MOBILE PHONE TEXTING AND SOCIAL INTERACTION OF STUDENTS: A COMPARATIVE STUDY OF CATHOLIC UNIVERSITY OF EASTERN AFRICA AND CATHOLIC UNIVERSITY OF ZAMBIA

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Abstract: Mobile phones are getting cheaper and smarter; therefore, the usage of mobile phones by university students is becoming more popular than ever before. This study sought to determine the comparative effects of mobile phone texting and social interaction among students of Catholic University of Eastern Africa and Catholic University of Zambia. The study employed symbolic interaction theory that brings to light; that meaning is attributed to things that arise out of social interaction. Literature review is later presented on the key objectives of the study as well as a conceptual framework; linking the independent variables to the dependent variable in light of intervening variables. The study used the descriptive research design since it incorporates the use of questionnaires in collection of qualitative and quantitative data. The study target population was the students of The Catholic University of Eastern Africa and the students of The Catholic University of Zambia, totalling to 2,913 students. The study applied simple random sampling where a total of 385 students were selected. The response rate was 80% of the sample, presenting 309 students. The research finding was that students from The Catholic University of Zambia spend more time texting compared to students from Catholic University of Eastern Africa. The finding led to the recommendations that the time spent on texting should also be regulated by the students themselves by responding to only urgent text messages in class settings and among peers. The school should also initiate a policy where texting during class hours is only restricted to urgent cases. Conclusion of the study is that mobile texting affects social interaction of students.

Key Words: social interaction, texting, mobile phone use, student, university

1.1 Background to the study
Digital devices such as smart phones, tablets, and laptop computers are important university classroom tools today. They support student learning by providing access to information outside the classroom walls. However, when used for non-class purposes, digital devices may interfere with classroom learning. Mobile phone devices have bourgeoned in academic settings, introducing new challenges to both instructors and institutions of university education. These challenges include classroom management, academic dishonesty, student academic performance, sustained student attention and social interaction. Some argue that these mobile technologies have no place in the classroom setting while others argue that mobile technologies are critical for safety and should also be incorporated in the classroom as students' instructional aides (Tindell and Bohlander, 2012).

The total number of mobile phone users in the world is expected to pass the five billion mark by 2019. In 2016, an estimated 62.9 percent of the population worldwide already owned mobile phones. The mobile phone use is forecast to continue to grow, rounding up to 67 percent by 2019. China was predicted to have just over 1.4 billion mobile connections in 2017, while India was forecast to reach over one billion users in 2017. By 2019, China is expected to reach almost 1.5 billion mobile connections and India almost 1.1 billion (Global System Mobile Association, 2017).

Sub-Saharan Africa currently has 420 million mobile users with a 43% penetration rate. By 2020, this number is expected to hit over half a billion, making Africa the fastest growing mobile market. According to the Global System Mobile Association, there were 731 million SIM connections in Africa at the end of 2016. This will also rise to nearly 1 billion by 2020. The most populated markets in Africa are the Democratic Republic of Congo, Ethiopia, Nigeria and Tanzania. Mobile Phone penetration in West Africa is highest in Cape Verde, Gambia, Ghana and Cote d'Ivoire. In Eastern Africa, it is highest in Kenya, Rwanda and Tanzania. In Central Africa: Gabon, Congo and Sao Tome and Principe. Finally, in Southern Africa: Seychelles, Mauritius, Botswana, Zambia and South Africa (Global System Mobile Association, 2017).

According to the communication Authority of Kenya (2018), Kenya surpassed the 40 million mobile phone users in 2017 and currently stands at 41 million mobile phone users out of its total population of 47 million people. The mobile phone penetration is at 90.4% of the adult Kenyan population. Proliferation of mobile data services such as m-commerce and m-banking services as well as affordable handsets from the Asian market are among key reasons for continued growth in mobile subscriptions as well as the internet and Smartphone as behavioral and mindset changer in digital and social media services. Currently, there are four mobile service providers in the Kenya: Safaricom, Airtel, Orange and Yu. These mobile phone service providers are under the regulatory control of Communications Authority of Kenya.

According to Zambia Information and Communications Technology Authority (2018); Zambia with a population of 16 million is home to 13.4 million mobile phone users, representing a penetration rate of 81.92 percent. MTN Zambia has 6.0 million mobile phone users, followed by Airtel Zambia with 5 million and Zamtel with just over 2.2 million mobile phone users. The number of mobile internet users in the Zambia has increased to 7.7 million from 7.1 million in 2017, representing a 47.08 percent penetration rate. It is estimated that access to mobile phones and the internet at home among young adults is in the range of 15 to 34 years is 79.09%, the

statistic above the average of 50% presents that the adults are high end users of these devices and the internet.
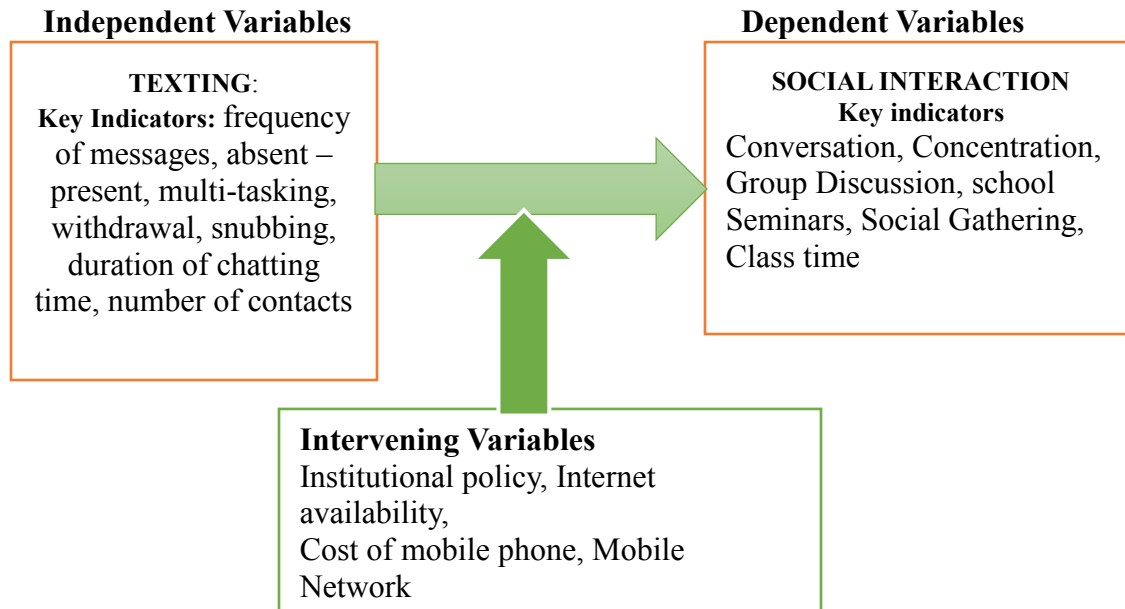
1.2 Statement of the problem

Students use mobile phones everywhere and every time to text friends, surf the web, visit social sites and attach themselves to their communication devices at all times (Merchant, 2012). In spite of the attributes inherent in mobile phones which could be of immense benefits to education, the use within the academic realm by students has continued to generate divergent views among lecturers in the academic system. The time students spend on the phone nowadays becomes of concern because students ignore many resultant effects mobile phones have aside from the actual advantages. Some students spend hours in front of the mobile phone, talking to their friends and checking what others have posted on social networks such as Facebook, Instagram and WhatsApp. The social interaction in the presence of a mobile phone is not as positive as it used to be before the invention of mobile phone technology. This study sought the effects of mobile phone texting on social interaction of university students.

Objective: to examine the comparative effects of mobile phone texting on social interaction among students of both Catholic University of Eastern Africa and Catholic University of Zambia.

Justification of the Study

Mobile phones are getting cheaper and smarter; therefore, the usage of mobile phones by university students is becoming more popular than ever before. Students are using mobile phones for talking, for texting messages, for Internet search, for listening to music, watching videos, playing games and using social media. Little by little, handsets seem to be subtly destroying the meaningfulness of interactions we have with others, disconnecting us from the world around us, and leading to an imminent sense of isolation in today's society (David *et al*., 2015). Everywhere we go, we see students with their heads down, focusing on their mobile phones. Such students are often referred to as being in a state of absent - present, which means that one is physically present but immersed in a technologically mediated world of elsewhere. Instead of spending time in person with friends, we just call, text or instant message them. It may seem simpler, but we ultimately end up seeing our friends face-to-face a lot less. Text messages cannot be equivalent to an hour spent chatting with a friend or friends. And a smiley-face emoticon is cute, but it could never replace the ear-splitting grin and smiling eyes of our friends. Face time is important; we need to see each other (Hatch, 2011). When students are split between the physical and mediated world, they definitely overlook the importance of social interaction. This study is timely; it has emphasised the importance of social interaction of students.

Conceptual Framework

Independent Variables   **Dependent Variables**

TEXTING: **Key Indicators:** frequency of messages, absent – present, multi-tasking, withdrawal, snubbing, duration of chatting time, number of contacts	**SOCIAL INTERACTION** **Key indicators** Conversation, Concentration, Group Discussion, school Seminars, Social Gathering, Class time

Intervening Variables
Institutional policy, Internet availability,
Cost of mobile phone, Mobile Network

1.3 Literature Review

Mobile Phone Texting and Social interaction

With the SMS gaining popularity, a new language is being created making experts worried that grammar will be overlooked. In an effort to get their point across faster, regular texters have created new acronyms for various words such as LOL (Laughing Out Loud), OMG (Oh My God) (Corbett, 2009; Plester, Wood, and Bell, 2019). In fact, a number of students are making grammatical errors in composition writing which can be attributed to the use of SMS (Njuki, 2012). According to Lami (2011), slang terms and text-speak such as IDK (I don't know), SMH (Shaking my head), BTW (By the way), TTYL (Talk to you later) have become a common sight on students' assignment, befuddling educators who are unsure of how to fix the growing problem.

There has also been a dramatic decline in the writing abilities of students due to tweeting, face booking and texting. They do not capitalize words or use punctuation marks anymore; any word longer than one syllable is now abbreviated to one letter. Mobile phones have also caused a big issue with spelling and grammar, since texting and social media is now our main form of communication, people have begun to use abbreviations to speak to one another. In addition to abbreviations people add extra letters to words, include punctuation marks to look like smiley faces and they do not use the necessary grammar skills such as capitalizing the first letter in a sentence. This eases our ways of communication when we send a quick text message to a friend but a problem occurs when we are no longer texting and we are now typing an academic paper (Cynkar, 2008).

Children must spell if they are to write. When we write, we write down our thoughts. These thoughts are expressed using words and these words need to be spelt correctly. Therefore, writing would require appropriate spellings. According to Shidle (1965) writing skills are needed everywhere. In his book "The Art of Successful Communication," he states that it is hard to find

works which no longer need communication skills. Anywhere man can connect ideas through written communication, which exists at any level. Every person has the need to communicate effectively and writing them down is one of the most efficient ways. According to Quattrini (1985), the best way to show these ideas is through writing because it is like shaping what you are thinking. Shaping however, includes choosing the right words for your thoughts. These words would bring the message of your thoughts. Choosing the right words require wide vocabulary. At present, we are using English language as our medium of communication; there is a need for us to be familiar with the English language vocabulary.

Nowadays, there are educators who have been complaining on papers handed in by their students. One of these educators is Kate Ross (2012), who stated that the use of mobile phones is affecting student's spelling and grammar proficiency negatively, as evidenced from their use of abbreviated words. This is as a result of extensive use of electronic chatting. The students are producing worse assignments, creating incorrect subject-verb agreement and misspelling. Kate Ross (2012) who is an instructional coach for English language noted that students are using shortened words or sentences in compositions. She further noted that mobile phones have changed the attitude of students towards writing and it seems that they want everything done as fast as possible.

Today we have increased number of people who are fascinated with the features of mobile phones, particularly its texting feature. Some are obsessed so much that they allot greater time for text messaging, which leads to the use of shorthand method of texting and will eventually contribute in the deterioration of the students' spelling and grammar skills (Kate, 2012)

Majority of researchers have found out that there are always problems associated with mobile phone use in higher institutions of learning (Whitebourne, 2011). As Ling (2011) states, the mobile phone is at cross purpose with the mission of the school. Whilst in school grounds students take on their prescribed student roles, free from contact with the outside world. The mobile phone however, allows the blending of roles and interrupts students whilst in their student roles. Fixed telephones in schools allow minimal disruption but with their parents' eagerness to maintain contact, the mobile phone is becoming part of the classroom. Thus, a mobile phone has the power to undermine school authority and weaken their control over students.

The main issue for lecturers is the disruption to classroom learning that can occur due to the disruptive nature of mobile phone calls and texting. The functionality of SMS let students send and receive messages unobtrusively. Combining this with the ease of hiding the device due to its small size, makes it very difficult for lecturers to control. Because of the short time frame in which an answer is expected to a message, the excitement of finding out who has called and what the message is, students are reluctant to turn off their mobile phone during class time.

While texting, it is much easier to move from one topic to the other when an idea comes to mind. However, this is causing many students to become unfocused and side tracked during social interactions. We need to be clear that communication is a way for people to connect with each other and form relationships. It is also a way to gather information from others. It is regrettable that we have become a society that is completely dependent on technology to communicate with others. Today it is almost impossible to maintain our social life without using mobile phone communication technology (Campbell, 2010).

There is a significant number of students using text messages in classroom before the lessons begin. The mind of the students is that the lecturer will not find out when texting occurs. Mobile phones' use in the classroom setting has severe learning implications (Tindell and Bohlander, 2012). A story is told about a student in the class receiving a message from his girlfriend. After checking it and going back to class, the student found himself lost and did not know what was going on in the lecture (Ali, Papikie and Medivitt, 2012). The conclusion was made that similar events are common among students who are preoccupied with mobile phones.

The research work done by Russell (2010), affirmed that students' spellings are bad. In the same study lecturers confirmed that texting has not helped student to improve on their writing skills. And some lecturers believe that shorthand texting is killing the English language because students are writing English language in bad spelling and grammar. There must be rigorous efforts from all quarters of the education system to stamp out the use of texting as a form of written language. There has been a trend of emphasizing spoken English language at the expense of written English language. Students think orally and write phonetically. Many students cannot differentiate between "there and their". The reason being that some schools maintain that students' freedom of expression should not be inhibited (Russell, 2010).

The study done by Edwards (2009) holds that texting contribute to people's indolence when it comes to writing. In his own experience, he himself developed changes on his writing abilities ever since he started texting. Frequent use of shortened words in texting, becomes a habit. He sometimes caught himself using the shorthand method of writing even in his school work, which shows that text messaging has really affected writing abilities. When he researched on the internet, he discovered that many people also believed that texting affects the writing skills of students. Edwards (2009) always felt that using the original way of writing when doing school work is more difficult than using the text messaging language. He also said that most people are hooked up to texting that they send text messages even when they are doing several activities like driving, when in a funeral, or in a graduation ceremony.

According to the study conducted by Guerra (2018), although most of the people are frequent texters, not all of them apply shorthand texting when writing. She said that students say it does affect their writing proficiency and some say it has no impact at all. Nevertheless, texting is still a problem to most people. Critics are very particular on the issue about the use of shortened words especially when it comes to education. According to Shaughnessy (2009) students are using jargon, codes, or shortened words. This form of communication is too easy that it no longer requires analysis. In addition, O'Connor (2017) said that if students continue to use instant messaging, they will be unable to distinguish formal and informal writing.

A survey conducted by Nokia worldwide showed that over 80% of 3,300 mobile phone users, under the age of 45, reported that text messaging was the most used function on their mobile phone (Reid and Reid, 2007). The mobile phone offers the user the freedom to make calls directly to the intended recipient. According to Wilska (2017), the mobile phone has reduced the possibility of parents being able to control their children's communication. Teenagers' conversations can now be more private giving them the freedom even emancipation (Leung and Wei, 2011). There is no filtering by parent or siblings as is the case with a landline. With freedom comes responsibilities, however many young teenagers are abusing this freedom. In conclusion there is emerging a clear

but untested assumption that young people are both the driving force behind and at the same time the slaves of a growing text messaging (Thurlow, 2011).

In Kenyan higher institutions, the use of text messages to communicate is not a new phenomenon. As presented across the globe university students are challenged by various literature assignments due to their degrading use of the English language due to the existence of mobile device language mostly the short messages services. The constant attention paid to the construction of sentences is no longer an issue today with the penetration of these technological languages (Koross & Kipkenda, 2016).

A case study conducted in Kenya on 180 students and 20 lecturers revealed that the use of short message services among students is very pervasive. It said 55% of the lecturers who were interviewed indicated that the rate at which the students use these devices affect their ability to construct simple grammatically correct sentences and even examinations. A conclusion is later drawn that it is plausible to state that Kenyan University students who use these text message short cuts and language are more likely to apply these languages on their written assignments and even examinations (Koross & Kipkenda, 2016).

The reviewed literature shows that texting affects the attention span of students. They lose concentration on studies and people around them. Texting is absorbing students' time to an extent where they do not care about the people around them. The short forms of writing are seriously affecting the grammar and spellings of English language. Learning a new language requires a formal way of writing, which is different from the language of texting. As students continue texting, they become less aware of the social environment. The study addressed this issue through recommending that students should learn to control and manage their text messages only answer them at their free times and if urgent give an excuse before replying back. The danger of students becoming less aware of their social environment is addressed by a recommendation that the students should be encouraged to avoid texting during social interactions since it is rude and disrespectful.

1.4 Theoretical framework

Symbolic Interaction Theory
Social interaction is not a new phenomenon to social sciences. However, the mobile phone is a new element in social interaction. This gadget allows people to communicate with others whenever and wherever they see it appropriate (Wei and Klausner, 2012). We can attest to the fact that currently there is no theory to explain clearly how mobile phones affect social interaction. This study is based on traditional symbolic interaction theory. Symbolic interaction provides insights on how we make sense of the world around us and in particular during social interaction with others. The whole idea of symbolic interaction theory is that we always act towards things; basing on our perceived meaning of those things. The meaning of such things comes from social interaction with others. Furthermore, authors such as Mead (1934) argue that the most human and humanizing activity to engage in is conversation. In conversation people follow socially constructed rules of interaction while creating symbolic meaning of the social context.

Symbolic Interaction Theory proposes that we act basing on the meanings we assign to people,

things, and events. Moreover, meaning is created in the language that we use both with others and individually. Language allows us to develop a sense of self and to interact with others in community. The hubs of Symbolic Interaction Theory include meanings, thoughts and languages. Meaning itself is not inherent in objects, it arises in the process of social interaction; it takes place in the context of relationships when with friends or families. Meanings are handled and modified through an interpretive process used by the person in dealing with things one encounters.

The theory has been supported by various authors Stryker and Vryan (2003); Beg that there is a general agreement among the symbolic interactionists; that perspectives and empathy developing abilities of respondents are the key subjects of symbolic interaction. The main proponent of the theory emphasizes that "the meaning of things directs action. The theory is supported due to its strength that certain behaviours of individuals are predictable and that perceptions of reality are variable, human beings thrive in creativity and do not conform or restrict themselves based on the presence of objects of socialization.

Key opponents of the theory are authors such as Udehn and Slattery (2014) that the theory neglects emotional dimensions of human conduct, focusing strictly on logical behaviour. The theory overestimates the power of individuals to create their own realities, ignoring the extent to which humans inhabit a world not of their own making. Symbols may be interpreted incorrectly or differently among different people or groups. The study intends to manage this weakness through analysis of the individuals' thoughts of the respondents in terms of how they interpret various interactions among themselves and other students and to give recommendations where necessary; when students face challenges while having face-to-face conversations and mobile phones are given priority instead.

As students interact with family, peers and others, they learn language and the social meaning attached to certain words. Language is the source of meaning: meaning arises out of social interactions with one another, and language is the vehicle. In Mead's view, social life and communication between people are possible only when we understand and can use a common language. The major contributions of Symbolic Interaction Theory are: Human beings act toward things on the basis of the meaning they have. And the meaning attributed to things arises out of social interaction.

1.5 Research Methodology

Research Design

Research design refers to the overall strategy that one may choose to integrate the different components of the study in a coherent and logical manner. This is done in order to ensure that one effectively addresses the research problem. According to Kothari (2015) research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions; it is the heart of any research work. Therefore, research design is a model or an action plan upon which the entire study is built; dictates the manner in which a study is conducted and provides the road map of a study in terms of the sample, data collection instruments and analysis procedure.

The research sought to examine mobile phone use and social interaction among university

students. So, to attain the intended objectives, mixed approach was chosen as the research method. The mixed method provides better information to understand a particular phenomenon under investigation than a single method, as the failure of one method could be compensated by the other.

Since the present study intended to respond to research questions of quantitative and qualitative in nature, data collection and analysis techniques from both methodologies were implemented. This study used descriptive research design. Descriptive research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive research design aims at studying the existing relationships, prevailing practices, beliefs and attitudes.

Site Description, Study Population and Target Population

The Catholic University of Zambia main campus is located on the Copperbelt Province. The institution is in the urban setting of Kalulushi Town. The Catholic university of Zambia has two campuses: Lusaka Campus and Kalulushi Main Campus. The Catholic University of Eastern Africa's main campus in Nairobi is located in Langata. This study focused on Lang'ata and Kalulushi Main Campuses.

Population is the total number of units from which data can be collected, including individuals, artifacts, events and organizations (Parahoo, 2014). Population refers to the elements that meet the criteria for inclusion in a study (Burns and Grove, 2017). The total population of students at both Catholic University of Zambia and Catholic University of Eastern Africa is 2,913. The Catholic University of Zambia has a population of 800 students and the Catholic University of Eastern Africa has a population of 2,131 students. Therefore, this study targeted all the students at both universities who own mobile phones; regardless of their age or level of education being pursued.

Sample and Sampling Techniques

Kombo & Tromp (2011) and Kothari (2015) refer to sample as the number of items selected from the population. A sample is a portion of study of the target population; it is carefully selected and represents the entire population. Additionally, sampling techniques refer to different ways of selecting the sample for the study. The sample size of 385 students from the two named universities was considered for this study. Probability sampling technique was used in this study and respondents were randomly sampled. Simple random sampling was selected because it gave every member of the population an equal chance of being selected. It is also unbiased and on average, representative of the population under study.
Cochran (1977) developed a formula to calculate a representative sample for proportions as

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where, n is the sample size, z is the selected critical value of desired confidence level, p is the estimated proportion of an attribute that is present in the population, q p $= -1$ and e is the desired level of precision

p = 0.5 and hence q =1-0.5 = 0.5; e = 0.05; z =1.96

n= 1.96² ×0.5×0.5

(0.05) ²

n= 384

Since the population of students at both universities is 2,931, and the desired level of confidence is 95% the adjusted sample is computed as follows:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where n= is the sample size

N =is the population size.

n_o = is calculated sample size for infinite population

384

1 + (384- 1)⁄2931

n= 385

Table 1: Sample matrix

Sample Matrix		
	Population	Sample
Catholic University of Zambia	2,131	193
Catholic University of Eastern Africa	800	192
Total	2,913	385

Source: Researcher, 2019

Description of Instruments and Methods of Data Collection

The study relied solely on both primary and secondary data. Structured questionnaires were used to gather information from the respondents. A questionnaire is a printed self-report form designed to elicit information that can be obtained through a written responses of the subjects (Burn and Grove, 2017). The questionnaires administered were both open ended and closed ended. The questionnaires were written in English language, which is the official language of both Catholic University of Eastern Africa and Catholic University of Zambia. The responses were accepted from all students, that is full-time, or part time, undergraduate or graduate student statuses. The secondary data was collected from the library books, journals, internet and articles.

1.6 Research Finding

Influence of Mobile Texting on Social interaction
This section provides the response from respondents on their experiences and how they feel the impact of mobile texting is on their social interaction.

Time spent texting by students in a day
Table 2: Cross tabulation between the times spent texting by university respondents

Time spent texting by students in a day				
Count			University	
	Catholic University of Eastern Africa		Catholic University of Zambia	
	%	F	%	F
	2%	3	4%	6
Less than 5 minutes	23%	34	15%	24
Between 6-10 minutes	16%	24	9%	14
Between 11-15 minutes	4%	6	9%	14
Time spent texting in a day — Between 16-20 minutes	9%	13	6%	9
Between 21-25 minutes	17%	25	8%	12
26 minutes and above	22%	33	50%	81
Total	100%	148	100%	161

Source: Researcher, 2019

The Catholic University of Eastern Africa presents respondents who spend various ranges of their time texting. Out of those, 23% of the respondents present that they spend less than 5 minutes texting, 22% spend 26 minutes and above, 17% spend between 21-25 minutes texting, 16% spend 6-10 minutes, 9% spend 16-20 minutes and 2% did not present their preferred time. The respondents from The Catholic University of Zambia present that 50% spend 26 minutes and above texting, 15% spend less than 5 minutes, 9% spend 6-10 minutes and 11-15 minutes respectively, 6% spend 16-20 minutes and 4% did not present their preferred time. The Catholic University of Zambia respondents spend more time texting. The spending of a lot of time texting is a phenomenon now observed by author Kate (2012), that 26 minutes and above spent on texting is believed in the long-term to contribute to the deterioration of the students' spelling and grammar
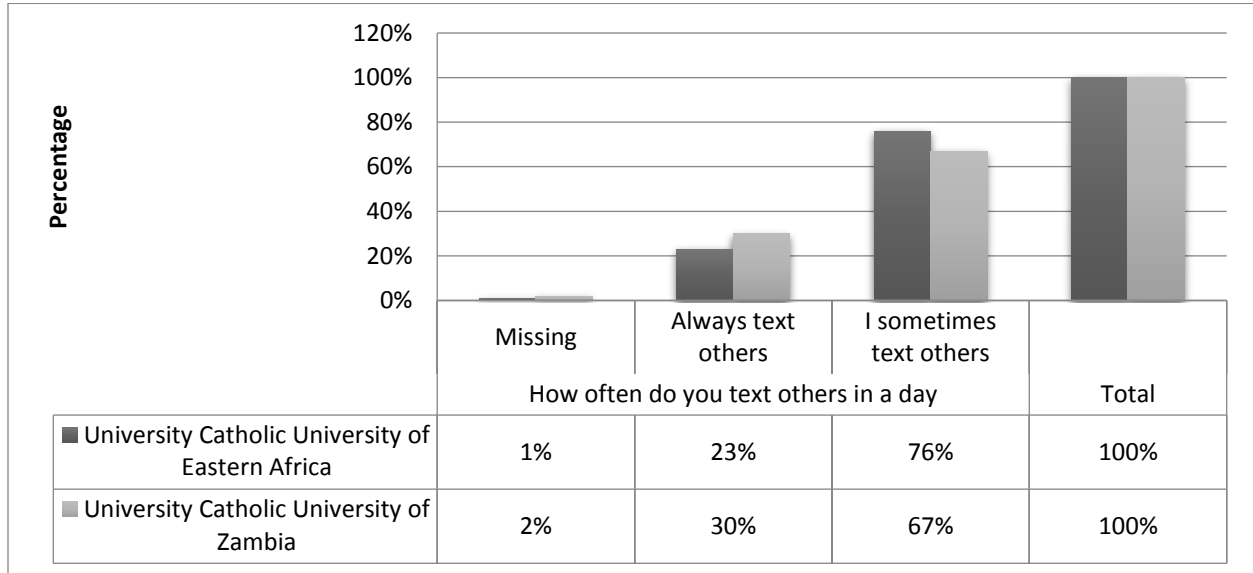
skills.

How often do you text others in a day	Missing	Always text others	I sometimes text others	Total
■ University Catholic University of Eastern Africa	1%	23%	76%	100%
■ University Catholic University of Zambia	2%	30%	67%	100%

Figure 1: Cross tabulation between frequency of texting and university respondents

Source: Researcher, 2019

It is evident that the respondents either always text others or sometimes text others. The respondents from The Catholic University of Eastern Africa present that 76% of them sometimes text others and 23% always text others. The respondents from The Catholic University of Zambia present that 67% of themselves sometimes text others and 30% always text other. Both university respondents sometimes text others followed by those who always text others.

Number of text messages sent on average in a day
Table 3: Cross tabulation between the numbers of text messages sent on average in a day and university respondents

		Number of text messages sent on average in a day			
		Count			
		University			
		Catholic University of Eastern Africa		Catholic University of Zambia	
		%	F	%	F
How many text messages do you send on average in a day		3%	4	4%	6
	Less than 5	28%	41	7%	11
	6-10	27%	40	17%	27
	11-15	10%	15	15%	24
	16-20	8%	12	17%	27
	21-25	7%	10	8%	13
	26 and above	16%	24	33%	106
Total		100%	148	100%	161

Source: Researcher, 2019

The Catholic University of Eastern Africa respondents send less than 5 messages at a response rate of 28%, 6-10 messages at a response rate of 27%, 26 and above messages at a response rate of 16%, 11-15 messages at a response rate of 10%, 16-20 messages at a response rate of 8% and 21-25 messages at a response rate of 7%. The respondents from The Catholic University of Zambia present that 33% of them send 26 and above number of messages, 17% send 16-20 messages, and 6-20 messages respectively, 15% send 11-15 messages 8% send 21-25 messages and 7% send less than 5 messages. This presents that the respondents from the Catholic University of Zambia send more text messages.

Management of handling text messages
Table 4: Cross tabulation between Management of handling text messages and university respondents

		Management of handling text messages			
		Count			
		University			
		Catholic University of Eastern Africa		Catholic University of Zambia	
		%	F	%	F
Which is your most common way of handling SMS while in the company of others		1%	1	3%	5
	Look at SMS later	32%	47	13%	21
	Read and respond later	36%	53	42%	68
	Read and respond immediately	28%	41	41%	66
	If urgent read and respond immediately, if not urgent read and respond later	3%	4	1%	1
	Total	100%	148	100%	161

 Source: Researcher, 2019

Management of handling text messages is presented as either looking at the message later, reading but responding to the message later, reading and responding to the message immediately and that which is based on the nature of the message if urgent it is responded to, if not urgent it is left. The respondents from The Catholic University of Eastern Africa present that 36% of them read and respond later, 32% look at the SMS later, 28% read and respond immediately, 3% respond based on the urgency of the message. The respondents from The Catholic University of Zambia presents that 42% read and respond later, 41% read and respond immediately, 13% look at the text message later and 1% responds based on the urgency of the message. The respondents for Catholic University of Zambia present a more receptive approach to managing text messages than those from The Catholic University of Eastern Africa.

Respondents from the Catholic University of Eastern Africa prefer to read and respond later so as to maintain the current contact with the individuals present, to read the message so as to assess the current nature of the message that may prompt a later response and since they are busy. Response of looking at the text message later is due to the following reason which is to respect the current company present and ensure total concentration. The response to read and respond immediately to the text message is because the message is urgent.

Respondents from the Catholic University of Zambia choose to read the message and respond later

because reading allows them to measure the intensity of the message and decide whether to respond then or later. It is rude to respond to a message in the presence of other students. The response of reading and responding to the message at the moment is due to the urgency of the message, it is also to avoid making the sender of the message from feeling ignored, sending text messages is a convenient way of communicating with the sender than making calls. The response on looking at the text message later is that it is not common for some respondents to receive messages, the respondents choose to maintain contact with current company and the respondents are engaged at the moment the text is sent.

Text Message Management
Table 5: Cross tabulation between text management and university respondents

		Text Message Management			
Count			University		
		Catholic University of Eastern Africa		Catholic University of Zambia	
		%	F	%	F
		1%	1	3%	5
	Extremely	9%	13	5%	8
Management of text messages on social interaction	Moderately	14%	21	21%	34
	Slightly	38%	56	33%	53
	Not at all	38%	56	38%	61
Total		100%	148	100%	161

Source: Researcher, 2019

Management of text messages affects the respondents' social interaction in various forms either extremely, moderately, slightly and not at all. The following is a representation on the various extents based on the different university respondents. Respondents from the Catholic University of Eastern Africa present that their management does not at all affect their social interaction at 38%, 38% are affected slightly, 14% are affected moderately and 9% are affected extremely, Respondents from the Catholic University of Zambia present that they are also not affected at all at a rate of 38%, they are affected slightly at a rate of 33%, they are moderately affected at a rate of 21% and are extremely affected at a rate of 5%.Management among the universities respondents affects them slightly in a similar manner the following presents the reason as to why the various responses were presented.

The respondents presented their social interaction is not affected at all due to the following reasons:

I manage my text messages such that it is not a nuisance to my fellow

> *colleagues, I rarely receive text messages therefore I am able to manage*
> *my social interactions*
>
> Source: respondents (mobile texting), 2018

The respondents who stated that they are affected slightly did so and presented the following responses:

> *Reading text messages disrupts my conversations, since attention is needed*
> *to respond to Them*
>
> Source: respondents (mobile texting), 2018

The respondents who presented that they were moderately affected stated that:

> *Responding to messages requires attention and even if I have not responded*
> *at the very moment to the message, it deviates my attention on the current*
> *task*
>
> Source: respondents (mobile texting), 2018

Respondents affected extremely stated that:

> *Reading the message interrupts the conversation since I try to read it and*
> *at the same time give my attention to the current conversation*
>
> Source: respondents (mobile texting), 2018

University Policy recommendations on the use of text messages during social interactions

The respondents provide the following university policies during social interaction in terms of mobile phone texting. First, they suggest that the university should ban phone texting among social interactions and mostly in school and class setting. Secondly, the university should allow the students to receive the messages however not at all times only emergency messages. Thirdly, students should be advised to avoid answering to text messages at inappropriate times.

Practical recommendations to student mobile phone users in mitigating effects of social interactions in terms of text messages.

Practical recommendations that student mobile phone users should use to mitigate the effects of social interactions in terms of text messages are as follows:

First, students should learn to control and manage their text messages only answer them at their free times and if urgent give an excuse before replying back. Secondly, the students are encouraged to avoid texting during social interactions since it is rude and disrespectful. Third, the students are encouraged to only answer the messages if they are urgent and if not urgent should be attended to at the students' free time.

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