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

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***Abstract:** 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 calls on social interaction of students at Catholic University of Eastern Africa and Catholic University of Zambia. The study employed the use of symbolic interaction theory that brings to light that meaning is attributed to things out of social interaction with them. 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, which 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 Catholic University of Zambia, totaling 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 on phone calls than students from The Catholic University of Eastern Africa. The finding led to the following recommendations: time spent on the phone calls should be regulated by the students themselves, the students should learn only to answer urgent calls and in class settings or discussion settings calls should be answered after one has excused himself or herself. Conclusion on the study is that mobile phone calls affect social interaction of students.*

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

1.1 Background to the study

The advancement in communication technologies has enabled billions of people around the world to feel the need to communicate using mobile phones (Przybylski and Weinstein, 2012). A mobile phone is also an integral part of students' life, only found strange when it is absent, where students are interacting. The spread of mobile phones is affecting how students interact with one another. Mobile phones are known to be very popular among university students, increasing their social inclusion and connectedness as well as providing a sense of security as they can contact others in times of distress or emergency (Balakrishnan and Raj, 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 percent 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 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 Zambia has increased to 7.7 million from 7.1 million in 2017, representing a 47.08 percent penetration rate. It is estimated that as at access to mobile phones and the internet at home among young adults in the range of 15 to 34 years is 79.09 percent, the statistic above the average of 50 percent 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 call and text friends, surf the web, visit social sites and attach themselves to their communication devices at all times. 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 extremely worrying because students ignore many negative 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. Comparative literature on mobile use and social interaction drives the need for this study to bridge the gap and also establish the effects of mobile phone calls on social interaction of university students.

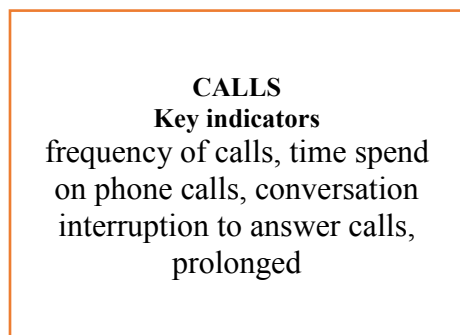
1.3 Study objectives

Objective: To explore the comparative influence of mobile phone calls on social interaction among students of both Catholic University of Eastern Africa and Catholic University of Zambia.

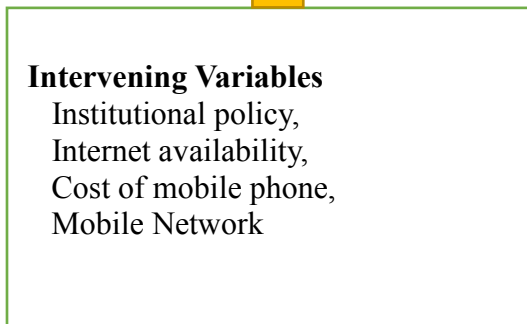
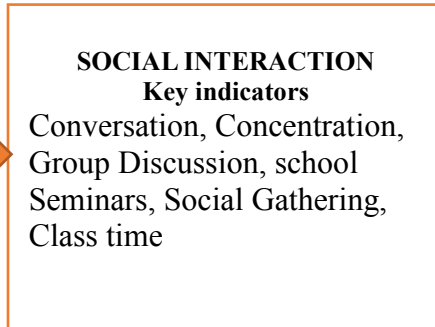
Study Justification

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, 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



1.4 Literature review

Mobile Phone Calls and Social Interaction

Mobile phone use by students during instructional class time has been found to be disruptive to the learning process of every student in the class (Gerard, 2011), and may lead to cheating (Pickett and Thomas, 2012, Gerard, 2011), bullying or other technological and etiquette concerns). The mobile phone may interrupt the concentration of the user as well as fellow classmates and the lecturers. When students use class time on off-task behavior such as talking on the phone, chatting on social networking sites, text messaging, surfing the internet, listening to music, playing games, taking pictures or watching videos, they miss out on learning opportunities. Other students in the same class may also miss out on learning opportunities as they become distracted by the commotion made by the mobile phone. Foerde (2010), Fox, Rosen and Crawford (2009) and Bowman, Levine, Waite and Gendron (2010) examined the influence of learning with distractions and found that when learning conditions included distractions, the quality of learning is affected.

Students are spending increasing amounts of their time using technology (Diamanduros, 2007). According to an in-depth on-line study of more than 2,000 students across the United States who had cell phones, more than half viewed having a mobile phone as key to their social life (Casselano, 2008). Today’s students view cell phones as their primary communication device (Tucker, 2009) and indicator of their social status and popularity (Casselano, 2008). The mobile phone provides students with the opportunity to keep in touch with their friends, demanding that they are available and obligated to answer incoming calls and text messages at all times. The obligation to answer a

ringing cell phone in class is found to be in conflict with school rules which do not allow the use of cell phones during lectures (Gendron, 2010).

Cell phones may be used inappropriately by students for cheating (Pickett and Thomas, 2006; Gerard, 2006). Students may be tempted to cheat by using the cell phone to take pictures of a test and forward it to a friend (Dickson, 2010). Students may also cheat by searching for answers to a test over the internet, texting their friends, or accessing previously stored notes. Easy access to the internet on their cell phone may also tempt students to turn in plagiarized work. Docksai (2010) showed concern for the potential misuse of technology by taking pictures or videos of others to be uploaded for global sharing. Students can also use their cell phone to call or send text messages that ridicule, threaten or harass others (Pickett and Thomas, 2006).

The study done by Firat (2013) found that after lecturers implemented a policy of banning mobile phones in classroom, grades improved. Furthermore, lecturers attributed the lower grades to the distractions caused by over using the mobile phone. Similarly, another study done by Obringer and Coffey (2015) indicated that there are many universities which have implemented policies of restricting cell phone use by students and lecturers. In addition to this, Sarwar and Soomro (2013) mentioned that mobile phone communication among students in the classroom setting is not needed and if not closely monitored could have unwarranted consequences.

In Africa the emergence of mobile devices has drastically increased compared to ten years ago. The devices have evolved based on the user needs and today the current device present is known as the Smartphone which holds numerous features depending on the user needs. A study in South Africa on the impact of mobile phone calls on student social interaction and academic studies depicted that 61.6% of the students receive calls while in class, 18.7% of the students answer calls always; they do not restrict themselves, overall 71.2% of the respondents are distracted by their smart phones when it comes to incoming or outgoing calls (Ifeanyi & Chukwuere, 2018).

The literature points to the fact that students are spending more time on calls than with people around them. Many students feel abandoned and neglected since they are not receiving the necessary attention from those around them during conversations. As students continue talking on mobile phone, their attention to people around them is divided. There is gross lack of discipline in the way mobile phones are used in the presence of others. It is also becoming difficult for some students to engage others on face to face conversation because of too much use of mobile phones. This aspect was observed by the comparative research on the students from Zambia and Kenya and the study recommended that students should learn to turn off their phones or put them on silent in social interaction gatherings. Students should be able to weigh the important calls and only respond to those calls that are necessary at that given moment.

Theoretical framework

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 behaviors 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 opponets of the theory are authors such as Udehn and Slattery (2014) that the theory neglects emotional dimensions of human conduct, focusing strictly on logical behavior. 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 survey 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 main campus in Nairobi is located in Langata. This study focused on Langata 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 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 = 1 - p and e is the desired level of precision

$$p = 0.5 \text{ and hence } q = 1 - 0.5 = 0.5; e = 0.05; z = 1.96$$

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{(0.05)^2}$$

$$n = 384$$

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.

n₀ = is calculated sample size for infinite population

$$1 + \frac{384 - 1}{2931}$$

$$n = 385$$

Table 1: Sample matrix

<i>Sample Matrix</i>		
	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 the 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 findings

Influence of Phone Calls on Social Interaction

This section presents responses on how the respondents view the impact of mobile phones is on social interaction.

Average times spent on calls in a day

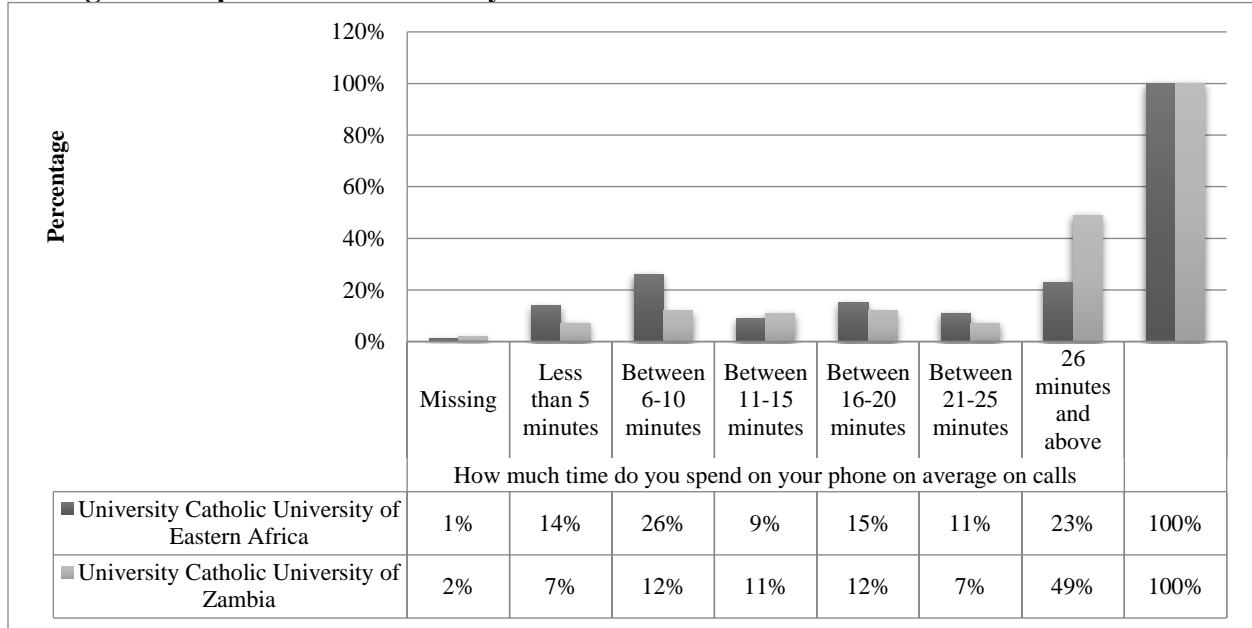


Figure 1. Cross tabulation between average number of calls and university

Source: Researcher, 2019

It is evident that the respondents spend time on their mobile phones. Respondents from The Catholic University of Eastern Africa presented that most of them spend between 6-10 minutes at a response rate of 26%, 23% spend 26 minutes and above, 15% spend 16-20 minutes, 14% spend less than 5 minutes, 11% spend between 21-25 minutes, 9% spend between 11-15 minutes, however 1% did not present the average time they spend. The Catholic University of Zambia respondents stated that 49% spend 26 minutes and above, 12% spend between 16-20 minutes and 6-10 minutes respectively, 11% spend 11-15 minutes, 7% spend less than 5 minutes and between 21-25 minutes respectively, 2% did not present their average time.

Both university respondents spend time on their mobile phones through calls with the minimum time being between 6-10 minutes and the maximum time being between 26 minutes and above. This information is in agreement with the literature reviewed on mobile phone calls that students are spending more time on mobile phone calls than with people around them. As a result, many students feel abandoned and neglected since they are unable to receive the necessary attention from those around them during conversation (Diamanduros, 2007)

Frequency of answering calls in the company of others
Table 2: Cross tabulation between frequency of answering calls in the company of others and university respondents

How often do you pick calls while in the company of other students * University Cross tabulation					
		Count			
		Catholic University of Eastern Africa		Catholic University of Zambia	
		%	F	%	F
How often do you pick calls while in the company of other students		1%	1	3%	4
	I never pick	15%	22	1%	1
	Always pick	14%	20	32%	51
	I sometimes pick	70%	104	64%	103
		100%	148	100%	161

Source: Researcher, 2019

The respondents from the Catholic University of Eastern Africa sometimes pick their calls at a response rate of 70%, 15% never pick and 14% always pick, 1% did not present their response. The Catholic University of Zambia respondents presented that 64% sometimes pick, 32% always pick and 1% never pick, 3% did not present their response. This presents that both university respondents respond to their calls however the frequency differs from sometimes to always picking. According to Gendron (2010) students' obligation to answer in-coming calls interferes with school regulations and social interaction.

Actions taken after receiving a call in the presence of other students**Table 3: Cross tabulation between actions taken after receiving a call in the presence of other students and university respondents**

Actions taken after receiving a call in the presence of other students					
Count					
		Catholic	University		F
		University of Eastern Africa	Catholic	University of Zambia	
		%	F	%	F
After picking/receiving a call in the presence of other students		12%	18	2%	3
	I hasten the call	13%	19	16%	26
	Engage in extensive discussion	6%	8	11%	18
	I excuse myself and say call me later	69%	102	70%	113
Total		100%	148	100%	161

Source: Researcher, 2019

After picking/receiving a call in the presence of other students the respondents hasten the call; engage in extensive discussion or excuse themselves and say call me later. This is presented by the cross tabulation above where the respondents from The Catholic University of Eastern Africa stated that they excuse themselves at a response rate of 69%, 13% hasten the call and 6% engage in extensive discussions, 12% did not indicate their response.

The respondents who chose to excuse themselves and call later do so based on the following reasons:

this is to avoid interruption of the discussion and show respect to my colleagues, the call may be from a friend, relative or employer and I want to receive the message, the message may be important to me and requires serious discussion thus I choose to excuse myself and answer it

Source: respondents (phone calls), 2018

The respondents who state that they hasten the call do so due to the following explanations:

the discussion at hand is important thus I want to receive the message as fast as possible and go back to the discussion, I may be the one presenting but have answered the call so I aim at getting the response very fast so that I go back to my colleagues, the call received may be urgent and short thus I hasten to just receive the message

Source: respondents (phone calls), 2018

The respondents who prefer to engage in extensive discussion do so since:

The caller may be a relative and the call made may require a lot of attention since it's a long-distance call and doesn't call often, the call is sensitive and private thus requires attention and time for the respondent to listen to the caller

Source: respondents (phone calls), 2018

The Catholic University of Zambia respondents presented the following responses in terms of what they do after picking/receiving a call in the presence of other students. 70% excuse themselves and say call me later, 16% hasten the call and 11% engage in extensive discussion.

The respondents who excuse themselves and say call me later do so due to the following reasons:

I respect my colleagues thus I advise the caller to call me later, I want to avoid interrupting the discussion, The call may be urgent that is why I answer and if the message is not urgent I advise the caller to call me later, I like short conversations that is why I excuse myself and answer the call, I excuse myself so that I can have privacy with the caller and listen to their message

Source: respondents (phone calls), 2018

The respondents who hasten the call after receiving do so due to the following explanations:

I hasten the call to avoid interrupting my colleagues and as a sign of respect, the message may be urgent thus I hasten to receive it and move to my colleagues, I prefer short calls thus I hasten the caller

Source: respondents (phone calls), 2018

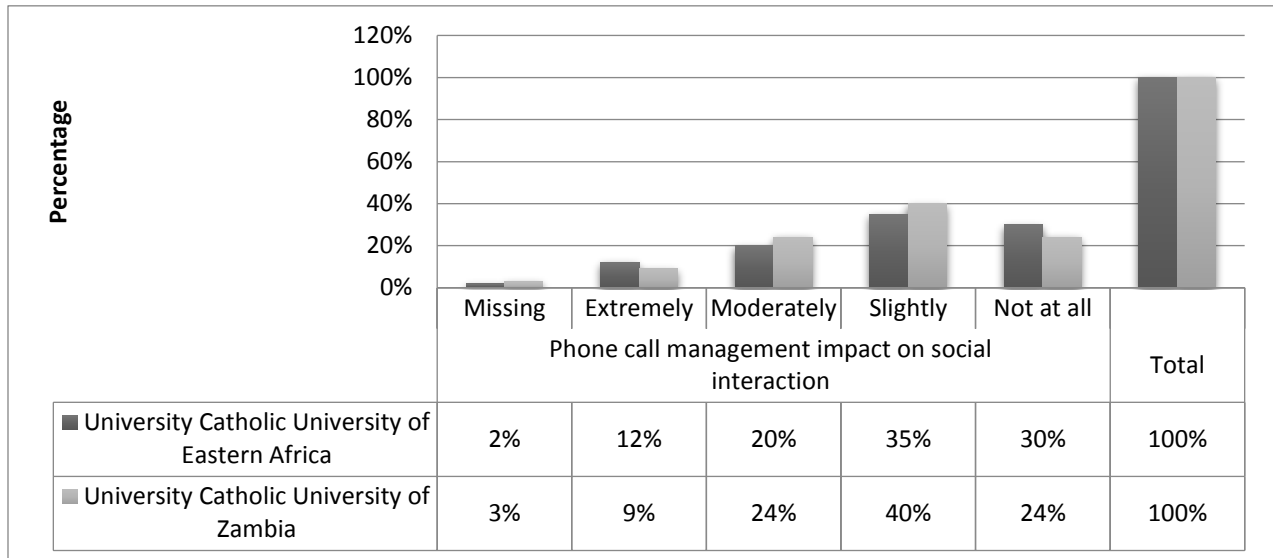
The respondents who prefer to engage in extensive discussions presented the following reasons:

the call may be urgent and I may require direction, explanations based on the nature of the message, the caller may want to update me on private issues thus I engage in the conversation, the call received may be to convey sensitive information thus requires time

Source: respondents (phone calls), 2018

Phone call management and its impact on social interaction

Figure 2: Cross tabulation between phone call management and university respondents



Source: Researcher, 2019

The researcher deemed it necessary to get responses on whether phone call management affects social interaction with other students; the following responses were obtained from the different universities. The Catholic University of Eastern Africa respondents state that their interaction is affected slightly at a response rate of 35%; Not at all at a response did rate of 30%, moderately at a response rate of 20%, extremely at a response rate of 12% and 2% not present any response.

The respondents who presented that they are affected slightly do so due to the following reasons:

am in control of my phone however there are calls I may receive due to their urgency and may interrupt my current conversation, I prefer receiving calls as soon as I receive them because they enhance my communication with the caller; however my current physical conversation is interrupted, I am destructed when I receive a phone call because after the call I cannot seem to concentrate in the discussion, I may also require to be kept up to speed of what happened when I was on the call

Source: respondents (phone call management), 2018

The respondents' who presented that they are not affected at all do so due to the following explanations:

I am in control of my phone, my contacts are aware of my schedule and know when to call me, and I can balance my calls and ensure that my current conversations are fruitful.

Source: respondents (phone call management), 2018

The respondents who state that they were moderately affected did so due to the following:

I am in control of my phone; however, some calls are unexpected, receiving calls enables me to uphold effective communication among myself and my caller, I am in control of my calls however answering them cause me to be disrupted from my current activity

Source: respondents (phone call management), 2018

The respondents who showed that they are extremely affected by calls gave the following explanations:

Answering calls is disruptive and I seem to lose interest in the conversation I was having

before the call

Source: respondents (phone call management), 2018

The Catholic University of Zambia provided the following responses on how management of phone calls affects their social interaction. 40% stated that they are affected slightly, 24% are affected moderately and not at all respectively, 9% are extremely affected and 3% did not present their preference.

The following reasons were presented as to why a slightly response was provided:

I receive calls that from individuals that require my know-how and social interactions is not common, I rarely receive calls but when I do, I excuse myself, I try not to use my phone in public, I end up using it anyway but I control my usage

Source: respondents (phone call management), 2018

The respondents who provided a not at all response in light of phone call management present the following responses:

I rarely receive calls I am able to manage my social interactions; my calls are brief since I advise the caller to call me back later, I am not glued to my phone I can manage my current social interaction, I only use my phone at my free time

Source: respondents (phone call management), 2018

The respondents who provided that they were moderately affected present the following responses:

I am in control of my calls, however the calls I receive as urgent affect my concentration afterwards, I rarely pick calls but if I pick, I do excuse myself

Source: respondents (phone call management), 2018

1.7 Recommendations

University policy recommendations on the use of mobile phones calls

The respondents provide the following to be used as university policies on the use of mobile phones calls during social interaction. First, the university should make it a policy for students to turn off their phones during class hours or in cases of emergencies to put them on silent mode. Second, the university should put it across that in situations where it is necessary for the student to answer their phone, should do so not often and excuse themselves quietly in cases where they are in any social interaction or in class settings. Third, the university should advise the students to avoid answering their calls unnecessarily to avoid any disruptions during social interactions and classroom setting; this finding is in line with Obringer and Coffey (2015) that there are many universities which have implemented policies of restricting cell phone use by students and lecturers and in addition mobile phone communication among students in the classroom setting is not needed (Sarwar and Soomro, 2013).

Practical recommendations by respondents to student phone users

Practical recommendations by the respondents to student phone users to mitigate the effects of social interaction in terms of mobile phone calls. First, students should learn to turn off their phones or put them on silent in social interaction gatherings. Leave their phones behind, exercise maturity by avoiding engaging in activities that distract others. Secondly, the students should learn to ignore calls that are not urgent and answer them when they are free.

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