

USE OF MOBILE COMMUNICATION AND ITS AFFECT ON SOCIAL CAPITAL OF COLLEGE GOING TEENAGER

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ABSTRACT

Mobile phones are a pervasive new communication technology, especially among college students and it become more and more popular in recent years. The researchers looked at how mobile changed behaviour of teenagers. Social capital is about the value of social networks, bonding similar people and bridging between diverse people. The researcher tried to test these theories in Pakistani setting. The researcher conducted the survey with the help of self developed questionnaire on 5-point Likert Scale. The sample comprised of 100 boys and 100 girls of 1st and 2nd year students of Government Colleges. The results of the study showed that a majority of the respondents used mobile phone for communication with friends and family members. Both boy and girl students agreed that mobile phone impacts their peer relations, social norms, customs, traditions, esteems and also impact their fact-to-face communication. On the basis of results of the study the researcher proposed that teenager may reduce their time which they earlier spend on mobile phone for texting or voice calling. Mobile phone usage engages students in extra curriculum activities that affect their educational results so they may restrict themselves. Further research may be conducted to validate these findings on broader area.

KEYWORDS: Usage, Mobile Communication, Impact, Social Capital, College, Teenager

INTRODUCTION

The term 'social capital' can be defined as the stocks of social trust, norms and networks that people can draw upon to solve common problems. In the context of college students, the term encompasses the relationships and interconnectedness of students on a particular campus based on the networks they are a part of and the various 'micro cultures' they can tap into as a means to facilitate or govern social interaction. The concept of social capital is currently receiving a lot of attention from development agencies and research institutions, some definitions are following:

"...features of social organisation, such as trust, norms [or reciprocity], and networks [of civil engagement], that can improve the efficiency of society by facilitating co-ordinated actions."

Putnam, (1993) give the definition of social capital that "...the institutions, relationships, and norms that shapes the quality and quantity of a society's social interactions."

As currently used, social capital is the trust, reciprocity, and norms and networks of civic engagement in a society that facilitate coordinated action to achieve desired goals. Obviously, social capital is rooted in history, tradition, and culture. Unlike human capital or physical capital, social capital is relational and embedded in social structure. Because of this public-good characteristic, social capital is said to be undervalued, does not attract private investment and is often a by product of other activities.

Pakistan, like many other developing countries, has seen an explosion in its mobile communications market in recent years; from 2004 to 2007, the number of subscribers in the country more than doubled annually. Mobile devices are all about connecting people to each other. Mobile phone users in Pakistan were recorded at 111,126,434 in October 2011, reaching a tele-density of 65.2 percent. However, in January 2012 mobile phone subscriptions have reached 116.2 million by adding 1.6 million, revealed latest stats published by PTA and stood at 116,209,749 with teledensity hitting 67.2 percent.

MOBILE COMMUNICATION AND SOCIAL CAPITAL

Social capital is about the value of social networks, bonding similar people and bridging between diverse people, with norms of reciprocity. Coleman (1988) described that “social capital broadly refers to the resources accumulated through the relationships among people. Social capital is an elastic term with a variety of definitions in multiple fields conceived of as both a cause and an effect.” Bourdieu and Wacquant (1992) define social capital as “the sum of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition”.

PROBLEM STATEMENT

The adoption of the mobile phone by young people has been a global phenomenon in recent years. The utilization of such technologies has increased dramatically over the past decade and most of the masses are indulged in its usage. This study explores the impact of the mobile phone on social capital of college going teenagers. They use mobile phone in positive ways to organize and maintain their social networks but there are some negative impacts on teenagers’ relationships and their social capital. It is assumed that mobile communication impacts the social capital of teenagers like individual and family relationships, their rules, norms, traditions. That is why the researcher explores the usage of mobile communication and its affect on social capital of college going teenagers in Rawalakot City of AJK.

OBJECTIVES

- To find out the various usage of mobile phone of teenager.
- To evaluate the mobile phone usage and its linkages with social capital of teenager.
- To investigate the impact of mobile communication on the social capital of college going teenager.

REVIEW OF RELATED LITERATURE

Teens are, perhaps the most talented mobile users because they made text messaging into a common form of interaction. They have learned how to coordinate and interaction via mobile. hey use camera to share photos with peer group and gather their opinion. There is, however, a growing body of research suggesting that mobile communication fosters at least informal social interaction within the immediate group of friends.

They popularized the social use of texting. They have developed a linguistic and manual dexterity in the composition of messages that is not matched in other groups. They are in contact with peers at unseemly hours. There are some forms of inter action that are perhaps unique to text messages. Some words have been shortened but not nearly as many as journalists have suggested. “The mobile phone is a safety link, it allows for effective coordination, it is an object lesson in the use of money for teens and often, it is a reluctantly accepted umbilical cord to their parents and a central artefact of their self-image” (Fortunati, 2001).

Social trust, norms of reciprocity networks of civic engagement and successful cooperation are mutually reinforcing. “Effective collaboration institutions require interpersonal skills and trust, but those skills and that trust are also inculcated and reinforced by organized collaborations” (Putnam 1993).

Social capital – the social relations between people – is an important component of the family environment and is crucial for the creation of human capital for the next generation. According to Coleman’s theory of family capital, that the parents’ application of social capital is motivated by such factors as the status of the family (immigrant or native), parental occupation, parents’ educational views and the family’s acculturation to the host society.

SOCIAL CAPITAL: A NEW CONCEPT FROM AN OLD IDEA

Social capital is a way of describing and analyzing the connections between people. There is a multiplicity of definitions and lively debate between different schools of thought. The following are examples.

- “Some aspects of social structure that facilitate certain actions of individuals within the structure” (Coleman 1988).
- “The capacity of individuals to command scarce resources by virtue of their membership in networks or broader social structure” (Portes 1998).
- “Features of social organization, such as trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions” (Putnam 2000).
- “Resources available to individuals and communities through their social relationships” (Kovalainen 2004).
- “The information, trust and norms of reciprocity inhering in one’s social networks” (Wellman et. al 1998).

Social capital is a term that is commonly used; however the concept is often poorly defined and conceptualized. Social capital is an old concept but the term has only been coined fairly recently (Panoja 2001; Putnam 1995). “As identified above the term social capital has only been used since the early twentieth century but its traditions are much older, rooted in economics, sociology, anthropology and political science literature”

Social capital has been linked to a variety of positive social outcomes, such as better public health, lower crime rates, and more efficient financial markets (Akins 2005).

According to several measures of social capital, this important resource has been declining in the U.S. for the past several years (Putnam, 2000). When social capital declines, a community experiences increased social disorder, reduced participation in civic activities, and potentially more distrust among community members. Greater social capital increases commitment to a community and the ability to mobilize collective actions, among other benefits. Social capital may also be used for negative purposes, but in general social capital is seen as a positive effect of interaction among participants in a social network (Helliwell & Putnam, 2004).

Putnam (2000) distinguishes between bridging and bonding social capital. The former is linked to what network researchers refer to as ‘weak ties’, which are loose connections between individuals who may provide useful information or new perspectives for one another but typically not emotional support (Grootaert, 1998). Alternatively, bonding social capital is found between individuals in tightly-knit, emotionally close relationships, such as family and close friends.

Woolcock (1998) and Putnam (2000) have defined a useful typology of social capital that helps us look at the different types of connections around teenagers and families.

- Bonding social capital – this describes the connections within a group – family, close friends, a homogeneous group; such connections are crucial for ‘getting by’.
- Bridging social capital – this describes the connections between neighbours and groups with different interests and/or different backgrounds; these connections can cross class, race, ethnicity and gender; such connections are useful for ‘getting ahead’.

Linking social capital – this describes the connections across explicit, formal or institutionalised boundaries, such as between communities and professionals working in the community; an individual with good social capital of this kind is able to get resources, ideas and information from institutions within and beyond the community.

SOCIAL CAPITAL OF TEENAGER

Social capital describes the connections and trust between people in communities and neighbourhoods. It allows individuals and communities to act individually and collectively to improve their situation and to access resources. According to many scholars, social capital is the glue of civil society (Newton, 1997; Putnam, 1993). It enhances the community by facilitating economic development, gossip, and “other valuable ways of cultivating reputation-an essential foundation for trust in a complex society” (Putnam, TV, Time Displacement, and Social Capital 1993). “Networks of civic engagement foster social trust, which in turn facilitate coordination, communication, allow for collective deliberation and action. In other words, social capital is essential for a properly functioning democracy” (Putnam, 1995).

Putnam suggested that “the social capital derived from bridging, weak-tie networks is better for linkage to external assets and for information diffusion. The social capital created by these networks generates broader identities and generalized reciprocity” (Putnam, 2000). Putnam implied some criteria that were the starting points for theorizing:

- Outward looking;
- Contact with a broader range of people;
- A view of oneself as part of a broader group; and
- Diffuse reciprocity with a broader community.

MOBILE COMMUNICATION AND SOCIAL CAPITAL OF TEENAGER

Mobile phone is rapidly becoming an important feature of our culture and lives, yet we do not understand its effects on communicative practices and behaviour, particularly with reference to the communication and co-evolution of the technology and individual’s activity.

As use of mobile telephony grows in the contemporary societies, empirical understanding of practice and social impacts becomes relevant for scholars and practitioners (Palen et al 2008).

Campbell and Russo’s (2003) study of social networks recounted a situation in which mobile communication replaced the traditional practice of holding up giant flagpoles for groups of friends to meet up at an annual jazz festival. The participant explained, “All you had to do was call your friends and say, ‘hey, where are you? Let’s meet at such-and-such location.’ One friend would call another until everyone would meet at some place”. This shows how mobile-based point-to-point interaction – or perhaps person-to-person – interaction has real direct impact on our behaviour. In short, the media effect of mobile communication is a refined form of social coordination.

Mobile media are constructed at all levels of social order, from the individual to the collective. At the individual level, users create symbolic meanings for the technology by customizing the way it looks and operates to suit their personal preferences. Katz and Sugiyama (2005) explain that individual users of the technology achieve the status of co-creators “by manipulating these devices to reflect personal tastes and to represent themselves to the outside world”. Furthermore, cultural differences and regional trends in mobile communication practices show how the technology is socially constructed at macro as well as micro levels of social order (Campbell, 2007; Castells et al., 2007). As noted above, the Japanese have developed their own distinctive norms for mobile phone use, especially on public transportation vehicles (Okabe & Ito, 2005).

Mobile Phone Usage and Social Interaction

Mobile phone usage can be defined as any application of the mobile phone as a tool, including talking, text messaging, game playing or the sheer accessibility of the instrument. Originally the mobile phone served as a tool for business management. Now, mobile phones serve as a tool for social connection, in other words, managing social relationships. Across qualitative and quantitative studies, users of the mobile phone all report using their phone for social purposes. However, scholars have argued the mobile phone might actually serve as a tool for social isolation (Bankston, Carl, and Zhou 2002). On the other hand, the mobile phone has been argued to function as a social connection device, especially among teens (Ling, 1999). Therefore, the social use of mobile phones has proven to be a rich area for communication research, with researchers exploring various ways in which mobile phone use affects social interaction, both isolating and connecting involved persons. Mobile phone usage in social spaces generates negative attitudes as it constitutes a disturbance to proximate others.

Social interaction signifies that we are aware of the existence of others, as well as implies active engagement between two or more parties. It is mostly demonstrated in some form of communication, both verbal and non-verbal. Researchers have measured social interaction by gaze direction, social cues, body communication, and verbal engagement (Burgoon & Ling, 1999b, 2002; Schefflen & Bergvik (2001). Although it varies between spaces and contexts, social interaction with proximate others implies that we are not only aware of the presence of proximate others, but regardless of intent, we are communicating with those around us. For instance, while on the phone, mobile phone users engage in what is called interproximate and interkinesic communication. That is, the user is functioning in two different locations at the same time, with the person on the phone and with proximate others (Ling, 2002). The latter may be negatively impressed with this kind of interaction, thus altering their environment as well (Rosen, 2005). Although observational research shows that most mobile phone users retreat from social settings when they are using the mobile phone in a public place (Ling, 1999b), findings also suggest that mobile phone users use the mobile phone in public spaces as a form of exclusion (Bugeja, 2005; Ling, 2002).

Gender Differences among Mobile Phone Usage

It is generally considered that boys differ from girls and vice versa. Wajcman (1991) contends that women have been excluded from the connection between men and technology, and that the production and use of technology are shaped by male power and interests. To show the technology’s masculinity, Wajcman illustrates various social processes interrelated make new technology; for example, computer into an unfamiliar culture for women.

As for a mobile phone, the gender difference in conventional telephone use seems to have extended. In a research by Leung & Wei (2000), men tend to use mobile phone as an instrument to do business while women tend to make social calls, and men make use of it more than women do. In addition women have more attachment to their mobile phones than

man do, especially to text messaging. Ling et al. (2005), a Norwegian researcher found difference in texting behaviour between sexes despite the fact that men were quicker in adopting mobile phone and women became the more enthusiastic texters. On the basis of his deep observations, Linger suggested that 'women are more adroit and more literary texters'.

Text Messaging and Social Interaction

Short Message Service (SMS/Text Message) was first developed in 1990 in an effort to allow operators to notify customers when there was some type of a service issue or a network problem. This service has now become one of the most common ways in which individuals use their mobile phones to communicate with others (Fernando 2007).

Many researchers have expressed concern that the increased use of SMS messaging will cause face-to-face interaction to become non-existent, as well as poor grammar by frequent users. Research has shown however, that text messaging between individuals can actually create stronger ties between individuals as well as act as a buffer to face-to-face interactions with a new individual. Communicating through a text message allows individuals to not only take their time composing a more thought out reply, but it also alleviates the pressures that accompany a first encounter/face-to-face meeting. SMS/Text messaging has become more popular among younger generations in comparison with older generations. Sending and receiving text messages is a form of communication with others that can be secretive and discrete; parents/teachers cannot intercept or have access to what is being sent back and forth, (Reid and Reid 2004).

With its popularity growing at an exponential rate, text/SMS messaging has also become a new way for individuals to form new relationships, and strengthen existing ones. Teens admitted spending nearly an equal amount of time talking as they do texting each month. Sending and receiving text messages is a new concept for most generations, and changes the way in which individuals are required to interact. By communicating through text message, individuals are not required to interact with others socially in a face-to-face manner, they can do it all via messaging. While this is a convenient way and discrete way to communicate with another person, it has changed the way that individuals are reacting with others not only in a social setting, but also in how they are maintaining their existing relationships, and building new relationships.

IMPACT OF MOBILE PHONE USAGE ON SOCIAL RELATIONS

Today, the global mobile phone market now stands at approximately 1.8 billion subscribers, and is forecasted to reach 3 billion by the end of 2010 (Reid and Reid, 2007). In contrast with instances in the past, having a mobile phone of your own is more of the social norm vs. not having a mobile phone of your own. Mobile phones are taking over on a global level not just a local level, which allows individuals to have the sense of security that wherever they go, they will be able to remain in social contact with those whom are in their social networks.

Communication and the way that individuals interact with each other is a huge dynamic of sociology. The mobile phone is changing the way in which all of this interaction occurs, which makes it sociologically relevant. With the creation and accessibility of mobile phones, more and more individuals own their own mobile phone and using them every day to communicate within their social network. Mobile phones also make individuals available anywhere, and anytime, which changes the way that individuals are choosing to interact in social settings with other individuals.

Mobile phones are becoming increasingly popular among the general population. Due to their increasing popularity, more and more people are obtaining them for themselves. In having a mobile phone, individuals are becoming reliant on them from day-to-day to stay in contact with other individuals in their social networks, as described throughout this section. "Mobile phones are not a new concept for all generations. There are individuals who have grown up in the

mobile phone age, and do not think anything of it. Today, 45% of adolescents aged 12-17 possess a mobile phone in the United States” (Leung 2008), making it one of, if not the, most popular way to communicate with other individuals. While mobile phones have become less of a status symbol and more of a fashion statement, they have also created an unspoken social dependency.

The integration of mobile phones into our daily lives is exaggerated in how younger generations talk about not being able to imagine themselves without their phones now (Thompson & Cupples 2008). Individuals are forming an attachment to their mobile phones, which enables them to think that they cannot function without their mobile phone on a day-to-day basis. There are many factors that lead to mobile phone dependency, such as leisure boredom, sensation-seeking behaviour and low self esteem as described above. Another aspect of the cellular world that contributes to dependency and changes the way in which we socially interact on a daily basis is SMS Text Messaging.

The review of literature supported and identifies the use of mobile phone as one of the contributing factors that impact the social capital of college going teenagers. Literature review provides direction to researcher for writing research questions and hypotheses.

RESEARCH QUESTIONS

- What are the usages of mobile communication?
- Whether and to what extent the mobile communication impact the social capital of college going teenager?

RESEARCH HYPOTHESES

H₁: The greater the use of the mobile communication, lesser the individuals interacts with each other.

H₂: The more use of mobile communication technologies spoils the social capital of the college going teenager.

RESEARCH METHODOLOGY

Methodology refers to ways of obtaining, organising and analysing data and tests the hypothesis or gets the answer of research question. The meaning of the word ‘methodology’ could be interpreted as the logic of implementing scientific methods in the study of reality.

In the social sciences, quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques. This research study is social survey with applying quantitative method to explore the use of mobile communication and its impact on social capital of college going teenagers.

The researcher applied convenience sampling technique to select the required sample. Sample frame was attendance registers of 1st year and 2nd year students of both boys and girls colleges and to ensure that this sample is an accurate representation of population. The researcher selected 200 students from two government colleges i.e. 100 from Boys College and 100 from Girls College through convenient sampling.

The characteristics of the selected colleges and respondents were the same. In this study the researcher used questionnaire as data collection tool which especially designed for this study with the help of supervisor. Questionnaires were administered in group settings for convenience and researcher personally administered it that is why the return rate was 100%.

RESULTS AND DISCUSSIONS

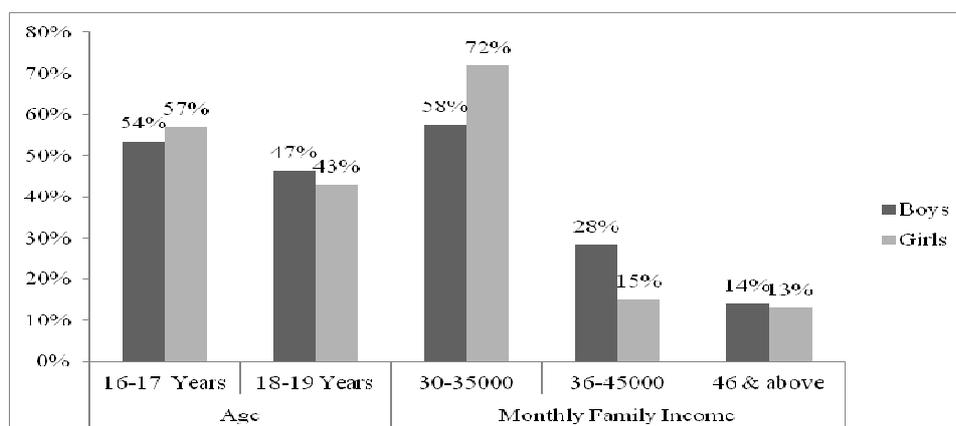


Figure 1: Respondents' Age and Monthly Family Income

Figure 1 described the demography of respondents. A majority 57 (57.0%) of girl students and a majority 53 (53.0%) of boy students fell in the age category of 16-17 years and within this category; girls' percentage was higher as compare with the boys. However, 46 (46.5%) of boy students and 43 (43.0%) of girl students were fallen in the age category of 18-19 years. The statement monthly family income was concerned, a majority 72 (72.0%) of girl students and a majority 57 (57.0%) of boy students replied that their parents' monthly income was around 35000. However, 28 (28.3%) boy students and 15 (15.0%) girl students replied that their parents' monthly income was around 45000 and a few number of both respondents responded that their parents earn more than 46000 in a month.

Table 1: Usage of Mobile Phone by Gender

| Variables | Categories | Boys | Girls | Total |
|--|---------------|------------|------------|---------------------|
| Mostly Use of Mobile Phone | College | 23 (23.2%) | 30 (30.0%) | 53 (26.6%) |
| | Library | 17 (17.2%) | 20 (20.0%) | 37 (18.6%) |
| | Home | 59 (59.6%) | 50 (50.0%) | 109 (54.8%) |
| Use of Mobile Phone in Class | Frequently | 22 (22.2%) | 23 (23.0%) | 45 (22.6%) |
| | Occasionally | 22 (22.2%) | 25 (25.0%) | 47 (23.6%) |
| | Never | 55 (55.6%) | 52 (52.0%) | 107 (53.8%) |
| Use of Mobile Phone per day (minutes) SMS or Voice | Less 60 mints | 35 (35.4%) | 40 (40.0%) | 75 (37.7%) |
| | 61-80 mints | 25 (25.3%) | 33 (33.0%) | 58 (29.1%) |
| | 81-100 mints | 39 (39.4%) | 27 (27.0%) | 66 (33.2%) |
| Total | | 100 | 100 | 200 (100.0%) |

Table 1 revealed the results about usage of mobile phone by gender. As far as the statement 'mostly usage of mobile phone' was concerned, the majority 109 (54.8%) of both the gender replied that they mostly use mobile phone at their homes. However, 53 (26.6%) of both the gender used their mobiles in college premises and 37 (18.6%) of both the gender used in library. As far as the statement 'usage of mobile phone in classes' was concerned, a majority 107 (53.8%) of both the gender replied that they never use mobile phone in their classes. However, 47 (23.6%) were occasionally and 45 (22.6%) frequently used mobile phone in their classes. A simple majority 75 (37.7%) of both the gender replied that they less than 60 minutes use mobile phone per day. However, 66 (33.2%) were 81-100 minutes and 58 (29.1%) 61-80 minutes per day.

Status Symbols and Social Relationship

A status symbol is a perceived visible, external denotation of one’s social position and perceived indicator of social status. Many luxury goods are often considered status symbols. Status symbol is also a sociological term – as part of social and sociological symbolic interactionism – relating to how individuals and groups interact and interpret various cultural symbols. A social relation or social interaction refers to a relationship between two or more individuals or group. Social relations, derived from individual agency, form the basis of the social structure.

Table 2: Status Symbol and Social Contacts by Gender

| Variables | Categories | Boys | Girls | Total | Chi-Square |
|---|------------|------------|------------|-------------|--------------------|
| Mobile Phone is Status Symbol of Youngsters | High | 45 (45.5%) | 33 (33.0%) | 78 (39.2%) | 32.235 p = .000 |
| | Medium | 33 (33.3%) | 35 (35.0%) | 68 (34.2%) | |
| | Low | 21 (21.2%) | 32 (32.0%) | 53 (26.6%) | |
| Mobile Phone is Necessary for Social Contacts | High | 64 (64.6%) | 52 (52.0%) | 116 (58.3%) | 25.168 p = .003 |
| | Medium | 25 (25.3%) | 29 (29.0%) | 54 (27.1%) | |
| | Low | 10 (10.1%) | 19 (19.0%) | 29 (14.6%) | |
| Mobile Phone is Latest Mass Media | High | 90 (90.0%) | 81 (81.0%) | 171 (86.8%) | 51.763 p = .000 |
| | Medium | 8 (8.0%) | 21 (21.0%) | 29 (14.0%) | |

Table 2 documented the results about ‘mobile phone status symbol and social contacts by the both gender’. The statement ‘mobile phone is status symbol of youngsters’ was concerned, a majority 78 (39.2%) of both the gender (boys and girls) showed highly agreeableness with the statement but 68 (34.2%) of both the gender (boys and girls) showed that somehow and 53 (26.6%) of both the gender (boys and girls) were low categories means disagreed with the statement. The association of responses of both the gender with the statement was significant (p = .000). As far as ‘mobile phone is necessary for social contacts’ was concerned, a majority 116 (58.3%) of both the gender (boys and girls) were highly agreed with the statement. However, 54 (27.1%) of both the gender (boys and girls) were in between and 29 (14.6%) were mark low the statement. The association of responses of both the gender (girls and boys) with the statement was significant (p = .003). The statement ‘mobile phone is latest mass media’ was concerned, the greater majority 171 (86.8%) of both the gender (boys and girls) were highly agreed with the statement. However, only 29 (14.0%) of both the gender (boys and girls) were not agreed with the statement. The relationship of responses of both the gender (boys and girls) with the statement was highly significant (p = .000).

Table 3: Social Relationships by Gender

| Variables | Categories | Boys | Girls | Total | Chi-Square |
|--|------------|------------|------------|-------------|--------------------|
| Meeting with Friends | High | 41 (41.4%) | 35 (35.0%) | 76 (38.2%) | 11.983 p = .056 |
| | Medium | 48 (48.5%) | 56 (56.0%) | 104 (52.3%) | |
| | Low | 10 (10.1%) | 9 (9.0%) | 19 (9.5%) | |
| Meeting with Relatives /Neighbours | High | 25 (25.3%) | 14 (14.0%) | 39 (19.6%) | 21.346 p = .000 |
| | Medium | 43 (43.4%) | 22 (55.0%) | 87 (43.9%) | |
| | Low | 26 (26.0%) | 22 (22.0%) | 65 (32.7%) | |
| Use of Mobile Phone for making Friends | High | 29 (29.3%) | 13 (13.0%) | 42 (21.1%) | 20.306 p = .000 |
| | Medium | 41 (41.4%) | 73 (73.0%) | 114 (57.3%) | |
| | Low | 29 (29.3%) | 14 (14.0%) | 43 (21.6%) | |

Table 3 showed the results about 'social relationships by both the gender. The statement 'meeting with friends' was concerned, a majority 104 (52.3%) of both the gender (boys and girls) were ranked as 'medium' to the statement. Whereas, 76 (38.2%) of both the gender (boys and girls) were highly agreed with this statement. However, a few number 19 (9.5%) of both the respondents were not agreed and they marked 'low' to this statement. That is why the association of the responses of both the gender (boys and girls) with this statement was not significant ($p = .056$). As far as the statement 'meeting with relatives/neighbours' was concerned, a majority 87 (43.9%) of both the gender (boys and girls) were in between about the statement and ranked as 'medium'. Whereas, 65 (32.7%) of both the gender (boys and girls) were not agreed with the statement and they ranked 'low' to this statement. However, 39 (19.6%) of both the gender (boys and girls) were agreed with the statement. The relationship of the responses of both the gender (boys and girls) with statement was significant ($p = .000$). A majority 114 (57.3%) were in between about the use of mobile phone for making friends. However, both the gender (boys and girls) were almost equally 'high' and 'low' replied about the statement. The relationship of responses of both the gender (boys and girls) with statement was significant ($p = .000$).

Table 4: Social Contact through Mobile Phone by Gender

| Variables | Categories | Boys | Girls | Total | Chi-Square |
|--|------------|------------|------------|-------------|----------------------|
| Social Interactions through Mobile Phone | High | 54 (54.0%) | 78 (78.0%) | 132 (66.0%) | 21.358 $p = .000$ |
| | Medium | 29 (29.0%) | 21 (21.0%) | 50 (25.0%) | |
| | Low | 17 (17.0%) | 1 (1.0%) | 18 (9.0%) | |
| Mobile Phone Builds a Bridge between friends | High | 35 (35.4%) | 27 (27.0%) | 62 (31.2%) | 13.621 $p = .002$ |
| | Medium | 46 (46.5%) | 68 (68.0%) | 114 (57.3%) | |
| | Low | 18 (18.2%) | 5 (5.0%) | 23 (11.6%) | |
| Mobile Phone Reduce Family & Friends' Time | High | 45 (45.5%) | 13 (13.0%) | 58 (29.1%) | 44.398 $p = .000$ |
| | Medium | 34 (34.3%) | 81 (81.0%) | 115 (57.8%) | |
| | Low | 29 (29.0%) | 4 (4.0%) | 33 (16.5%) | |

Table 4 revealed the results regarding 'social contact through mobile phone by both the gender. As far as the statement 'social interactions through mobile phone' was concerned, the greater majority 132 (66.0%) of both the gender (boys and girls) were highly agreed with the statement. Whereas, 50 (25.0%) of both the gender (boys and girls) were not fully agreed because they were in medium. However, a few number 18 (9.0%) of both the gender (boys and girls) were not agreed and they marked 'low' to this statement. The relationship of responses with this statement was highly significant ($p = .000$). The statement 'mobile phone builds a bridge between friends' was concerned, a majority 114 (57.3%) of both the gender (boys and girls) were in-between about the statement. However, 62 (31.2%) of both the gender (boys and girls) were showed 'high agreeableness' about the statement but only 23 (11.6%) of both the gender (boys and girls) graded 'low' to the statement. Whereas, the Chi-Square test showed that the responses of both the gender (boys and girls) with the statement was significance ($p = .002$). A majority 115 (57.8%) of both the gender (boys and girls) were in-between about the 'mobile phone reduce the time which they earlier spent with family and friends'. However, 58 (29.1%) of both the gender (boys and girls) were showed 'high agreeableness' about the statement but 33 (16.5%) of both the gender (boys and girls) graded 'low' to the statement. The correlations of the responses about the statement were highly significant as showed in Chi-Square test ($p = .000$).

Effects of Mobile Phone on Social Relationship

Technologies are an ever-changing aspect of this day and age. New gadgets and ideas are always trying to simplify life and bring people closer together. Mobile phones are taking over on a global level not just a local level, which

allows individuals to have the sense of security that wherever they go, they will be able to remain in social contact with those who are in their social networks. Communication and the way that individuals interact with each other is a huge dynamic of sociology. The mobile phone is changing the way in which the interaction occurs that makes it sociologically relevant. With the creation and accessibility of mobile phones, more and more individuals own their own mobile phone and using them every day to communicate within their social network. Mobile phones also make individuals available anywhere and anytime, which changes the way that individuals choose social setting for interaction with other individuals.

Table 5: Effects of Mobile Phone on Social Capital by Gender

| Variables | Categories | Boys | Girls | Total | Chi-Square |
|---|------------|------------|------------|-------------|--------------------|
| Effects of Mobile Phone on Norms | High | 47 (47.5%) | 27 (27.0%) | 74 (37.2%) | 12.312 p = .003 |
| | Medium | 29 (29.3%) | 54 (54.0%) | 83 (41.7%) | |
| | Low | 23 (23.2%) | 19 (19.0%) | 42 (21.1%) | |
| Effects of Mobile Phone on Customs | High | 38 (38.4%) | 21 (21.0%) | 59 (29.6%) | 13.685 p = .001 |
| | Medium | 32 (32.3%) | 58 (58.0%) | 90 (45.2%) | |
| | Low | 29 (29.3%) | 21 (21.0%) | 50 (25.1%) | |
| Effects of Mobile Phone on Traditions | High | 33 (33.3%) | 18 (18.0%) | 51 (25.6%) | 17.492 p = .000 |
| | Medium | 36 (36.4%) | 66 (66.0%) | 102 (51.3%) | |
| | Low | 30 (30.3%) | 16 (16.0%) | 46 (23.1%) | |
| Effects of Mobile Phone on Self Esteems | High | 30 (30.3%) | 17 (17.0%) | 47 (23.6%) | 5.326 p = .070 |
| | Medium | 37 (37.4%) | 49 (49.0%) | 86 (43.2%) | |
| | Low | 32 (32.3%) | 34 (34.0%) | 66 (33.2%) | |

Table 5 documented the results about 'effects of mobile phone on their social capital by gender'. As far as the statement 'effects of mobile phone on norms' was concerned, a simple majority 83 (41.7%) of both the gender (boys and girls) were in-between about the statement.

However, 74 (37.2%) of both the gender (boys and girls) showed 'high agreeableness' and 42 (21.1%) of both the gender (boys and girls) showed 'lower agreeableness' about the statement. Whereas, the results of Chi-Square showed significant ($p = .003$) about the responses and statement.

The results about 'effects of mobile phone on customs' was concerned, a simple majority 90 (45.2%) of both the gender (boys and girls) were in-between about the statement. However, 59 (29.6%) of both the gender (boys and girls) showed 'high agreeableness' and 50 (25.1%) showed 'lower agreeableness' about the statement.

The correlation of responses of both the gender (boys and girls) with the statement was significant ($p = .001$). A majority 102 (51.3%) of both the gender (boys and girls) not clearly responded that 'mobile phone effects their traditions'. However, 51 (25.6%) of both the gender (boys and girls) showed 'high agreeableness' and 46 (23.1%) showed 'low agreeableness' about the statement. Whereas, the results of Chi-Square test showed their correlation that are highly significant ($p = .000$).

The statement 'effects of mobile phone on self esteems' was concerned a majority 86 (43.2%) of both the gender (boys and girls) were in-between about the statement. However, 47 (23.6%) showed 'high agreeableness' and 66 (33.2%) of both the gender (boys and girls) showed 'low agreeableness' about the statement. The correlation of the responses of both the gender (boys and girls) were not significant ($p = .070$)

Table 6: Effects of Mobile Phone on Relationship by Gender

| Variables | Categories | Boys | Girls | Total | Chi-Square |
|--|------------|------------|------------|-------------|--------------------|
| Effects of Mobile Phone on Peer Relations | High | 44 (44.4%) | 41 (41.0%) | 85 (42.7%) | 11.276 p = .005 |
| | Medium | 31 (31.3%) | 16 (16.0%) | 47 (23.6%) | |
| | Low | 24 (24.2%) | 43 (43.0%) | 67 (33.7%) | |
| Effects of Mobile Phone on Family Relations | High | 47 (47.5%) | 32 (32.0%) | 79 (39.7%) | 16.305 p = .003 |
| | Medium | 25 (25.0%) | 31 (31.0%) | 56 (28.5%) | |
| | Low | 16 (16.0%) | 19 (19.0%) | 35 (17.8%) | |
| Effects of Mobile Phone on Neighbour/ Relative Relations | High | 47 (47.5%) | 65 (65.0%) | 112 (56.3%) | 12.436 p = .003 |
| | Medium | 27 (27.3%) | 22 (22.0%) | 49 (24.6%) | |
| | Low | 25 (25.3%) | 13 (13.0%) | 38 (19.1%) | |
| Effects of Mobile Phone on Face to Face Communication | High | 40 (40.4%) | 30 (30.0%) | 70 (35.2%) | 3.127 p = .209 |
| | Medium | 39 (39.4%) | 41 (41.0%) | 80 (40.9%) | |
| | Low | 40 (40.4%) | 30 (30.0%) | 70 (35.2%) | |

Table 6 showed the results about ‘effects of mobile phone on different relationships by gender’. As far as the statement ‘effects of mobile phone on peer relations’ was concerned, a simple majority 47 (23.6%) of both the gender (boys and girls) were in-between about the statement. However, 85 (42.7%) of both the gender (boys and girls) showed ‘high agreeableness’ and 67 (33.7%) of both the gender (boys and girls) showed ‘lower agreeableness’ about the statement. The Chi-Square test value 11.276 showed significant ($p = .005$) about the responses of both the gender (boys and girls) regarding relationship with statement. The results about ‘effects of mobile phone on family relations’ showed that a simple majority 79 (39.7%) of both the gender (boys and girls) showed ‘high agreeableness’ and 35 (17.8%) of both the gender (boys and girls) showed ‘lower agreeableness’ about the statement. However, 56 (28.5%) of both the gender (boys and girls) were in-between the statement. The Chi-Square test value 16.305 showed significant ($p = .003$) regarding relationship of the responses of both the gender (boys and girls) with statement. The statement ‘effects of mobile phone on neighbour and relative relations’ was concerned, a majority 112 (56.3%) of both the gender (boys and girls) showed ‘high agreeableness’ and 38 (19.1%) of both the gender (boys and girls) showed ‘lower agreeableness’ with the statement. Whereas, 49 (24.6%) of both the gender (boys and girls) were in-between the statement. The Chi-Square test value 12.436 showed significant ($p = .003$) regarding relationship of the responses of both the gender (boys and girls) with statement. The major proportion 112 (56.3%) of both the gender (boys and girls) agreed that mobile phone affect the relationship of neighbour and relative. The statement ‘effects of mobile phone on face-to-face communication’ was concerned, a simple majority 70 (35.2%) of both the gender (boys and girls) showed ‘high agreeableness’ and 70 (35.2%) of both the gender (boys and girls) showed ‘lower agreeableness’ with the statement. However, 80 (40.9%) of both the gender (boys and girls) were in-between the statement. The Chi-Square test value 3.127 showed insignificant ($p = .209$) regarding relationship of the responses of gender (boys and girls) with statement. The results about the statement showed that mobile phone affect face-to-face communication of teenager.

Using Traditional Media on Mobile Phone

Mobile phone is the fourth screen after the first three cinemas, television and internet; and the 7th mass media after print, recording, cinema, radio, TV and internet. It is the 2nd interactive mass media and the 1st most accessible and fast two way communication medium (Ahonen 2008). McLuhan (1964) is famous for declaring, “The medium is the message.” By this, he meant that characteristics of communication technologies shape social order. Following this line of thinking, print media brought about the visual age, while radio, television, and film ushered in the age of mass media.

CONCLUSIONS

Now-a-days our society is using all gadgets and technology which have negative or positive impact on society and individuals especially teenagers. Teenager all over the world could not contact their friends, relatives and family members without mobile phones and some feel handicapped when they lost their mobile phone or forget somewhere. The mobile phone has impacted on peer groups of teenager and enabling a truly networked society. It has also impacted on the evolving relationships within the family or relatives. It is assumed that mobile technologies have impact on the social capital of teenagers. The researcher used 'Uses and Gratification'; 'Dependency Theory' and 'Social Cognitive Theory' as a guide in terms of exploring the usage of mobile communication and tried to test these theories in Pakistani setting.

Teenagers are the most talented mobile phone users because they made text messaging into a common form of interaction and learned how to coordinate and interaction each other. Schools and educational settings where student's mobile phone usage disrupts teachers and reduces student's attention on lectures that resulting in negative educational outcomes. However, the impact of the mobile phone on the social capital of teenagers has not been as widely researched and it is one which has the potential to cause many problems in the future.

The results of the study showed that a majority of the respondents used mobile phone frequently at their homes, college premises respectively and occasionally in classrooms. Average use of mobile phone was 81-100 minutes per day. The respondents used mobile for communication with friends, family members of other contemporaries. As far as the social bonding is concerned, the respondents communicate with friends, neighbours, and relatives via mobile communication. The respondents agreed that mobile phone impacts their peer relations, social norms, customs, traditions, esteems and also impact their fact-to-face communication.

RECOMMENDATIONS

Continue efforts decreases impact of mobile phone technology on teenagers with reference of their social capital and education. On the basis of the results of the study the researcher proposed the following recommendations:

- Both (boy and girls students) may reduce their time which they spend on mobile phone for texting or voice calling.
- They may not use mobile phone in the classroom to avoid ethical and educational.
- Obviously mobile phone usage engages students in extra curriculum activities that affect their educational results so they may restrict themselves.
- Further research is required in this domain to know exactly, how the world around teenager is changing due to the usage of mobile phone and how affect their social capital.
- Future researcher may select the broader area as a sample of the study to generalize the results about the usage of mobile phone and its impacts on social capital of teenagers.

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