

IMPACT OF CELL PHONES ON SOCIAL CAPITAL OF UNIVERSITY STUDENTS: A CASE OF BZU-BAHADUR CAMPUS, LAYYAH

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ABSTRACT

Cell phones are dominating in the social life of university students as this becomes the essential part of our daily lives. In society, cell phones have significant impact as youth consider it a tool for social identity. This study is undertaken on the students of BZU-Bahadur campus Layyah to check the impact of cell phones on social capital of students. For this purpose 150 students are selected from different departments. A major results of this study indicate that social capital of students increases because through cell phones interaction of students increases. The study finding reveals that students are socially satisfied with the employ of mobile phones. The study also explored that social activities of female students are less affected than male students.

Keywords: Cell phone, social capital, University students, social interaction.

INTRODUCTION

Cell phones use and its ownership are prevalent and community concern about the raise in social belongings due to its use. Cell phones got popularity in late 1990's and now become the essential part of daily life as 31% of the global population has access to this technology (Motorola, 2006). In structuring a nation and development youth role is dominating. The culture of a society has significant influence on adoption, use and perception of a technology. The intrinsic motivation and behavioral characteristics of youth affects the use of cell phone technology (Aoki & Downes, 2002). In Pakistan, cell phone use and possession rapidly increasing as 68.60% of total population use cell phones. Due to the portable nature cell phones are used in public and work places and have significant impact on society. The employ of cell phones on public areas makes the relation on secretive and public in a diverse way (Cooper, 2002). Due to technological development cell phones are now used for recording, audio and video, messaging and internet. This type of development has significant impact on student's social life. Previous studies focus on dark side of cell phones and use of cell phone in educational setting. A gap exists as how cell phones affecting the social capital of university students. This study fills the gap by providing significant insights about the use of cell phones and its impact on social capital of university students.

LITERATURE REVIEW

In Pakistan, cell phones market is highly competitive due to easy accessibility. People feel true power in daily life when they come to use cell phones. (Lu et. al, 2003) states that cell phones permit the augmentation and ease of admittance to business and societal functions. In daily life of youth cell phones has a great impact. It affects the students and creating numerous difficulties in their lives. Teachers now restrict the students to use cell phones in class rooms as it creates disturbance, create harassment for other colleagues and deceitful in tests (Obringer & Coffey, 2007). As cell phones now have video cameras and other blue tooth devices so students photograph others and shared via blue tooth as a result harassment

occurs (Obringer & Coffey, 2007). In this way, cell phones creates disturbance in society and social capital of students get pointed. In society, cell phones are considered as a tool of social identity. (Srivastava, 2005) highlights that cell phones act as social identity and fulfill the need of belongingness for human beings. Cell phones also affect families and social relationships. Due to rapid use people tend to feel less lonely because they involve with other people outside family (Srivastava, 2005) and a sense of independence emerges. Cyber bullying is another prominent factor in cell phone technology as youth rapidly use internet on their mobiles (Anderson & Sturm, 2007).

In a survey conducted by Cilliers and Parkers on mobile phones in South Africa proves that Cyber bullying adversely affects society as this comes in homes as well as in class rooms and public places where human beings feel safe. Environment also affects the use of cell phone among students. Cell phone affects people on circumstances bases as where these are used either in workplace or in public area (Turner et.al, 2007) or in class rooms. The use of cell phone on public domain is often annoying to many people as youth don't break conversation even on public area and adversely affects society (Turner, 2007). A study conducted in USA by Lever and Katz (2007) on university students also explores similar results. They concluded that students even in university library use cell phones as this area is noise free. This causes annoying affects on other students and sometimes social relationship comes under danger. Cultural issues also come under consideration when talking about cell phones and its impact on society especially on advertisement context. (Zia, 2007) states that cell phones advertisement modify the culture and civilizing conflicts may arise. Cell phones directly affect social capital of youth. We hardly seen a single person who don't have a cell phones even sometimes we observe that individuals may have two cell phones. Youth and teenagers consider cell phones as an inexpensive and easy way of approaching their friends and tendency to adopt information over this medium (Reid, 2007). Many authors believe that cell phones have a negative affect when we talk about social capital. Cell phones have diverse affects on people (Tenner, 1996). The study of Baron conducted in 2008 examined that individuals always find themselves on others beck due to apparent societal necessitates of remains on conversation every time. This medium also adversely affects social interaction and well being of individuals (Powers, 2010). Social capital of youth increases due to this medium because this is the most inexpensive way of communicating. Teenager also feels freedom to contact with their families due to the portable nature of this medium (Ling, 2004). The societal and family relationships may manifest through cell phones (Beranuy et al. 2001) and diminish the social capital.

When individual talking to others face to face and also conversation with third person same time it may damage the relationship (Humphreys, 2005). Cell phone changes our societal life dynamics even in public places (Ling, 2002). Cellular technology act as a strong mechanism of interaction besides creating social relationships with other people it act as a tool for social interaction in existing relationships (Exantus, 2011). Many researchers believe that cell phones have diverse effects on our society. As the adoption rate of cell phone increase the traditional interactions in society on public areas decrease (Exantus, 2011). The use of cell phone restricts people from non verbal interaction (Ling, 2002). There is no doubt that cell phone have significant impact on our society especially on native youth. In society, either you have a cell phone or not you must have to deal with it as it found everywhere; in class rooms, in buses, grocery stores and restaurants (Exantus, 2011).(Gant & Kiesler, 2001) states that cell phones are founded on various setting but the attached norms with this technology on various public places yet not clear. The above literature provides significant insight about the societal issues related with cell phone technology.

METHODOLOGY

The adoptive methodology of on hand study is based on stratified method to check the impact of cell phones on social capital of students. Every researcher want that his is study based on the whole universe under consideration. But due to time and cost constraints it is often difficult, so a sample is usually taken from the population. A set of 200 questionnaires was distributed among female and male students of BZU-Bahadur campus Layyah and only 150 were received confidently. Male and female students are divided into two strata because in this method total universe is divided in two or more strata. Convenient method is adopted for this study as “Bobbie in (1992) states that this method reduces the sampling errors and improves the representation. Pre test analysis is done by using SPSS.

STUDY FINDINGS

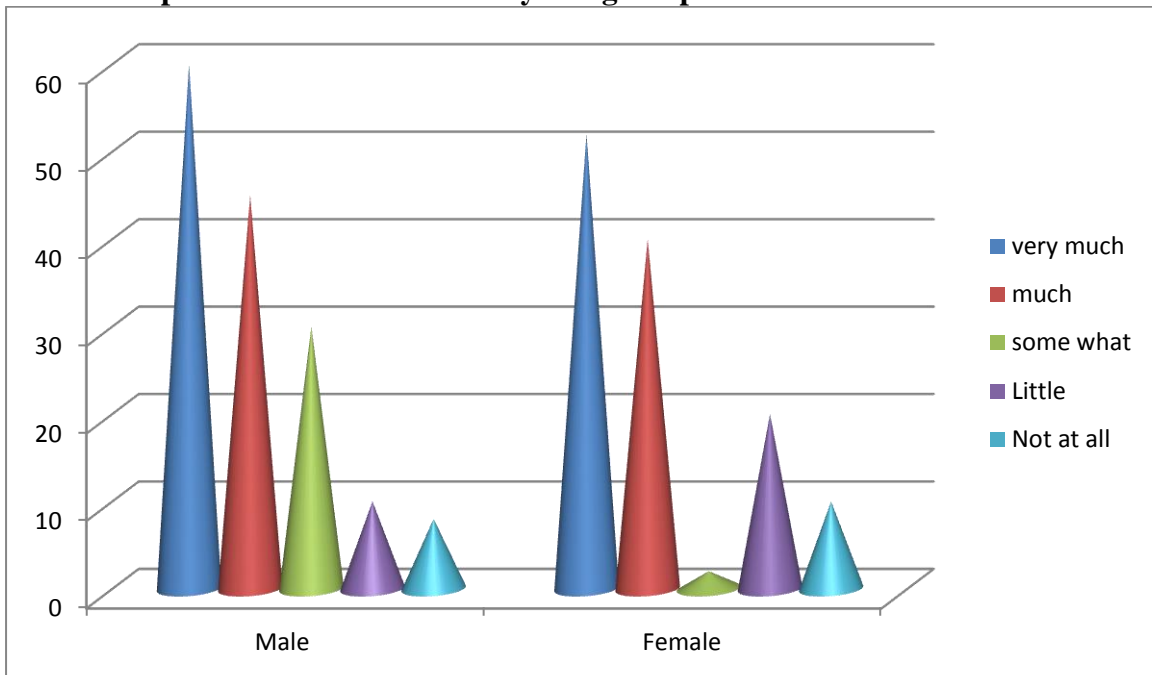
Cell phone is the essential part of our society. The values of cell phones are increasing and people consider it as an essential tool (Walsh et.al, 2002). Cell phones can also be used in educational setting and any researches suggest that it enhance the student’s performance especially in distance education. This is very annoying for a student when teacher s cell phone rings and he/she start talking and ask the student to continue “I am listening” (Cosmelli, 2003). The study results explore that cell phone increases student’s social interaction. (See table no.2). From table no.1, it is explored that social interaction of (27%) students is very much affected. (55%) are much affected and social interaction of (45%) is somewhat affected. Mobile phone has little effect on social interaction as (11%) students respond that way. Only (12%) students respond that their social interaction is not affected by the use of mobile phones. It means overall 82% students states that cell phone increase their social interaction with friends, peer and family and increase their social capital.

Table-1

	Mobile phone increase our social interaction					Total
	Very Much	Much	Some what	Little	Not at all	
Mobile phone	6	12	7	0	2	27
increase our social	15	22	23	4	5	69
interaction	4	14	8	3	2	31
	0	6	3	2	3	14
	2	1	4	2	0	9
Total	27	55	45	11	12	150

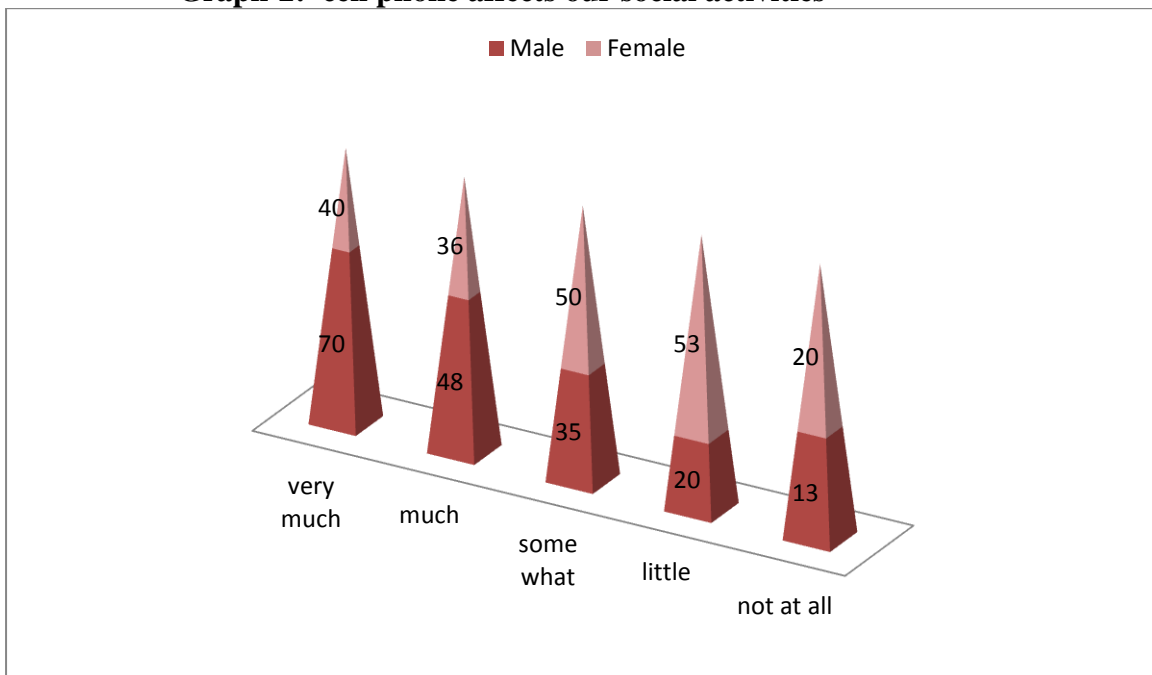
The study result also explore that use of cell phone gives students social satisfaction. From below graph, it is observed that 60 % male students are very much satisfied with the use of cell phones. 45 % male students are much satisfied using cell phones. From graph-1, it is explored that male students are more socially satisfied by using cell phones than female students. 60 % male students are very much socially satisfied and 45 % are much satisfied and only 5 % students respond as they are not satisfied.

Graph-1: Social satisfaction by using cell phone



From graph-1, it is also explore that 55% female students are very much socially satisfied and 39% female are much satisfied.

Graph-2: cell phone affects our social activities



The findings of the on hand study investigate those students social activities are strongly affected by employing mobile phones.

From Graph-2, it is explore that social activities 70 % male students are very much affected by cell phone and 48 % are much affected by cell phones. It is also seen that social activities of 40 % female students are very much affected and 36 % female students are much affected.

It is also seen that 50 % social activities of female students are affected occasionally while 53 % female are little affected. It means the use of cell phone by female students is not strongly affecting their social activities. (See Graph-2).

DISCUSSION

The discussion includes the final judgment of researcher and evidence collected from respondents. This part also provides the limitation of this study. The findings of the study provide insight about the study statement. Through results, it is explored that the social interaction of students increases by employing mobile phones. By employing mobile phones social interaction of students increases and they are able to talk with their peers, family members and friends and enhance their social capital. It is also seen that students are more socially satisfied by using cell phones as it gives them a sense of pride. The study results also suggest that the social activities of male students are more affected than female students. Although a deep insight about the use of cell phone and its effect on social capital of students is provided inside this research but the results are not widely generalized. This study is undertaken in BZU-Bahadur campus Layyah so the results cannot be applicable on other institutions. Future research must be undertaken by taking into account other educational institutions. This study only focus on social side but in future other factors such as culture and dark spots of cell phones on students must be considered.

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