Does the use of Social media affect our ability to interact and communicate with others through face to face? -----

e) Which of the mobile phone communication formats (SMS, Whatsapp, Email, Facebook, Twitter, Voice Calls, Video calls,) do you most frequently used in long-distance communications (relations)? -----

Appendix v

A focus group discussion guide (Questions) for students

a) Is our society really ready to harness the advantages of the new social media technologies? -----

b) How does the sense of satisfaction gained through the use of mobile phone communication in distant relations compare to that gained through use of Face to Face? --

Thank you