

Attitudes of Youth towards Mobile Phone Use

Mert Yusuf Özlük

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the Degree of

Master of Arts
in
Communication and Media Studies

Eastern Mediterranean University
September 2012
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Elvan Yılmaz
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Arts in Communication and Media Studies.

Prof. Dr. Süleyman İrvan
Dean, Faculty of Communication and
Media Studies

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in Communication and Media Studies.

Assoc. Prof. Dr. Bahire Özad
Supervisor

Examining Committee

1. Prof. Dr. Süleyman İrvan

2. Assoc. Prof. Dr. Bahire Özad

3. Assist. Prof. Dr. Aysu Arsoy

ABSTRACT

The present study aimed to explore the attitudes of high school students and the students studying at the Eastern Mediterranean University in Famagusta, TRNC in Spring 2011, towards use of mobile phone also to find out the importance of the cell phones in today's globalized life. This study sets out to explore issues related to the extent to which young people use and are attached to their cell phones, significance and the use of different functions of mobile phones, and the extent to which the students identify themselves with their mobile phones. In the study, the students' attitudes were sought to be explored by a questionnaire prepared by the researcher.

This study is a case study of TRNC young people (high school and university school students) which is based on quantitative methodology. A questionnaire comprising 39 questions has been prepared. The first section aims to collect data on the demographic characteristics of the participants. The second part focuses on the use of mobile phones. The third part includes 5-point Likert Scale questions. Sample is selected from high school and university students.

The results of the study revealed that majority of the students (189,63%) responded that they use all of the mentioned functions of their mobile phones. In particular, messaging was the most dominant function of mobile phones used by the students. The percentage of the students who use mostly messaging function of mobile phones was 29,3% and the frequency was 88 out of 300 students. On the whole, it can be concluded that the participants of this study tend to be likely of a user type who is concerned more with the comfort and security that a mobile phone can possibly

offer. As the analysis of the results revealed, the students seem to be relatively attached to their mobile phones as the absence of it brings feeling of discomfort and incompleteness.

Keywords: Mobile Phone, Youth, Dependence, Convergence, Communication

ÖZ

Bu çalışma Kuzey Kıbrıs Türk Cumhuriyetinde Gazimağusa'daki Doğu Akdeniz Üniversitesinde 2011 Bahar döneminde okuyan öğrenciler ve lise öğrencilerinin cep telefonu kullanımı ve bugün küreselleşen dünyada cep telefonuna verilen önem hakkındaki tutumlarını araştırmayı amaçlamıştır. Bu çalışma gençlerin cep telefonuna verdikleri önemi, cep telefonlarının farklı fonksiyonlarını kullanmaları ve öğrencilerin kendilerini ne ölçüde cep telefonu ile özdeşleştirdiği yönündeki konuları araştırmayı amaçlamaktadır. Bu çalışmada öğrencilerin tutumları araştırmacı tarafından hazırlanan bir anketle araştırmak istenmiştir.

Araştırma görgül yöntemeye dayalı ampirik bir durum saptamasıdır. 39 sorudan oluşan bir anket hazırlanmıştır. Birinci bölüm katılımcılar hakkında demografik bilgi edinmeyi amaçlamıştır. İkinci bölüm cep telefonu kullanımı üzerine yoğunlaşmıştır. Üçüncü bölüm 5'li Likert ölçeğindeki sanıları içermektedir. Örnekleme lise ve üniversite öğrencilerinden seçilmiştir. Genelde bu çalışmanın katılımcılara sağladığı; cep telefonunun konfor ve güvenlikle daha fazla ilgilendikleri sonucu çıkarılabilir. Çalışmanın sonuçlarının sonuçları öğrencilerin cep telefonuna bağlı olduklarını ve cep telefonu eksikliğinin rahatsızlık ve eksiklik hissi verdiğini ortaya çıkarmaktadır.

Çalışmanın sonuçları öğrencilerin büyük bölümünü 189 (%63) cep telefonunun tüm fonksiyonlarının kullanıldığını ortaya çıkarmıştır. Özellikle de mesajlaşma öğrencilerin en çok kullandığı cep telefonu fonksiyonu olmuştur. Cep telefonunun en çok mesajlaşma özelliğini kullanan öğrenciler %29.3 olup, 300 öğrenci arasında 88 öğrenci frekanslıdır.

Genel olarak ıkarılabilecek sonu kullanıcıların cep telefonunun saėlayacağı olası konfor ve güvenle ilgili olabilecekleri yönündedir. Sonuçların analizi öğrencilerin cep telefonuna oldukça baėlı olduklarını ve yokluėunun rahatsızlık ve eksiklik hissi vereceėi yönündedir.

Anahtar kelimeler: Cep Telefonu, Gençlik, Baėımlılık, Yakınsama, İletişim

ACKNOWLEDGMENTS

I would like to extend my gratitude to those who have contributed in the preparation of this dissertation. First of all, I would like to thank my supervisor Associate Professor Doctor Bahire Efe Özal for her invaluable support throughout the study. Secondly, I would like to thank the Dean of the Faculty of Communication and Media Studies Süleyman İrvan, Ministry of Education in the TRNC for granting me the permission for conducting this research, Shahryar Mirzaalikhani who has always been there when I needed technical support. I would also like to thank my roommate Çağlar Soydemir who has always been beside me and giving support.

Last, but not the least, I would like to thank to my mother Mrs. Feride Gülüm for standing by me at all difficult times in my life. Writing this paper is no exception. I want to thank my dear teacher Derviş Zaimağaoğlu for motivating me with positive energy in the most stressful moments I had.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	v
ACKNOWLEDGMENTS	vii
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	5
1.3 Aim and Objectives of the Study	6
1.4 Research Questions	7
1.5 Significance of the Study	7
1.6 Limitations of the Study	8
2 LITERATURE REVIEW	9
2.1 Historical Background	9
2.1.1 Printing Press	10
2.1.2 Telegraph	11
2.1.3 Radio and Television	12
2.1.4 Mobile Phone	13
2.2 GSM	14
2.3 iPhone	15
2.3.1 iPhone Dependency	16
2.4 Mobility and Social Media	17

2.5 Convergence.....	18
2.5.1 Media, Mobility and Mobile Convergence.....	22
2.6 Communication Technology	23
2.7 Diffusion and Innovations and Uses and Gratification Theories	25
2.8 Research Studies in Mobile Phone Use by Young Generation.....	27
3 METHODOLOGY.....	32
3.1 Research Methodology and Design	32
3.2 Data Collection Instrument	32
3.3 Population and Sample of the Study	33
3.4 Validity and Reliability of Data Collection Instrument	34
3.5 Data Analysis Procedures	36
4 RESULTS	37
4.1 Analysis of Demographic Characteristics of the Participants.....	37
4.2 General Information about Participants' Mobile Phone Use	39
4.2.1 Monthly Income of the Students' Parents	39
4.2.2 Students' Mobile Phone Brands	40
4.2.3 Students' Perceptions about Mobile Phones' Functions	41
4.2.4 Mobile Phone Functions that the Students Use Most.....	41
4.2.5 Reasons for Having More Than One Phone	42
4.2.6 Where Students Carry Their Mobile Phones	42
4.2.7 Students keep their Mobile Phones Next to them in Bed When Sleeping	43

4.2.8 Students' Use of Mobile Phones.....	43
4.2.9 Importance of Mobile Phones for the Students	44
4.2.10 Features of Mobile Phones used by the Students	44
4.2.11 Number of Hours the Students Spend on Playing Games	45
4.2.12 Duration of Years the Students Use Their Mobile Phones.....	45
4.2.13 The Reasons Why the Students Change their Mobile Phones.....	46
4.2.14 Number of Mobile Phones the Students Possess.....	46
4.3 Students' Attitudes towards Mobile Phone.....	47
4.4 Statistically Significant Differences.....	50
4.4.1 Chi-square Results According to Age Variable.....	50
4.4.2 Pearson Chi-Square Results According to Educational Status Variable that Show Significance	51
4.4.3 Pearson Chi-Square Results According to Gender Variable that Show Significance	52
4.4.4 Pearson Chi-Square Results According to Nationality Variable that Show Significance	53
4.4.5 Pearson Chi-Square Results for Monthly Salary of the Students' Father that Show Significance	54
4.4.6 Pearson Chi-Square Results for Monthly Salary of the students' mother that Show Significance	54
4.4.7 Number of Hours per Day the Students Play Games in Their Mobile Phones That Show Significance	55

4.4.8 The Students Feel Incomplete Without Mobile Phones that Show Significance	55
5 CONCLUSION	57
5.1 Summary	57
5.2 Conclusions Drawn from the Study	59
5.3 Implications and Suggestions for Further Research.....	71
REFERENCES.....	72
APPENDICES	79

LIST OF TABLES

Table 3.1: 5-Point Likert Scale Intervals	32
Table 3.4.1: Factor analysis of the students' overall attachment to mobile phones (Pilot)	33
Table 4.1: Demographic information about participants	38
Table 4.2: Monthly income of the students' parents.....	40
Table 4.3: Students' mobile phone brands.....	40
Table 4.4: Functions of mobile phones that the students use most.....	41
Table 4.5: Reasons for having more than one phone	42
Table 4.6: Where the students carry their phone.....	43
Table 4.7: Students keep their phones in bed when sleeping.....	43
Table 4.8: The reasons why students use their phones	43
Table 4.9: Mobile phone is very important for students	44
Table 4.10: Features of mobile phones used by the students.....	45
Table 4.11: Number of hours students spend on playing games on the phone.....	45
Table 4.12: Duration of hours the students can use their phone	45
Table 4.13: The reasons the students change their mobile phones	46
Table 4.14: Number of mobile phones the students possess.....	46
Table 4.15: Students' overall attachment to mobile phones	49
Table 4.16: Age and attitudes of students towards mobile phones that show significance	50
Table 4.17: Educational status and attitudes of students towards mobile phones that show significance	51

Table 4.18: Pearson Chi-square results according to gender variable that show significance	52
Table 4.19: Pearson Chi-square results according to nationality variable that show significance	53
Table 4.20: Pearson Chi-square results for monthly salary of the students' father that show significance	54
Table 4.21: Pearson Chi-square results for monthly salary of the students' mother that show significance	54
Table 4.22: Number of hours per day the students play games in their mobile phones that show significance	55
Table 4.23: The students feel incomplete without mobile phones that show significance	55

Chapter 1

INTRODUCTION

Cell phones have become a sine quo non of our lives at the outset on the new millennium. Currently, they are extensively used. This is based on the fact that they are not only practical but also multi-functional. Despite the claim that they jeopardize health, they are widely used, particularly by young people. The present study sets out to explore the use of mobile phones by young people living in the TRNC as a communication tool.

1.1 Background of the Study

The story of telephone can be traced back to 1876 when Alexander Graham Bell created a tool for communication and exchange of information called telephone which spread rapidly in the following years. In today's world, particularly personal communication is mainly carried out through the use of cell phones. With the development of digital technology and the emergence of *Microsoft Internet Explorer* in the 20th century, communication came up to be out of ordinary providing people easy and extensive access to exchange information and carry out different tasks on daily basis. The early 2000's has become an era of media convergence through the cell phones and other mobile devices such as iPhones. As such, cell phone has been used for other purposes in addition to be used merely as telephone. Currently, cell phone is used so widely that it has become an "extension of man" as McLuhan (1964) proposed in his book "*Understanding Media: the Extensions of Man*". In this book, McLuhan introduced the concept: "the medium is the message" as a

perspective to explain the significance of the medium of communication technology. McLuhan looked at medium of communication from a different point of view which is generally taken as observable pattern of information in communication. According to McLuhan (1964), conventional perception of medium of communication is disregarded as it does not actually go beyond the obvious factors. Generally, people do not really pay attention to the changes resulted from the use of communication technology.

With the emergence of cell phone, the society has undergone some changes regarding means of communication and development of individuality. For example, it affects people's norms, routines and communication patterns. Mobile phone has become inseparable (joint) part in people's lives. It has a considerable power of bringing about different way of communication between people on a daily basis. It has altered lifestyles allowing multiple ways of communication like using text messages, as Short Message Services (SMS), Multimedia Messaging Services (MMS) sending and receiving images, gifts, animated pictures, video or voice oriented services such as video call, voice call, etc. Obviously, this brings change not only to people's lives and selves but also to the society as a whole, culture and traditions (custom, routine), economic, and psychological trends. According to Rice and Katz (2003), there are people who have inferior level of living, little earnings, not enough education; people who are single with no family members. It has been observed that these are the people who have no habits of using mobile phones in daily communication.

On the whole, people get used to the use of mobile phones as it allows different ways of communication and connection between friends, family, and relationships in terms

of work, leisure, entertainment, and even feelings. Nevertheless, other technological advances have played their parts in people's lives in ways such as daily communication, customs, traditions, lifestyle and culture (Garcia-Montes, Caballero-Munoz and Perez-Alvarez, 2006). For example, the Internet has a considerable influence on human mental process of perception by making the users build their norms and routines according to the rules of different social networks (Illich, 1982). This should not be understood wrong though. Mobile phone or the Internet does not completely change people's identities or individualities. In a way, they add some sort of variety and contentment in terms of how people perceive and identify each other and with the surrounding in different situations (Palen et al., 2001).

Recently, the view of mobile phone use and its effects on people's lifestyles have been questioned since it is believed that there are both positive or negative possible consequences and far-reaching changes in terms of social, cultural and cognitive behavior of society (Caronia and Caron, 2004; Ishii, 2006). Caronia and Caron (2004) explain how mobile phone use becomes a part of human life as it allows multifaceted contributions to human communication and functions as everyday activity in sharing information and establishing self representation interacting through mobile phone.

Tutt (2005) gathers data by investigating consequences of mobile phone used by Western teenagers as communication and performance during the process of their identity development. The study involves a video analysis in which the action takes place. Specifically, interaction by the use of mobile phone in the living room where a teenager tries to discuss his way to a party is observed and incorporated to a theory.

This study shows a different way of mobile phone use in a context of conventional lifestyle existing in the family.

Hemment (2005) notes that issue about mobile phone use could be viewed as being an active tool of transportable connection in the society. In recent years, everyday interactions, exchange of information, keeping in touch while being on distance, connection with the world and between people is mainly carried out with the use of mobile phones.

Society is largely influenced by the new technological forces and innovations nowadays. This probably is the main factor of existing attachment and interest of people towards any technological invention. Consequently, social interaction together with the identity development in the early stages is greatly influenced and shaped with the integration of mobile phone use (Henderson, Taylor and Thomson, 2002).

Rapidly changing world requires society to be on the same track with the new developments and innovations, especially in terms of technology. This fact makes it impossible to stay away from such information and communication technology (ICT) as mobile phone. Every day practices and interactions are carried out with the help of mobile phone; exchange of information, keeping in touch with friends and family, travelling and working, learning, ordering, sending and receiving.

The issue, regarding the effects of mobile phone use, has gained an increasing interest among scholars and researchers. Specifically, subjects of identity formation, changing in the self, cultural and social changes, teenager social performance

influenced by the use of mobile phone, have been investigated and explained (Wilska and Pedrozo, 2007; Henderson, Taylor and Thomson, 2002; Garcia-Montes, Caballero-Munoz and Perez-Alvarez, 2006; Caronia and Caron, 2004; Tutt, 2005).

1.2 Problem Statement

Different ways of using mobile phones have been identified together with the consequences on people's lifestyle, culture, identity and routines. Vincent (2006) identifies emotional attachment to mobile phone and explains possible consequences of what happens when one's lifestyle and personal life is build around mobile phone in coping with environment.

Shade (2007) presents a paper pointing out an issue about feminizing the mobile. It is believed that females became the target population for mobile phone technology. Different concepts are applied to design and use of mobile phones reflecting femininity. For example, colors, accessories, trends and styles are designed as a sign of female-oriented concept. As a result, eye-catching features attract females and attach to mobile phone drastically.

A consequence of mobile phone use and attachment is a subject to be taken into consideration. Regarding the situation of high school students in the TRNC and students studying at the Eastern Mediterranean University (EMU), whose age ranges are between 15 up to 25, they are the ones who intensively use and have great interest in mobile phones.

Generally, it is a matter of fact that teenagers and young people are the most common users of such a communication device as mobile phones. Their age is one of the main reasons to use mobile phone communications. Different factors and

circumstances such as following new trends, updates, relationships, being on the same track with new fashion styles, entertainment (playing games, listening to music, video/voice calls), Internet, confidence, keeping in touch with friends and family, contact someone in emergency cases and distance communication bring about such intensive way of using mobile phone. Consequently, those users unconsciously become attached and even become addicted to having mobile phone.

The present study sets out to identify the extent to which mobile phones are used by the high school students and the students studying at the EMU in everyday interaction and exchange of information by identifying their perceptions regarding this issue. Moreover, perceptions about changes in personality and performance of the high school students and EMU students will be identified in order to find out possible consequences of intensive use of mobile phones.

1.3 Aim and Objectives of the Study

The aim of this study is to explore student's (the high school students and the students studying at the EMU in Famagusta, TRNC in Spring 2011) attitudes towards use of mobile phone also to find out the importance of the cell phones in today's globalized life. In addition, this study will show how students are addicted to the cell phones and the influences of this addiction over people.

The present study sets out to explore the following issues in relation to the high school students' and the students', studying at the EMU in 2011 academic year:

- 1) The extent to which they use cell phone;
- 2) The use of different functions of mobile phones;
- 3) The significance of mobile phones for them;

- 4) The extent to which they are attached to their mobile phones;
- 5) The extent to which they identify themselves with their mobile phones.

1.4 Research Questions

The present study sets out to explore the attitudes of senior high school students who study in Famagusta and students who study at the EMU in 2011 academic year with respect to the research questions listed below:

- 1) How much do they use their cell phones?
- 2) Which functions of mobile phones are commonly used by young people?
- 3) What is the significance of mobile phones for them?
- 4) To what extent are they attached to the mobile phones?
- 5) To what extent do they identify themselves with their mobile phones?
- 6) What are their attitudes towards using mobile phones?

1.5 Significance of the Study

The subject of mobile phone use and its consequences on people and their lives have caught attention and gained interest of many researchers and educators (Ishii, 2006; Henderson, Taylor and Thomson, 2002; Garcia-Montes, Caballero-Munoz and Perez-Alvarez, 2006; Caronia and Caron, 2004; Tutt, 2005; Shade, 2007). With the recognition of possible effects of mobile technology to people's lifestyles, identity, culture and traditions, researchers and educators called to attention the issue in order to bring awareness of the mobile phone consequences.

Henderson, Taylor and Thomson (2002) highlight that transition period of teenagers is the most active stage in their lives. This involves hyperactive interaction and communication between friends and family. It is the period of time when young people dive into different social networks, exchange information, share feelings,

emotions, ideas and opinions. There is always a big need for someone who can understand, express that understanding and relate to one's experiences and feelings. This is mainly done by the use of mobile technology among teenagers and adults.

This study is important with respect to the following aspects. Firstly, this study seeks to raise awareness of society regarding the use of mobile phones. The present study is the first study conducted with high school and university students in the TRNC with respect to the use of mobile phones in the TRNC in 2011. Secondly, the findings of this study can provide additional information about reasons of attachments to mobile phones.

1.6 Limitations of the Study

The present study is limited to the mobile phone use and attitudes of the students studying at the EMU and the high school students living in the TRNC in 2011.

Chapter 2

LITERATURE REVIEW

Human self-concept development is shaped by the development in communication (Wood, 2007). Current advances in technology have given rise to such communication devices which enable individuals interact on the basis of multifunctional network. This chapter presents the literature review conducted for the study. The information included in this chapter has been organized under several headings as: historical background, printing press, telegraph, radio and television, mobile phone, GSM, iPhone, iPhone dependency, mobility and social media, convergence, media, mobility and mobile convergence, communication technology, research studies in mobile phone use by young generation.

2.1 Historical Background

This section presents a brief review of history of communication technology in general and in relation to mobile phones in particular. As such, it adopts a chronological approach. The story of human communication can be traced back to the history of early civilization when people used tools in the form of sticks and stones to understand each other and explain certain things in daily life. Back then, communication was mainly based on body language and nonverbal gestures. As the world started to be more challenging and complex, there appeared a need for more than just gestures and nonverbal communication. In other words, cave paintings, symbols and figures were no longer enough in helping to get the meaning through (Crowley & Heyer, 1991).

Marshack (1964) looked at the evidence regarding communication in prehistoric period by explaining Old Stone Age in his essay called “The Art and Symbols of Ice Age Men”. He examined prehistoric writings and its relationship with communication. Script that was used in that time is believed to be the evidence of record keeping main purpose of which was communication. As it indicates, evolution is not only shaped by writing itself but with the help of a medium which served as an efficient and resourceful collection of data (in Crowley & Heyer, 1991). Marshack further highlights that there are no exact evidence or any kind of observation of the events in the prehistoric times. It is the script, writing and cave painting of the prehistoric times that explain history of communication and serve as evidence for experiences in the history.

With regard to communication in the Middle Ages, as there were no calendars or clocks, time was identified by memorable events. Books were considered as something extraordinary and precious. Due to the fact that there was no science and geography or real evidence to be based on, with the emergence of printing press, history of communication experienced revolution in cultural and technological terms (Burke, in Crowley & Heyer, 1991, p.67).

2.1.1 Printing Press

China initiated the production of paper, spreading it to the Western Europe in the 12th century. While carved surfaces were used for printing designs, China, Korea, and Japan had woodblocks and were printing verbal texts. Fifteenth century brought alphabetic letterpress print as a revolution in the history of printing press. Guttenberg is believed to be the originator of the printing press. Mass communication was born as a result of the emergence of the printing press.

However, cultural and technological advances have played their part in the rapid and influential spread of printing press as well. It was claimed that print served as an essential source of cultural, social, technological, religious, political and scientific change (Carter, in Crowley & Heyer, 1991, p. 83).

There are several factors associated with the emergence of the printing press. China, being a creator of cheap rag paper, clay and ink needed for printing spread the developments to Europe in the 14th century. With a rapidly growing need for production of written documents in Europe in 1450`s, metal movable type press created by Guttenberg came along (Burke, in Crowley & Heyer, 1991, p.94).

Modern thought was greatly influenced by the emergence of the printing press in many ways. Materials like books, dictionaries, textbooks and encyclopedias spread rapidly as a result of index use. Furthermore, there was a shift from aural to visual hand on experience. Human rights, abilities, skills and intelligence were recognized as valuable (Ong, in Crowley & Heyer, 1991, p.102).

2.1.2 Telegraph

Telegraph was used to move written information across boundaries and much rapidly than any other existed at that time. Samuel Morse was the originator of the first practical telegraph in 1837. Development of the telegraph brought a new communication technology which enabled easier way of delivering information at a long distance across boundaries. The operation of the telegrams were at their best in 1900`s, due to its economical expense. Historically, messages of important events were revealed to the public by means of telegrams. Nevertheless, with the new

developments of technologies in communication and the rise of the Internet, the use of telegram slowly but surely dropped (Farley, 2005).

2.1.3 Radio and Television

Heinrich Hertz explained the process of transmission of electromagnetic waves in the air in the 1880`s. This gave rise and triggered interest in using this method for communication purposes. Later on, this method was developed and employed by Guglielmo Marconi in transmitting radio signals with higher degree. In the early 1990, this development was used in shipping (Kern, 1991).

Invention of electromagnetic waves made it possible to send and receive information, transmit signals in the late 1890`s. Radio broadcasting came along in 1920 with the first newscast in the USA which was followed by BBC in the UK in 1922. In the following years, radio journalism developed and became popular in delivering the news. Majority of audience preferred radio to press. This was because radio is direct and aural and there is no need to put efforts and read anything on the part of the listener. The message comes straight from the speaker to the listener. Radio gives different experience somehow connecting listener directly to the event that is being told. However, printing press needs to be handled differently (Crowley & Heyer, 1991).

Enormous scientific attempts and developments gave rise to the invention of TV technology. In Germany in 1884, technological advances reached transition of moving images with the help of electronic signals which were followed by transmitting signals through the air to receivers in the 1920`s in Britain and the USA. The end of the Second World War brought the emergence of TV as a mass medium.

Since then, TV became essential source of entertainment and news provider in people`s daily lives (Williams, 1991).

With the development of radio-based communication, rise of modern electronics and continuous demand of additional services that would be more than just landline network led to the invention of mobile telephony system. As a result, mobile phone was created and comprised of radio-based communication and hard-wired landline network. However, there was some kind of an insufficient element for a complete operation of mobile telephony system. It was explored later on that there was a need for the development and emergence of the cellular telephony system and computing power in order to fully support functions and operation the mobile telephony system (Ling & Donner, 2009).

2.1.4 Mobile Phone

As the wireless device spread fast and the need for it became more, smaller energy-efficient communication device was developed after the World War 2. In 1948, advances of the transistor and integrated chip, mobile telephony system started its rapid growth. In the early 1970`s, first hand-held mobile phone was introduced by Martin Cooper at Motorola (Ling & Doner, 2009).

Global System for Mobile Communication (GSM) was initiated in Europe as a standard for common mobile phone system to be used. As a result, this gave rise to a rapid progress and great number of interest and use. Moreover, advances in mobile phone communication brought innovations varying from Short Message System (SMS) to 3G Internet connection. In the late 1997-8, new generation could actively use SMS and the Internet in everyday interaction. Mobile phone communication was

in progress bringing new functions for communication. Various mobile phone services were developed and used such as Wireless Application Protocol (WAP) including Internet services, MP3 player, mobile payments that could be easily accessed through the mobile phones. As a result, mobile phones became an inseparable part in people`s lives (Ling & Doner, 2009).

Mobile handset innovations were brought with new developments. Mobile handsets took new smaller form and shape to be carried in pockets. Along with the mobile handsets developments, there have been innovations in functions and services provided. This trend gave people new ways of sharing experiences, exchanging information easily and faster, staying in touch with people at long and far distances and easily getting in contact with people (Ling & Doner, 2009).

Just like other forms of technology, mobile phones have played their role in different media areas. Nowadays, mobile phones have their contribution in the evolution of digital media. That is, rapid advances in technology and innovations gave rise to the development of Internet access via smart phones which as a result provides a promising offer for distributing media content. Today, news have prevalent tendency to be spread faster and easier through mobile phones reaching the audience instantly regardless of time and space (Westlund, 2010).

2.2 GSM

Looking back, in the 1880s, we observe an experiment of transmitting electromagnetic waves by Graham Bell who is known as the inventor of the telephone. In the following years, communication technology continued to develop, telegraphic communication improved to wireless technology, stationary telephone

communication shifted to cellular mobile technology. Later on, with the beginning of Global System for Mobile Communication (GSM), cellular mobile technology operated according to the standard mobile phone system, GSM. As GSM was initiated as a standard network for mobile communication technology, 80% of the population in the world use technologies based on the GSM standard with more than six billion people in about 212 countries and territories. This fact makes GSM network the most widely used standards for cellular technologies (<http://privateline.com/TelephoneHistory/History1.htm>).

2.3 iPhone

Cellular mobile phone is one of the rapid and great advances in communication technology of the twentieth century. It's the kind of shift which alternated radio, telegraph, telephone and communication technologies in general and mobility into a portable device. It has continued to progress and cell phones have become smaller and more portable until it entered into the lives of many and growing into a part of the style, interaction, routine and even culture (Goggin, 2009).

Introduced as the "Internet phone", the iPhone, the first touch iPhone, gained great popularity and use as the Internet is the global network which is used worldwide. Thus, the iPhone has become a new type of the Internet telephony (Goggin, 2009). Invention of the iPhone has changed the mobile phone marketing and mobile communication considerably. It brought a new way of interaction in a more sophisticated manner through a variety of endless applications and attractive designs for users. In addition, promotion and preferences for having and using iPhone have grown rapidly due to its' Internet access availability which in a way encouraged people's preference to use iPhones. Touch screen, high resolution screen, design,

Internet access and endless options with various applications have modified the whole multimedia communication. In a study which focused to find out whether iPhone users surf on the internet more than users of other phones, it was concluded that “the iPhone has shown itself to be a device that encourages use of the internet in a way that was not common until now” (Ling & Sundsoy, 2009, p.11).

According to Goggin (2009), “the iPhone is an excellent example of adaptation because it is explicitly conceived as an intervention into the styles and genres of contemporary culture, notably mobile phone cultures, Internet cultures, and the broader scenes of digital culture, and what it represents for cultural transformation in general” (p. 231). The iPhone is believed to have an impact on the people’s character and the way they interact with each other. Goggin (2009) looks at iPhone as a cultural adaptation for its easy access to “Internet and digital culture”, it’s a handheld technology which is “customized and adaptable- identity on the move” (p. 233).

2.3.1 iPhone Dependency

Back in time, life would have seemed so simple and routine without technological innovations and advances in communication. With the development of communication devices, interaction between people took a new style which is mainly dependent on mobile phones. Nowadays, iPhone plays one of the important roles in people`s lives especially young generation. iPhone, which is known as the smart phone, has transformed the idea of communication and brought a new way of lifestyle into our lives. With the innovations and advances of iPhone device, young people specifically have developed some kind of aspiration which brings a feeling of craving for a smart phone. It became a part of life serving different purposes not only web browsing and downloading applications but socializing, building network with

friends in which all the routine activities including interaction, identity formation, sports, playing games, meeting new people, all take place via smart phones. As a result, this limits outdoor involvement of youth and builds boundary to outside exposure and experiences. Unfortunately, be it ordinary mobile phones or smart phones, there is an emergence of commonly accepted notion of mobile phones as extensions of people`s body (McLuhan, 1964). This implies that mobile phones have become extensions of human body serving as an integral part of life. iPhones are no exception. Yet, iPhones have gained major popularity in being an extension of people`s body as it offers up-to-date and easy way of communication along with various entertainment for young generation. As communication through e-mail and different social networks such as Facebook, Tweeter is of great popularity among young generation; smart phones have become one and only source of communication devices. In addition, as today`s youth seem to be very attached to technological applications, virtual world, games and downloads of different kind, smart phones once again are at the top of mostly preferred technological devices of communication (Ling & Sundsoy, 2009; Goggin, 2009).

2.4 Mobility and Social Media

Mobile phones have revolutionized the humanity by making communication easy and at the same time available through applications, browser access, Short Message Service (SMS), Multimedia Messaging Service (MMS) and other different opportunities. There are two types of phones that are mainly used today: feature phones and smart phones. Feature phones refer to phones which have limited computing ability, applications or connectivity. Seventy percent of feature phones are used in the United States. On the other hand, smart phones have high computing ability which allows easy access to Internet, e-mail services, camera and many

similar functions. Generally, applications of mobile phones vary from SMS, MMS to mobile browser which is known as an Internet browser in many phones, and mobile application which is available in Blackberry and iPhone devices as software to download and use applications. One of the advantages of smart phones is the fact that a great number of customers who own a smart phone can be easily reached. Nowadays, number of smart phone users exceeds the number of non smart phone users in terms of Internet browsing, sending and receiving e-mail, accessing social networks and media (Brennan & Schafer, 2010).

There is a worldwide trend of using smart phones (iPhones, Android-based phones) which has led to a new way of digital communication along with the social media. Connection to social networks by the use of mobile phones creates a link between mobility and social media; therefore, it has a direct influence on communication over the world. In a similar vein, mobility offers a digital method to approach customers and create social channels in representing the products, providing information, advertising, adding personal touch in promoting, offering payments through mobile phones, creating social customer networks for sharing and staying in touch with each other (Brennan & Schafer, 2010).

2.5 Convergence

According to Bohlin (2000), convergence is relatively old notion as a concept as well as technological expression. It is believed to be originated from a combination of communication in the 1950`s and telematics in the 1970`s. On the one hand, convergence is explained as being any media communication whether it is electronic or digital type (Pavlik, 1996). Bohlin (2000) further highlights that prior to convergence was digitalization which helped media tools to be translated into each

other. According to Low (1999), convergence of the communication tools is considered to be one of the occurrences of new communication technologies.

Obviously, converged communication can be regarded as the result of advances in the digital technology and therefore by the use of it in communication technology. Toffler (1991) refers to this kind of development as the third revolution; on the other hand, Poster (1994) names it as the second media age.

There are two generally accepted issues about convergence. That is, convergence consists of two forms. For example, one of these forms is the convergence of content and the other form is industrial convergence (Finn, 1999). In a similar vein, Studer (2001) talks about convergence as content production and service delivery of communication. Jenkins (2001) distinguishes several types of convergence processes. Here are some of them: technological convergence refers to transmission of images, words and sounds into digital information. Cultural convergence occurs when innovations are brought by different media technologies, industries and consumers at a meeting point. Culture component is added to the content. Global convergence can refer to a mixture of culture which comes from global exchange of media content (Jenkins, 2001).

Media convergence is considered as a process which needs to be viewed beyond a technological shift. Technologies, industries, markets, genres and audiences and their relationship are dominated by convergence. Media spreads in all the stages of communication and related routines of our society. People connect with each other in different ways by means of communication technologies not only for the purpose of getting in touch with each other but also for socializing by texting messages,

exchanging pictures, playing games, searching and using different applications on the Internet.

As Janes (2007) explains, convergence in Information Technology (IT) is “the combination of two or more different technologies in a single device” (p. 69). Typical example can be “taking pictures with a cell phone and surfing the Web on a television” (p. 69). Furthermore, ‘IT’ and ‘Communications’ have converged into one unit, which is now ‘IT and Communications’. This shows that “communications systems can no longer operate effectively without computers and computers are pretty useless without the communications infrastructure” (p. 69).

Talking about digital media, it is also used in developing and generating texts which require multimedia and complex sources. In this way, students’ lives are affected by media convergence in their reading and composing areas. Media convergent texts help audience to comprehend latest tendencies and circumstances. For example, YouTube is the most popular video-based content provider which in turn shows “changing public sphere” (p. 5). In this way, “media convergence may represent a significant change in how we *relate* to a variety of media, both old and new” (p.5). This fact can be supported by what Jenkins (2008 cited in Alexander, 2008) highlighted how people perceive media today is due to a shift towards cultural convergence (Alexander, 2008).

On the other hand, convergence of broadcasting, telephony and the Internet can be observed in the infrastructure, the content and end user terminals. The infrastructure involves “access networks (telecommunication including data communication)”, the content is “online content ... online products ... audio, visual content”, the end user

terminals are “end user devices in order to provide ... global convergence for communication of all types of media” (Janes, 2007, p. 70).

Regarding the traditional communication technology networks, it used to operate through a single platform made for a particular network whether it is a telephone, radio, TV. Now, “digital technologies permit the manipulation of all forms of information- voice, data and video-across all types of network” (Blackman, 1998, p. 164). This implies “limitless capacity” and “interactivity”, which means that this kind of technology convergence is likely to determine approaching advances (Blackman, 1998, p. 164).

Today, the society is able to exchange information and enjoy themselves through the use of some kind of technology which most of the time is in the form of computers, telephones, mobile phones, TV and radio. This entails the existence and operation of convergence which as a result influences cultural industry. Apart from that, media is mostly performed through multiple media manners. All media is passed to consumers by different channels of technology such as TV, computers or mobile phones. Therefore, cultural and technological availability and easy use determine the distribution of access technologies through the Internet and mobile phones (Dwyer, 2010).

Recently emerging technologies generally imply some kind of a higher authority like government or they are being created due to a need or requirement that necessitates certain system to serve a particular purpose for the progression or operation of new devices in technology aiming to give value for public use. As there is a general trend

and great interest in marketization the focus is on “free, fair competition promoting consumer interests” (Dwyer, 2010, p. 9).

2.5.1 Media, Mobility and Mobile Convergence

With the emergence of media convergence, media took new ways of appearance and use for people. For example, those involved in media can have better options and opportunities for being in command of flow of information through direct interface with media, media partners and those who deliver the content to its users. Nevertheless, advances in technology made it possible and reasonably priced to have existing manufacture tools. Owing a lot to the invention of the Internet opportunities, it seems “easier to set up a worldwide accessible radio station on the internet than it is to get employment in a traditional radio station” (p.34). This fact makes media production “diverging and new” as suppliers of the data have and make use of new media industry (Nilsson, Nulden & Olsson, 2001). The development of media convergence is the outcome of assimilation of media processes and increased growing of information and communication technology (Lindqvist & Siivonen, 2002).

Mobile Information Technology (MIT) is a new concept introduced as a research in the area of mobile informatics which has mainly to do with information technology use. According to Kristofferson and Ljungberg (1999), mobility refers to “a mobile situation defined by the environmental, physical and social aspects surrounding the individual and how these affect the possibility of performing certain activities” (cited in Nilsson, Nulden & Olsson, 2001, pp. 34). People can be characterized as being mobile due to the fact that there is a worldwide trend towards growing mobility especially in such settings which require constant participation and involvement in different jobs and tasks having increased degree of mobility of employees. Global

shift is steaming from the change and speedy technological advances of wireless sets of connections therefore, increasing mobility in the society. Nowadays, laptops, cellular phones and other digital devices take over mobile IT and used to as a technology which allows interaction on the move (Nilsson, Nulden & Olsson, 2001).

In a paper by Nilsson, Nulden & Olsson (2001), three examples which are sport events are explained in relation to mobile media use. During each event, the audience was able to follow the flow of information through “multi-channel platforms” which are “Wireless Application Protocol (WAP) or Short Message System (SMS)” (p. 35). The aim of this paper is to illustrate the usefulness of mobile technology when it is used as a media channel in order to retrieve “event-related information” (p. 35). The task of mobile media in this case is to provide the audience with immediate and updated information of the event. WAP or SMS help to accomplish this task and deliver the course of actions of the event on the spot. Therefore, media reporting and mobile interactions are converged through the providers and the users (Nilsson, Nulden & Olsson, 2001). So are portable devices, mobile connections and conventional media. Convergence is observed among media, mobile and mobility. Demands for fast and convenient information on time with high quality to fulfill the user’s needs challenge the research field of mobile media to expand.

2.6 Communication Technology

As it has been mentioned earlier, nowadays communication technologies are heavily used in our lives. Society is greatly influenced by forces exerted by the innovations of communication technologies. While conveying messages, uttering a meaning, exchanging feelings and ideas, perceiving, understanding and retrieving any given information, it prepares the ground for the communication of people. As it has been

mentioned in Chapter 1, McLuhan (1964) introduced the concept “the medium is the message” as a new perspective to explain the traditional media of mass media communication. He looked at media of communication from a different point of view which is generally taken as observable pattern of information in communication. According to McLuhan (1964), conventional perception of medium of communication is to be disregarded as it does not actually go beyond the obvious factors. Instead, McLuhan (1964) looked at what is happening in the society as a result of a new technological device which is intended for communication. Generally, people do not really pay attention to the changes resulted from the use of communication technology. They rather focus on what is available at the moment as a means of communication and how it fulfills their needs. Unfortunately, changes affecting one another are left unnoticed. As McLuhan points out, change is brought by the novelty of communication device which affects relations between people, actions, attitudes and self (Federman, 2004).

In his book “*Understanding Media: the Extensions of Man*”, McLuhan’s (1964) aim was to deliver a deeper concept in understanding the effects that communication technology had on society, culture, relations between people and changes in the self. He introduced the concept of “extensions of man” referring to a medium which operates as a tool for people in accomplishing different tasks. Kappelman (2002) explains “an extension occurs when an individual or society makes or uses something in a way that extends the range of the human body and mind in fashion that is new” (p.2). For McLuhan (1964) extension is regarded in technological terms that people use for communication and are affected by unconsciously and the changes which occur as a result remain anticipated. With the emergence of technological innovations, comfort, fast and easy way to get along in any situation,

people have become accustomed to prefer and perceive extensions as valuable to their advantage.

As a matter of fact, people often anticipate dangers of technology-oriented activities, devices, communication and facilities without letting a thought to cross their mind about the consequences and disadvantages that communication technology may have. Kappelman (2002) mentions several consequences of over-extended use of technology by people on a daily basis. For example, automobile, being such an irreplaceable and all-favored extension in people's life, can cause foot and muscle problems if used excessively.

McLuhan (1964) examined the changes which occurred with the widespread of innovations and advances in technology of the twentieth century. He looked closely at the medium in relation to extensions it created in people's life. McLuhan put forth four questions regarding the effects of technology on everyday norms and routines. The questions are: 1) "What does it (the medium or technology) extend? 2) What does it make obsolete? 3) What is retrieved? 4) What does the technology reverse into if it is over-extended?" According to Kappelman (2002), such media communications as radio or television weaken interpersonal relationship among family members, friends and close people.

2.7 Diffusion and Innovations and Uses and Gratification Theories

Regarding the Diffusion and Innovations Theory, is related to adopting and using new information, inventions, practices, attitudes and ideas. This can be applied to mass media in the case when people adopt and consume what is offered by

innovations, products, ideas and new trends which spread rapidly around the world (Kaminski, 2011).

With respect to the present study, the Diffusion and Innovation Theory is reflected in the way young people adopt to the new cell phones as an innovations created by media, commercials and other sources. By following new trends, young people unconsciously adopt media products, ideas and practices.

According to the Uses and Gratification Theory, individuals are actively engaged in selecting and making use of media for communication purposes in order to satisfy their needs. Uses and Gratification Theory was widely noticeable during the 1950's up to the 1960's. This approach was widely used to understand audience involved in mass communication. Back then, it was used to measure the short-term effects on people of their usage to mass media movements. Uses and Gratification Theory has to do with people's use of media for fulfilling different needs. That is, by the use of media sources people obtain, learn and use the information (Blumler, 1979).

Uses and Gratification Theory considers the audience as a passive victim who is greatly engaged in the adaptation and use of media. It is thought that differences in such orientations might comply with various other applicable issues related to communication such as people's social circumstances and roles, their personality dispositions and capacities, their actual patterns of mass media consumption, and ultimately, the process of effects itself (Blumler, 1979).

2.8 Research Studies in Mobile Phone Use by Young Generation

Several studies have been conducted regarding the subject of technology use, particularly mobile phones by teenagers, adolescents as well as young generation as a whole. Common issues, which are looked at in most of the research papers, relate mobile phone use to young people's social interaction, experiences in private, social, family and school settings, identity, behavior and communication on a daily basis. Dwyer (2010, p.8) puts forward that "Device mania is an important component of mainstream teen culture: what's the latest 'must have' cool phone, media player or gaming device?" It can be said that young generation tend to be attached to new communication technologies as it becomes a style of their communication trends and in a way encourages to follow the latest tendencies or fashion of being up-to-date in terms of new communication devices (Dwyer, 2010). Furthermore, the literature indicates that young people are standing at the highest rate among mobile phone users. Consequently, the whole generation of young people is shaped by the technology based interaction, exchange of information via digital media, mobile communication, electronically performed money transfers, behavior, identity and habit formation by mobile phone use. As a matter of fact, it is the young people who tend to be attached to and develop addiction to some extent in integrating mobile phones in their life as a whole (Walsh, White and Young, 2010; Westlund, 2010; Reid, Kauer, Dudgeon, Sanci, Shrier and Patton, 2009).

For example, Japanese teenagers have the opportunity to read, exchange, write their own stories and post them by accessing the Internet via mobile phone. The so called "cell phone novel" offering stories of different kind gained much of the attention of teenagers to glance in the literature which is usually ignored or left aside because

young people don't find it interesting. Cell phone novel idea has somehow attached young Japanese to read literature since it is done through their cell phones. This shows the extent to which teenagers are committed to the use of mobile phones in almost all aspects of their social and private life.

Similarly, young people's experiences of mood, stress and coping were investigated in a study which aimed to test the program called a *mobiletype*. Participants revealed high degree of engagement in the use of their mobile phones in relation to their experiences, feelings and actions (Reid, Kauer, Dudgeon, Sanci, Shrier and Patton, 2009).

Hoştut (2010) aims to find out the reasons behind the use of mobile phone by Turkish students. The results of a study revealed that the Turkish students have four motives of social and psychological kind in using mobile phones. These are relaxation, sociability and reassurance, status and fashion and innovation. That is, the Turkish students use mobile phones because it gives them a sense of comfort, to be connected with their friends and family, and to be in the same track with new trends.

Ishii (2006) aims to explore the impact of mobile communication on interpersonal relationship in daily life throughout Japan. The study was based on a comparison of landline phone, mobile phone, text messaging and PC e-mail with regard to social network and psychological factors. According to the results of the study, mobile media was used more by young, single people who tend to meet on a regular basis withing each others presence.

In another study, Shade (2007) discusses how mobile phone has become feminized through styles, designs and accessories to attract females. It was concluded that women have been considered to be the target users of mobile phones in North America.

Oksman & Turtiainen (2004) present a paper in which they analyzed the use and the context of mobile communication including other multimedia communication tools by Finish young generation. As it was found out, Finish youth consider mobile phones as an integral part in their life. Since a variety of things are done with the help mobile phones, young people regard mobile phones very important. Their social life, relationships, family, friends, self-actualization are all build around mobile phones. As a result, no surprise that mobile phone has become a central means of communication by Finish youth.

Wei (2006) discusses another issue regarding the relationship between the lifestyles of urban consumers and the adoption and use of pagers and mobile phones by Chinese people. The results showed that pagers and mobile phones are more than simply a mean of communication. It rather has a meaning beyond its use. That is, social status representation of a person is identified by the pager or a mobile phone.

Campbell (2007) looks at similarities and differences in terms of culture in identifying the perceptions of mobile phone use among college students from Hawaii, Japan, Sweden, Taiwan and the US. According to the results, there were some similarities and differences found among the participants. Campbell suggested that the findings of this study could be a good source for further research in the field.

There has not been any research based study conducted in the TRNC with respect to young people's attitudes towards mobile phone. This study is considered to be the first which investigates the use and attitudes of young people in the TRNC towards mobile phone.

In the TRNC, the first GSM company Telsim was established in 1995. Later in the 1990s, KKTCCell was established. Turkcell which is a Turkish GSM company was along with the KKTCCell working together as area office. As both companies operated on a competitive level, their services and activities have also grown bringing large amount of users.

Knowing the danger of mobile phone use, people do not protect themselves from consequences. Mobile phones are widely used by young people in the world as well as in Northern Cyprus. To know the importance of mobile phones among young generation, Kanal T Haber interviewed high school students in TRNC about the extent to which mobile phones are important in their lives. High school students' responses were quite unexpected. Majority of them ranked mobile phone as fifth or sixth in terms of being important in their lives. Surprisingly, family, friends and school were ranked as the first, second and third preference in terms of being important in their lives. Although the high students reported that their family, friends and schools came first; they continued to intensively use their mobile phones. In fact, mobile phones are used by young generation mainly for the purposes of being in contact with friends and family. Thus, it can be concluded that despite the fact that the high school students placed their mobile phones in the second line of the importance, mobile phones are still of great popularity of being used by young

generation in particular. As it has been mentioned earlier in the TRNC, no research has been observed in relation to the use of mobile phone by young people.

Chapter 3

METHODOLOGY

The present study is an empirical study based on quantitative methodology. This chapter explains the research design of the present study. Firstly, research methodology and design will be described. Secondly, population and sample selection of participants who participated in this study will be introduced. Thirdly, data collection instrument, validity and reliability of data collection instrument, and data analysis procedures will be explained.

3.1 Research Methodology and Design

The present study has been designed as a case study. Case study design means conducting the survey with one group of participants at once (Bouma & Aitkinson, 1995:110). In line with this, the questionnaire prepared was distributed to the high school students and university students in Famagusta in May 2011. The high school students attended different high schools in Famagusta region and were the ones who visited EMU during the promotion activity week. Prior to this, permission was taken from the Ministry of National Education, Youth and Sports Department of Secondary Education. For conducting the survey in EMU, permission was obtained from the Dean of Faculty of Media and Communication Studies.

3.2 Data Collection Instrument

An in-house questionnaire consisting of 39 questions which aim to answer the research questions have been prepared for the present study. The questions have been designed to obtain information about the extent to which the high school students and

university students who study in Famagusta used their mobile phones and their attitudes towards it. The first part of the questionnaire has been designed to obtain demographic information about the participants and general information about the use of mobile phone and its features. There are 26 questions in the first part of the questions in the questionnaire. The second part of the questionnaire comprises 13 questions designed according to 5 point Likert scale. The 13 statements aim to find out the students' attitudes towards the importance of the mobile phone for the participants; whether the students carry their mobile phones everywhere they go, in short, the extent to which they are attached to their mobile phones. For the 5-point Likert Scale question, scores were divided and attitudes were ascertained according to Balci (2004) suggestion. Table 3.1 represents the intervals recommended by Balci.

Table 3.1 5-point Likert Scale Intervals

Intervals	Corresponding Attitude
1-1.79	Strongly Agree
1.80-2.59	Agree
2.60- 3.39	Undecided
3.40- 4.19	Disagree
4.20- 5	Strongly disagree

3.3 Population and Sample of the Study

The population of this study comprises all high school students in the TRNC and registered students of the EMU for the academic year 2011. From these 150 students were selected from the high schools and 150 students were selected from the EMU. For the purpose of the present study, non-proportional sampling strategy was favored in order to be able to let two groups be equally represented in the sample. From the high school students, last year students of all TRNC high schools. For this,

permission was obtained from the Ministry of Education, Youth and Culture (Appendix 1). Among these 150 students were selected randomly. From the EMU students, 150 were selected randomly. Thus, non-proportional random sampling strategy has been used in the sample selection of the present study.

3.4 Validity and Reliability of Data Collection Instrument

Prior to administering the questionnaire to the whole sample a written consent from the Ministry of Education and Dean of faculty of Communication and Media Studies and verbal consent of participants were taken. In addition to this, the questionnaire was piloted with secondary school students in 2 different classes. The total number of students was 215. This ensures the content validity of the questionnaire. Lastly, questions were cross checked with supervisor of the researcher. When the data was collected, factor analysis was carried out. The questionnaire involved demographic questions followed by 5- point attitude scale statements.

A reliability test is run in order to test the reliability of this study. The alpha coefficient of reliability level for the questionnaire was 0.8544. This indicates that the questionnaire used as the research instrument is reliable. Indeed, Nunally (1967), suggests that a reliability coefficient above 0.5 would be sufficient for exploratory studies. Above 0.8 indicates the reliability of the questionnaire.

Table 3.4.1 Factor Analysis of the Students' Overall Attachment to Mobile Phones (Pilot)

	The Students' Overall Attachment to Mobile Phones (Pilot)
I never turn off my mobile phone	,814
I can't live without my phone	,803
I carry my phone wherever I go	,791
My mobile phone is important for me	,726
My mobile phone should be expensive	,671
My mobile phone is a part of my body	,666
Brand of my mobile phone is my prestige	,634
I get angry when someone does not carry mobile phone	,588
I feel incomplete and uncomfortable without my mobile phone	,586
I have to use the best brand of mobile phone	,533
My mobile phone has to be a good brand	,463
All my friend's numbers should be saved in my phone	,331
My mobile phone represents me	,249
Explained variance	39,34
Cumulative variance	39,34
Alpha	0,85

Most of the statements seeking to measure the attitudes of youth towards mobile phones have a good result. Cronbach alpha of attitudes of youth towards mobile phones is explained variance of WEMWBS is 39,34. Percentage of cumulative variance of attitudes of youth towards mobile phones is 39,34.

As it can be observed from the table above, in the pilot study most questionnaire items yield good results. Only, “my mobile phone has to be a good brand”, “all my friend’s numbers should be saved in my phone”, and “my mobile phone represents me”.

3.5 Data Analysis Procedures

Statistical Package for Social Sciences (SPSS) program was used to analyze the quantitative data collected from the questionnaire. Descriptive statistics were used to analyze the data and calculate frequencies of responses of the statements in the questionnaire. The findings of the present study are presented in Chapter 4.

Chapter 4

RESULTS

This chapter presents the findings of this study. Specifically, the results are presented according to the questions asked in the questionnaire and interpreted under a number of subcategories. Firstly, demographic information about the students' profiles in terms of their gender, nationality, age and marital status are presented. Then, the students' attitudes towards mobile phones and mobile phones use are given. Lastly, factor analysis of the questionnaire and Chi-Square results are given.

4.1 Analysis of Demographic Characteristics of the Participants

Demographic data obtained through the survey is presented in Table 4.1. As it can be seen in Table 4.1, out of 300 participants, 153 are female and 146 are male. The majority of participants were from TRNC, the frequency of which was 137 (45,7%). 110 participants were from Turkey (with a percentage of 36,7%). There were participants who possess double nationality (comprised of Turkish Republic and TRNC) with a percentage of 16%. The remaining 1,7 % included other nationalities such as Iran, Azerbaijan, Kazakhstan and Jordan. The participants' age range was between 15 up to 23 and above. Out of 300 participants, 62 were in the 15 to 16 age range with a percentage of 20,7%. The age range of 17 to 18 had the highest frequency which was 105 (35%). Participants aged between 19-20 were 13,3% with a frequency of 40 while participants who age was between 21-22 were 10,7%. The remaining 20,3% of participants were 23 and above with a frequency of 61. The participants' status was investigated according to university students, high school

students, vocational high school students, college students and others. Out of 300 participants, 105 were vocational high school students with a percentage of 35% . Sixty nine participants were high school students with a percentage of 23%. University students had a frequency of 113 (37,7%). Out of 300 participants, 7 were college students with a percentage of 2,3%. The remaining 2% went to schools.

Table 4.1 Demographic information about participants

Monthly income	Frequency (out of 300)	Percentage (out of 100%)
<u>Gender</u>		
Female	153	51,0%
Male	146	49%
<u>Nationality</u>		
Turkey	110	36,7%
TRNC	137	45,7%
Turkey TRNC	48	16%
Other	5	1,7%
<u>Age</u>		
15-16	62	20,7%
17-18	105	35%
19-20	40	13,3%
21-22	32	10,7%
23and above	61	20,3%
<u>Educational status</u>		
University students	113	37,7%
High school students	69	23%
Vocational school students	105	35%
College students	7	2,3%
Other schools	6	2%

4.2 General Information about Participants' Mobile Phone Use

Out of 300 students, 295 (98,3%) students possess mobile phones while 2 (0,7%) students have not yet got mobile phones. With a frequency of 105 (35%), of the students started using their mobile phones more than 5 years ago. 117 (39%) students started using their mobile phone 4 years ago. Three years ago, 18% of the students started using mobile phones. The frequency of this is 54. 4,7% of the students started using mobile phone 2 years ago. Out of 300 students, 10 (3,3%) students have just started using mobile phones this year.

4.2.1 Monthly Income of the Students' Parents

Table 4.2 illustrates the monthly income of students' parents. As it can be seen in Table 4.2, total number of students' responses is 293 meaning that 7 students did not provide response for this question. Out of 293 students, 24 (8%) responded that their father's monthly income was between 1001- 2000 TL while 84 (28%) students reported that their father earned between 2001-3000 TL per month. 17,3% of the students said that their father had an income of more than 4000 TL monthly whereas 73 students reported that their father earned between 3001- 4000 TL per month. Out of 293 students, 24 (8%) said that their father received less than 1000 TL in a month. With regard to the monthly income of students mothers, 57 (19%) students reported that their mother's monthly income was between 1001-2000TL. Out of 235 students, 57 (19%) said that their mother earned less than 1000TL per month. Seventy one students (23,7%) reported that their mother's monthly income was between 2001-3000TL. 5,7% of the students responded that their mother's monthly income was 3001-4000TL while 4% reported their mother earned more than 4000TL per month. The Table 4.2 indicates that fathers earn more than mothers.

Table 4.2 Monthly incomes of the students' parents

Monthly income	Father Frequency/Percentage		Mother Frequency/Percentage	
Less than 1000TL	24	8%	57	19%
1001-2000TL	84	28%	143	47,6%
2001-3000TL	67	22.4%	71	23,7%
3001-4000TL	73	24,3%	17	5,7%
More than 4000TL	52	17,3%	12	4%

4.2.2 Students' Mobile Phone Brands

As Table 4.3 illustrates, 48, 9% of the students have Nokia mobile phones. This means that 147 students prefer to have Nokia mobile phones. Sixty five (21,7%) students have Samsung mobile phones. iPhone is used by 21% of the students while Blackberry is used by 4,7% of the students. Only 3 (1%) students use Motorola mobile phone. The remaining 2,7% of the students use other brand of mobile phones. It could be concluded that Nokia is the most popular cell phone brand followed by Samsung and iPhone. This table is related to the price and the variety of functions of the cell phones.

Table 4.3 Students' preference toward mobile phone brands

Mobile phone brand	Frequency	Percentage
iPhone	63	21%
Blackberry	14	4,7%
Samsung	65	21,7%
Nokia	147	48, 9%
Motorola	3	1%
Other	8	2,7%

4.2.3 Students' Perceptions about Mobile Phones' Functions

The research participants were asked which functions their mobile phones had. Among the students messaging proved to be the most popular function followed by calling. Camera is the third popular function. Video, Voice calling, Radio, music and games follow video with the same value. The least popular one is the Internet which shows that their mobiles may not have the connection to the Internet.

4.2.4 Mobile Phone Functions that the Students Use Most

Table 4.4 illustrates the results of the question that gives information about the functions of mobile phone that the students use. As for the use of the functions of mobile phone by the students, 63% of the students responded using all of the functions of their mobile phones. Messaging function is used by 22% and calling is used by 20% of the students. Camera is used by 12% and music functions are used by 10%. The use of the Internet function is common in 10% of the students. Video (10%), games (10%), radio (3%) and voice recording (3%) functions rank sixths, sevenths, eights and ninths respectively among the students using these function of their mobile phones.

Table 4.4 Functions of mobile phones that the students use most

Mobile phone functions used by the students	Frequency	Percentage
Calling	60	20%
Messaging	75	22%
Camera	40	12%
Video	40	10%
Internet	40	10%
Voice recording	10	3%
Radio	15	3%
Games	20	10%
Music	30	10%
All of them	189	63%

4.2.5 Reasons for Having More Than One Phone

As Table 4.5 shows, the students have several reasons of having more than 1 mobile phone. The results show that 40% of the students have more than 1 mobile phone because they use more than one SIM card. On the other hand, for 15% functions of one mobile phone are not enough, therefore they hold supplementary mobile phone. 30% of the students purchase additional mobile phone for the reason that they use GSM offers to call for free. Lastly, 15% of the students reported having other reasons for having more than one mobile phone, which they didn't specify. However, the reasons in having more than one SIM card can be either due to personal reasons (giving certain number to family, friends) or can be based on the different campaign GSM operators hold (like free SHS).

Table 4.5 Reasons for having more than one phone

Why the students have more than 1 phone	Frequency	Percentage
Have more than 1 SIM card	200	40%
Features of 1 mobile phone is not enough	30	15%
Second phone is for campaign Calling	60	30%
Other	10	15%

4.2.6 Where Students Carry Their Mobile Phones

As it can be observed in Table 4.6 below, majority of the students carry their mobile phones in their pockets. The percentage of the students doing so is 62%. On the other hand, 18% of the students prefer to carry their mobile phones in the hands. 14% of the students keep their cell phones in the bag whereas 6% of the students keep their cell phones in the attached purse on their waist. The 18% that hold the mobile phone in their hands represents that what McLuhan (1964) mentions "the extension of man".

Table 4.6 Where the students carry their phone

Where the students carry their phone	Frequency	Percentage
In hands	54	18%
In the pocket	186	62%
In the bag	44	14%
In the purse attached on the bell	16	6%

4.2.7 Students keep their Mobile Phones Next to them in Bed When Sleeping

The results show, Table 4.7, that 69% of the students keep their cell phones next to them in bed while sleeping. However, 31% of the students reported not having habits of that kind. Keeping the cell phone next to them while sleeping indicates students close relation with their mobile phone.

Table 4.7 Students keep their phones next to them in bed when sleeping

Students keep their phones in bed when sleeping	Frequency	Percentage
Yes	201	69%
No	99	31%

4.2.8 Students' Use of Mobile Phones

As the results reveal, the students have several uses of mobile phones. As Table 4.8 shows, majority of the students (14%) make use of alarm function mostly. Alarm function is widely used by 63 students. On the whole, 41% of the students reported using all of the mentioned (in Table 4.9) functions of the mobile phones.

Table 4.8 The reasons why students use their phones

Students use their phone because of	Frequency	Percentage
e-mail	15	6%
twitter	10	3,3%
google earth	10	3,3%
find places	5	1,7%
voice messaging	19	6,3%
alarm	63	14%
clock	35	11,7%
all of them	125	41%
other	26	12,7%

4.2.9 Importance of Mobile Phones for the Students

As for the importance of mobile phone, Table 4.9 presents the following results. 66% of the students perceive mobile phone as very important while 1,3% didn't support this idea. On the other hand, 29,7% of the students agreed that mobile phone is very important for them.

Table 4.9 Mobile phone is very important for students

Mobile phone is very important for students	Frequency	Percentage
Strongly agree	198	66%
Agree	89	29,7%
Undecided	4	1,3%
Disagree	9	3%

4.2.10 Features of Mobile Phones used by the Students

There are a number of features related to mobile phone use by the students as shown in Table 4.10. Functions like Internet (74%), program or game download (55,7%), Facebook (56,3%), messenger download (15%), playing games (60%) are widely used by the students. In addition, 55% of the students follow media and advertisement via mobile phones. As the results show, 80% of the students reported feeling the absence of mobile phones. Moreover, 60% of the students are influenced as new models of mobile phones emerge.

Table 4.10 Features of mobile phones used by the students

What mobile phones are used for	Frequency Yes/no	Percentage Yes/no
Internet	222/78	74% /26%
Program or game download	167/133	55,7% /44,3%
Facebook download	169/-	56,3% /-
Twitter download	58/-	19,3% /-
Messenger download	45/-	15% /-
Other downloads	24/-	8% /-
Play games	202/98	60% /40%
Feel the absence of mobile	236/64	80% /20%
Follow media/advertisement	165/135	55%/45%
Affected by new mobile phone	185/115	60%/40%

4.2.11 Number of Hours the Students Spend on Playing Games

Table 4.11 shows numbers of hours the students spend on playing games. One hour or less is spent by 77,7%, two hours are spent by 16,3%, three hours are spent by 5% and 4 hours are spent by 1% of the students.

Table 4.11 Number of hours students spend on playing games on the phone

How many hours students spend on playing games on the phone	Frequency	Percentage
1 hour or less than 1 hour	233	77,7%
2 hours	49	16,3%
3 hours	15	5%
4 hours	3	1%

4.2.12 Duration of Years the Students Use Their Mobile Phones

According to the results in Table 4.12, the students use their phones for a few years. 42% of the students have been using their mobile phones for 2 years, 28% of the students have been using their mobile phones for less than a year. 14% of the students reported using mobile phones for 3 years while 16% of the students have been using mobile phones for more than 3 years.

Table 4.12 Duration of years the students use their phones

For how long the students can use their phone	Frequency	Percentage
Less than 1 year	84	28%
2 years	121	42%
3 years	47	14%
More than 3 years	48	16%

Table 4.12 indicates that almost 70% of the research participants change their cell phones in 2 years or less. This result may show their identification of themselves with cell phones rather than using them according to their functions.

4.2.13 The Reasons Why the Students Change their Mobile Phones

The results revealed that there are several reasons of changing mobile phones for the students. As Table 4.13 shows, 44% of the students mainly change their mobile phone because the existing one is no longer in service. However, 45,7% of the students change their mobile phones because of the newly emerged model. 5,3% of the students change their mobile phone as the old one gets lost.

Table 4.13 The reasons why the students change their mobile phones

Why the students change their mobile phones	Frequency	Percentage
Because it broke	133	44,3%
Because the new model is out	137	45,7%
Because it got lost	16	5,3%
Other	14	5%

4.2.14 Number of Mobile Phones the Students Possess

Apart from changing the existing mobile phones, the results in Table 4.14 showed that the students tend to have more than 1 mobile phone. Although 40,3% of the students have 2 mobile phones, 45,7% of the students reported having only 1 mobile phone. The remaining number of the students has 3 or more mobile phones.

Table 4.14 Number mobile phones the students possess

Number of phones	Frequency	Percentage
1	137	45,7%
2	121	40,3%
3	18	6%
More than 3	24	8%

4.3 Students' Attitudes towards Mobile Phone

The results of the second part of the survey give information about the extent to which the students are attached to their mobile phones. As shown in Table 4.15, 43% of the students never turn off their mobile phones. 14% of the students disagree with this statement. 12% of the students are undecided while 1,3% of the students strongly disagree.

Similarly, 57,7% of the students reported that they carry their cell phones with them everywhere they go. 12,3% of the students are undecided whereas 5% of the students disagree with this statement. The percentage of the students who agreed that they can't live without mobile phone is 33%. On the other hand, 23,3% of the students are neutral and 13,7% of the students disagree that they can't live without their mobile phone.

As the results show, for 21,3% of the students mobile phone is a part of their body. However, 18,3% of the students disagree with this statement. 26% of the students are undecided about considering mobile phone as a part of their body. 15% of the students strongly disagree that mobile phone is a part of their bodies.

36% of the students strongly agree that all of their friend's phone numbers should be saved in their mobile phone. 11,3% of them are undecided. However, 9,7% of the students disagreed and 4,7% of the students strongly disagreed with this statement.

Regarding the statement "I get angry when someone does not carry mobile phone", 18% of the students strongly agree, 22,3% of the students agree while 16,7% of the

students are undecided. On the other hand, 29% of the students disagree and 14% of the students strongly disagree with this statement.

The students reported having a feeling of incompleteness and discomfort when their mobile phone is away. The percentage of these students who strongly agree is 34,7% and the students who agree is 27%. On the other hand, 16,3% of the students are undecided with this statement. 15,3% of the students disagree and 6,7% of the students strongly disagree in having a feeling of incompleteness and discomfort when their mobile phone is away.

30,3% of the students disagree and 14,9% of the students strongly disagree with the statement saying that “mobile phone represents me”. Only 17% of the students strongly agree and 17,3% of the students agree in this subject. 23% of the students are undecided.

15,7% of the students strongly agree and 35,7% of the students agree that their mobile phone should be of a good brand. The percentage of the students who are undecided is 16%. However, 19,3% of the students disagree and 13,3% of the students strongly disagree with this statement.

On the contrary, 8,7 % of the students strongly agree and 22% agree that their mobile phone should be expensive. 23,3% of the students are undecided about this idea. However, 29% of the students disagree and 17% strongly disagree with the idea of having expensive mobile phone.

16,3% of the students strongly agree and 22,7% agree with the statement that “the brand of my mobile phone is my prestige” whereas 18% of the students are undecided. However, 24% of the students disagree and 19% strongly disagree with this statement. 10% of the students strongly agree and 23,3% agree they have to have the best brand of mobile phone”. 19,3% of the students are undecided. However, 24% of the students disagree and 23,3% strongly disagree.

Table 4.15 Students’ Overall Attachment to Mobile Phones

Statements	SA/	A/	U/	D/	SD/	M/	A
I never turn off my mobile phone	43%	29,7%	12%	14%	1,3%	2,0100	U
I carry my phone wherever I go	57,7%	24,7%	12,3%	5%	0,3%	1,6567	SA
I can’t live without my phone	33%	20,7%	23,3%	13,7%	9,3%	2,4567	A
My phone is a part of my body	21,3%	20,3%	26%	18,3%	14%	2,8333	U
All my friend’s numbers should be saved in my phone	36%	38,3%	11,3%	9,7%	4,7%	2,0867	A
I get angry when someone does not carry mobile phone	18%	22,3%	16,7%	29%	14%	2,9867	U
I feel incomplete when I don’t have mobile phone with me	34,7%	27%	16,3%	15,3%	6,7%	2,3233	A
My mobile phone represents me	17%	17,3%	23%	30,3%	12,3%	3,0367	U
My mobile phone should be of a good brand	15,7%	35,7%	16%	19,3%	13,3%	2,7900	U
My mobile phone should be expensive	8,7%	22%	23,3%	29%	17%	3,2367	U
The brand of my mobile phone is my prestige	16,3%	22,7%	18%	24%	19%	3,0667	U
I have to have the best brand of mobile phone	10%	23,3%	19,3%	24%	23,3%	3,2733	U
Mobile phone is very important for me	66%	9,7%	1,3%	3%	0%	1,4133	SA

SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree; M-mean; A-attitude

As Table 4.15 indicates, participants are mostly undecided about the statements. They merely strongly agree with the statements “mobile phone is very important for me” and “I carry my phone wherever I go”. What is more, they agree with statements “I can’t live without my phone”, “all my friend’s numbers should be saved in my phone”, and “I feel incomplete and uncomfortable when I don’t have mobile phone with me”.

4.4 Statistically Significant Differences

This section presents the chi-square test results of independent variables (section questions that seek to gather demographic information about their participants) with attitude scale questions with this respect to gender, nationality, age, educational status, for the present study chi-square test run in order to explore whether there is statistically significant difference at the $p \leq 0.05$ level.

4.4.1 Chi-square Results According to Age Variable

Table 4.16 Age and Attitudes of Students towards Mobile Phones that Show Significance

Age	Asymp. Sig. (2-sided)
Where mobile phone is carried usually	.000
Mobile phone is important for me	.000
I never turn off my mobile phone	.000
I carry my mobile phone everywhere	.023
I cannot live without mobile phone	.000
Mobile phone is a part of my body	.000
Numbers of all friends are saved in mobile phone	.000
I get angry to those who do not carry mobile phone	.002
I feel incomplete/uncomfortable without mobile	.000
Mobile phone represents me	.019
My mobile phone brand should be good	.000
My mobile phone should be expensive	.000
Mobile phone brand is my prestige	.000

With respect to age, questionnaire items 24, 27, 28, 29, 31, 32, 33, 35, 37, 38 and 39 indicate that there is a statistical difference with respect to $p < 0.05$.

4.4.2 Pearson Chi-Square Results According to Educational Status Variable that Show Significance

Table 4.17 Educational Status and Attitudes of Students towards Mobile Phones that Show Significance

Educational Status	Asymp.Sig.(2sided)
I have a mobile phone	.000
I started using a mobile phone	.000
Father's monthly income	.000
Mother's monthly income	.000
I use Internet via mobile phone	.018
I download program/game via mobile phone	.003
I play games via mobile phone	.015
Number of hours playing games via mobile phone	.000
Following media/advertisement via mobile phone	.000
How long the mobile phone is used	.001
Reasons of changing mobile phone	.000
Number of mobile phones used	.019
Where mobile phone is carried usually	.000
Mobile phone is next to me while sleeping	.009
I never turn off my mobile phone	.010
I carry my mobile phone everywhere	.002
I cannot live without mobile phone	.000
Mobile phone is a part of my body	.000
Numbers of all friends are saved in mobile phone	.000
I get angry to those who do not carry mobile phone	.000
Mobile phone represents me	.005
My mobile phone brand should be good	.000
My mobile phone should be expensive	.002
I have to use the newest brand of mobile phone	.000

With respect to education, questionnaire items 5, 6, 7, 8, 16, 18, 21, 24, 30, 31, 32, 33, 36 and 39 indicate statistically significant difference with respect to $p \leq 0.05$.

4.4.3 Pearson Chi-Square Results According to Gender Variable that Show Significance

Table 4.18 Pearson Chi-Square Results According to Gender Variable that Show Significance

Gender	Asymp.Sig. (2-sided)
I have a mobile phone	.000
Started using mobile phone	.000
Mobile phone brand	.013
Number of hours playing games via mobile phone	.029
Following media/advertisement via mobile phone	.050
Number of mobile phones	.010
Where mobile phone is carried usually	.000
Numbers of all friends are saved in mobile phone	.007
I get angry to those who do not carry mobile phone	.043
My mobile phone should be expensive	.005
Mobile phone brand is my prestige	.000

When compared with age questionnaire questions 5, 6, 9, 24, and indicate statistically significant difference with respect to $p \leq 0.05$.

4.4.4 Pearson Chi-Square Results According to Nationality Variable that Show Significance

Table 4.19 Pearson Chi-Square Results According To Nationality Variable that Show Significance

Nationality	Asymp. Sig. (2-sided)
Number of mobile phones	.036
Where mobile phone is carried usually	.000
Numbers of all friends are saved in mobile phone	.001
I get angry to those who do not carry mobile phone	.000
My mobile phone should be expensive	.001
Mobile phone brand is my prestige	.049
Father's monthly salary	.000
Started using mobile phone	.000
Mobile phone is important for me	.015
Mobile phone is next to me while sleeping	.029
I carry my mobile phone everywhere	.023
Mobile phone represents me	.016
My mobile phone should be a good brand	.002
I have to use the newest brand of mobile phone	.019

Questions 7, 6, 24 and 3 indicate a statistically significant difference $p \leq 0.05$ level when compared according to nationality variable.

4.4.5 Pearson Chi-Square Results for Monthly Salary of the Students' Father that Show Significance

Table 4.20 Pearson Chi-Square Results for Monthly Salary of the Students' Father that Show Significance

Variables	Asymp.Sig. (2-sided)
Mobile phone brand	.000
Number of mobile phones	.000
Expensive mobile phone	.000
Mobil phone brand is my prestige	.000
My mobile phone represent me	.000

Question item indicates a statistical difference with respect to go under just at the border (0.05). Item in the questions 35, 38, 37, 22, 9, 2, and 3 with a $P \leq 0.000$ yields statistically significant difference with respect to $p \leq 0.05$.

4.4.6 Pearson Chi-Square Results for Monthly Salary of the students' mother that Show Significance

Table 4.21 Pearson Chi-Square Results for Monthly Salary of the Students' Mother that Show Significance

Variables	Asymp.Sig. (2-sided)
Number of mobile phones	.000
Expensive mobile phone	.000
Mobile phone brand is my prestige	.001
My mobile phone represent me	.006

Question item indicates a statistical difference with respect to go under just at the border (0.05). Item in the questions 37, 22 and 9 with a sign level .000 yield a statistically significant difference with respect to $p \leq 0.05$.

4.4.7 Number of Hours per Day the Students Play Games in Their Mobile Phones That Show Significance

Table 4.22 Number of Hours per Day the Students Play Games in Their Mobile Phones that Show Significance

Variables	Asymp. Sig. (2-sided)
Number of mobile phone	.008
Carry mobile phone wherever I go	.000

Question item indicates a statistical difference with respect to go under just at the border (0.05). Item in the question 29 with a sign level .000 yield a statistically significant difference with respect to $p \leq 0.05$.

4.4.8 The Students Feel Incomplete Without Mobile Phones that Show Significance

Table 4.23 The Students Feel Incomplete Without Mobile Phones That Show Significance

Variables	Asymp. Sig. (2-sided)
New mobile phone brand affects me	.050
Number of mobile phones	.000
Mobile phone is next to me while sleeping	.000
Mobile phone is very important for me	.000
I never turn off my mobile phone	.008
Carry mobile phone wherever I go	.025
Cannot live without my mobile phone	.000
Mobile phone is a part of my body	.001
I get angry to those who don't carry a mobile phone	.000
I feel incomplete/uncomfortable without mobile phone	.000
Mobile phone represents me	.004

Question item indicates a statistical difference with respect to go under just at the border (0.05). Item in the questions 3, 22, 25, 27, 30, 33 and 34 with a sign level .000 yield s statistically significant differences with respect to $p \leq 0.05$.

Chapter 5

CONCLUSION

This chapter seeks to pull the strings of the study together. It presents a thorough summary of this study. The conclusions are drawn by re-visiting research questions and understanding them with the findings of the study. Lastly, suggestions for further research have been made.

5.1 Summary

McLuhan's (1964) prophecy that the current technology becomes the 'extension of man' has never been as obvious until the emergence of mobile phones. Indeed, mobile phones have become an indispensable part of human beings, particularly young people. Research in the area highlights the extensive use of the mobile phones. Dwyer (2010, p.8) puts forward that "Device mania is an important component of mainstream teen culture: what's the latest 'must have' cool phone, media player or gaming device?" It can be said that young generation tend to be attached to new communication technologies as it becomes a style of their communication trend and in a way encourages to follow the latest tendencies or fashion of being up-to-date in terms of new communication devices (Dwyer, 2010). Furthermore, the literature indicates that young people occupy the highest rate among mobile phone users. Consequently, the whole generation of young people is shaped by the technology based interaction, exchange of information via digital media, mobile communication, electronically performed money transfers, behavior, identity and habit formation by mobile phone use.

Project by Lenhart, Ling, Campbell and Purcell (2010) reports the current state of mobile phone ownership and use among American youth and their family today. The project was conducted by cooperation of the University of Michigan and the Pew Research Centre's Internet and American Life Project. Participants of the survey were 800 American teenagers whose age range was between 12 to 17 and one of their parents or a guardian. It was reported that mobile phones are used by teenagers for communication purposes in the family and outside the family with a growing widespread. Cell phone use by young teenagers aged 12 had a percentage of 58 in 2009, whereas 17 years old teenagers were 83%. In addition, texting became one of the most popular routines for teenagers in communication, interaction and keeping in touch with each other. Some teenagers reported having more than one phone for purposes like using one cell phone for texting, using another for calling or for using the Internet. Regarding the parents, they tend to have mobile phones for almost the same purposes as teenagers. As for the use and limits of the use of mobile phone, it depends on who covers the payment of the mobile phone use. However, that limit of the mobile phone use is no longer a barrier for teenagers. That is, the emergence of unlimited texting offers no longer limits the use of mobile phones and no longer restricts the use of mobile phones which used to cause economic difficulties in the family. This new texting offer has made texting among the teenagers increasingly popular and became a part of their communication and social life. As a result, teenagers' communication on a daily routine basis is mainly shaped by text messaging. They tend to text particularly to friends, (boyfriends or girlfriends). As teenagers reported, they text for the following reasons: to say hello or chat, to check or report where they are or someone is, to do school related things, to share or talk about personal issues, or to exchange information personally. Obviously, texting

seems to be on top of all types of communication like calling on the phone, communicating through social network sites, face-to-face communication, and e-mail or calling by landline. As it was found out, texting messages dominates because it does not require an instant reply, disconnected (not involving face-to-face contact). Apart from using cell phones for texting or calling, teenagers have their digital communication such as using social network sites like Facebook, MySpace. This is when smart phones take place. Smart phones offer more features when compared to ordinary phones. This means those who have smart phones use their mobile phones more than those who have ordinary phones. Regarding the attitudes towards mobile phones, parents and girls reported that they use mobile phones because they provide safety to stay connected with others, helps to reach each other when there is urgent need to contact, arrange or postpone things. However, some of them reported that they feel interrupted frequently by the mobile phones. In addition, mobile phones at school are not welcomed since students use them for cheating (Lenhart, Ling, Campbell and Purcell, 2010).

The present study has been designed as a case study of the young people in the TRNC. It is a case study and in the study quantitative methodology was used. Data was collected through a questionnaire and SPSS program was used in the analysis of data.

5.2 Conclusions Drawn from the Study

This section provides discussion of results according to each research question asked in this study.

Research Question 1: How much do the students use their cell phones?

Based on the obtained results in relation to how much the students use their all phones, the following responses were obtained. According to the participants' responses, 45,7% of the students possess only 1 mobile phone. 40,3% of the students use 2 mobile phones while only 6% of the students use 3 mobile phones. More than 3 phones are hold by 8% of the students. It can be suggested that the majority of the participants prefer to use 1 or 2 mobile phones respectively. On the other hand, 40% of the students reported having more than 1 SIM card which means that the majority of the students frequently use their other mobile phone. As GSM operators offer free SMS and calling campaigns, 30% of the students use their second mobile phone to have advantage of offered campaigns. Only 15% of the students reported using more than 1 mobile phone for the reason that features of 1 mobile phone is not enough for them. In this case, as the results indicate, 41% of the students use all the features of their mobile phones (e-mail, twitter, Google earth, alarm, clock, voice messaging, the internet, Facebook, program download, and Messenger). This justifies the students' use of more than 1 mobile phone. To support these findings, the Diffusion of Innovation and Uses and Gratifications Theories entail that people use technology for fulfilling their different needs. Participants of this study use mobile phones for different purposes such as to search on the Internet, set alarms, socializing through social networks (Facebook) and etc.

Research Question 2: Which functions of mobile phones are used by students?

As a result of the analysis of students' responses obtained through the survey, the functions of mobile phones which are used by the students were identified. As shown in Table 4.4, the frequency range of the mobile phone functions used by the students was 189 (63%) and 5 (3%). Majority of the students responded that they used all of

the mentioned functions of their mobile phones with a frequency of 189 (63%). In particular, messaging was the most dominant function of mobile phones used by the students. The percentage of the students who used mostly messaging function of mobile phones was 22% and the frequency was 75 out of 300 students. Respectively, as it was found in a study “Teens and Mobile Phones: Text messaging explodes as teens embrace it as the centerpiece of their communication strategies with friends“, the rate of texting has reached the top of any other form of communication among teenagers (Lenhart, Ling, Campbell and Purcell, 2010). Moreover, texting messages are believed to be dominating among young users of mobile phones (Hoşut 2010).

As it was expected, calling was the second dominant function of mobile phones among the students. Frequency of this function of mobile phones was found to be 60, which means that 20% of the students often use their mobile phones for calling. Correspondingly, calling function of mobile phones is considered to be a second favored frequency of basic interaction among. Although texting messages is much more popular among teenagers with friends, calling function still plays an essential role for them in a way that it makes it easy to connect and communicate with parents (Lenhart, Ling, Campbell and Purcell, 2010). These results comply with both Diffusion and Innovations and Uses and Gratification Theories mentioned in Chapter two.

Music (10%) and camera (12%) function of mobile phones are used by the students. This means that the students use camera and music function of mobile phones respectively. Next widely use function of mobile phones used by the students is video. The percentage of the students using video function of mobile phones was

10%. It can be suggested that teenagers' age is the main factor not only in mobile phone use but specifically in using video, camera and music functions as well. In a study by Hoştut (2010), it was found out that age factor mainly showed the extent to which mobile phones was used. Internet function had a frequency of 40, which means that 10% of the students used their mobile phone for Internet purposes.

Games (10%), radio (3%) and voice recording (3%) ranked eighth, ninth and tenth respectively. More specifically, the results show that 10% of the students use their mobile phones for playing games. 3% of the students use their mobile phones for listening to radio while 3% of the students record voices by using their mobile phones.

As can be observed from Table 4.4, majority of the students use all of the functions of their mobile phones whereas there are those who responded based on the specific functions frequently used among the students.

Apart from that, analysis revealed the brands of mobile phones that the students possessed. According to the results, majority of the students have Nokia mobile phone with a percentage of 48,9%. The second widely used mobile phone is Samsung among the students. This means that 21,7% of the students give preference to Samsung mobile phones. Similarly, in a study about mobile phone use among students in Turkey carried out by Hoştut (2010), Nokia and Samsung mobile phone brands were found to be the most dominant brands that the students use. Unexpectedly, only 21% of the students use iPhone and 4,7 % of the students use Blackberry smart phone. Motorola (1%) and other types of mobile phones (2,7%)

rank fifth and sixth respectively. Rational justification can be suggested for this. Since smart phone kinds of mobile phones have usually of higher price than any other ordinary phone, majority of the population is able to afford simple and convenient mobile phones like Nokia or Samsung. Although majority of the students reported that their father's (28%) and mother's (22,3%) monthly income was between 1001 and 2000 TL, it seems unlikely to afford smart phone brands for children who depend on their parents' income.

In addition to the mobile phone functions used by the students, the analyses reveal that there were other features of mobile phones that the students use. The results showed that 41% of the students reported using all of the given functions (e-mail, twitter, Google earth, finding places, voice messaging, alarm, and clock) of their mobile phones. However, some of the respondents provided specific answers to each used function of mobile phone separately. For example, 6% of the students used e-mail while 3, 3% of the students had access to Twitter via their phones. On the other hand, 3,3% of the students search on Google earth through their cell phones. In short, it seems likely to conclude that those having smart phones can easily connect to e-mail, any social network or Google. However, those who have less sophisticated model of mobile phone, they are limited to the functions and features of the ordinary phones.

As for the number of mobile phones the students have, shown in Table 4.5, the analysis revealed that 45,7% of the students possessed only 1 mobile phone whereas 40,3% of the students reported having 2 mobile phones. As it was expected, the students have more than 1 phone because they use more than 1 SIM cards (40%) and because features of 1 phone are not enough for them (15%). The percentage for the

students who use more than 3 mobile phones was 8% while 45,7% of the students reported having only 1 mobile phones. As it was likely to expect, the students had the second phone, the percentage of which was 30%, for offers provided by the GSM. It can be concluded that, due to the discounted packages offered to the students by the GSM, in Turkey and TRNC particularly, the students tend to have more than 1 mobile phone to take advantage of promotional free calls or texting around the world.

According to the results, the students frequently use they mobile phone to browse on the Internet (74%), Facebook (56, 3%), Twitter (19,3%), Messenger (15%), follow media and advertisement (55%). This can perhaps imply that mobile phones attract users by offering multiple functions such as accessing the Internet which in turn provides plenty of network pages. The students are no surprise attached to such network pages and the Internet as a whole to some extent. Apart from the Internet, 60% of the students use their mobile phones for playing games at least once in a day. 80% of the students reported feeling the absence of their mobile phones which shows their attachment and dependency to the mobile phone as a device for communication. As 60% of the students reported being influenced by emergence of new mobile brands and model, there is a possibility that apart from being attached, these students are likely to follow new trends and keep track of innovations of communicative technology devices. Based on the Diffusion of Innovations and Uses and Gratification Theories, people are actively engaged in selecting and using media sources mostly for communicative purposes. The results of this study show that mobile phones are used by young people mainly to fulfill their communicative needs

such as keeping in touch with friends and family interact through social network channels; use the Internet for searching and obtaining certain information.

Research Question 3: What is the significance of mobile phones for the students?

The results show that 66% of the students strongly agree to the statement saying that mobile phones are very important for them. 29,7% of the students agree that the mobile phone is very important for them. On the other hand, 3% of the students don't think that their mobile phones are very important for them while 1,3 % of the students stay neither positive nor negative with the statement saying that mobile phone is very important. The results show that majority of the students give importance to their communicative device as it provides vast amount of physical and psychological replacements. In other words, mobile phone fills the gap of emptiness in a way that it makes people stay connected with others, interact, share and have it beside as a tangible extension of their body (McLuhan, 1964). According to Diffusion of Innovations and Uses and Gratification Theories, as people adopt innovation created by media or technology, it spreads or diffuses around the world. Rapidly changing and interactive environment require people to be on the same track with innovations and technology in order to fulfill the needs and requirements of communicative kind. For this reason, the use of mobile phones has become an important part of people's lives.

Research Question 4: How are the students attached to the mobile phones?

The analysis of the second part of the survey gives information about the students' attachments to the mobile phones and the extent to which the students identify themselves with their mobile phones. The results revealed that 43% of the students never turn off their mobile phones and 57,7% of the students carry their mobile

phones everywhere they go. Furthermore, 33% of the students reported that they can't live without their mobile phones. In this case, it can be suggested that these young population is likely to be over-attached to their mobile phones.

21% of the students strongly agreed with the statement saying that mobile phone is a part of my body. It is likely to suggest that for these students mobile phones have become an integral part of their lives. This corresponds closely with McLuhan's concept of "the extensions of man", according to which people perceive a technological means of communication as a part or extension of their body. To be more precise, as McLuhan (1964) claims, mobile phones are perceived as a tool used by people to achieve particular tasks and routines of communicative kind. In this case, mobile phones turn into extension of the body for people, extending their body and mind however, as a result unconsciously having impact on their lives. On the other hand, 18% of the students did not support the idea of mobile phones being a part of their body. It can be said that this situation leaves hope that not everyone is recklessly attached to the mobile phone to the extent that it becomes a part or extension of the body.

As it was mentioned in literature section, young people use their mobile phones mainly for the purpose of communicating and keeping in touch with friends. The analysis of the statement "all my friend's numbers should be saved in my phone" justify that communication among young people dominates around friends. The percentage of the students who strongly supported this statement was 36%, similarly 38,3% of the students reported that having all friend's numbers in their phones is a priority. This may imply that mobile phones serve as a means of communication for

young people and consequently having all the contacts of friends gives comfort and in a way confidence that friends can be easily contacted at any time. However, only 9,7% of the students negatively responded to this statement.

18% of the students get angry when someone does not carry the mobile phone but 29% of the students disagree, meaning that this fact doesn't really bothers them. This can be justified by the point that it is a naturally occurring circumstance to feel anger when someone doesn't carry the mobile phone for the reason that mobile phone is the most convenient medium to contact or reach someone. However, when someone doesn't carry the mobile phone it makes it difficult to reach that person and the disturbing feeling of worrying comes along. Yet, majority of the students reported having no such anger when someone doesn't have the mobile phone beside.

As for the attachment of the students to their mobile phones, 34,7% of the students strongly agreed having a feeling of incompleteness and discomfort when they didn't have their mobile phones with them. 27% of the students also reported having the same feeling in the absence of their mobile phones. Regarding this situation it is possible to say that students build their lives around that particular medium of communication known as mobile phone since it gives easy access to multiple tasks of communicative kind. In addition, it provides some kind of an entertainment and fun which everyone needs sometimes. Due to the fact that many people find pleasure from talking on the phone with close people which reduces stress, eases pain, gives happiness and helps the time to pass faster in a situation when you have to wait. In particular, young people dedicated these times to play games or just surf in the phone mainly when they want to be distracted from real life. As Table 4.11 illustrates, 77,7% of the students spend around 1 hour playing games via mobile phones. The

results also show that 16,3% of the students spend 2 hours and 5% of the students spend 3 hours in a day playing games in their mobile phones.

Considering McLuhan's idea of "extensions of man", the analysis of the results shows that the students seem to be physically attached to their mobile phones as well. Table 4.7 illustrates that 69% of the students keep their mobile phones in the bed while sleeping. However, 31% of the students don't have the habit of having their mobile phone with them in the bed while sleeping. Furthermore, 18% of the students normally carry their mobile phones in their hands while 62% of them keep their phones in the pocket. Only 14% of the students carry their mobile phones in the bag. This implies that the students are physically committed to the communicative device- the mobile phone.

It can be suggested that these factors are the main reasons for the disturbing feeling of discomfort and incompleteness of the students in the absence of their mobile phones. As Hoştut (2010) used (adopted from the uses and gratification literature) in her conducted study, there are motivations for using mobile phones among students. These motivations vary from "relaxation", sociability and reassurance", "status and fashion", and "innovation". In the case of the present study, "relaxation" and "sociability and reassurance" may well be the factors for the students' attachment to mobile phones. As it was mentioned in the Research Question 3, mobile phones use has gained a great role in world where technology and media prevail. Similarly, the Diffusion of Innovations and Uses and Gratification Theories support these findings in a way that people are greatly exposed to mass media as they consume products, ideas, and services created by media and technology.

Research Question 5: To what extent do the students identify themselves with their mobile phones?

The analysis of the survey related to the fourth research question give information about the extent to which the students identify themselves with their mobile phones. As shown in Table 4.15, 17% of the students reported that their mobile phone represents them. In addition, 17,3% of the students agreed to this statement as well. However, 30,3% of the students don't share this idea that is, their mobile phones don't represent them. In relation to having a good brand of a mobile phone, 15,7% of the students strongly agreed and 35,7% of the students agreed with this statement. On the other hand, 19,3% of the students didn't support the idea of having a good brand of mobile phone. This may imply that the population of this study doesn't seem to be concerned with the brand of their mobile phone. It seems to be expected that they are more concerned about the idea of having a mobile phone with them which shows the extent of the attachment to mobile phones.

Similarly, the students didn't seem to show any preference to price of the mobile phone they have. The results show that majority of the students disagree with the idea of having expensive mobile phone. That is, 29% of the students disagreed and 17% of the students strongly disagreed in this case. However, only 8,7% of the students give priority to having expensive mobile phones and 22% of the students prefers to have expensive mobile phones. In a similar vein, 24% of the students disagree and 19% of the students strongly disagree in the thought that the brand of mobile phone is their prestige. On the other hand, 16,3% of the students claim that the brand of their mobile phone shapes their status with 22,7% of the students also supporting this idea. In this situation, for those who value expensive mobile phones and those who recognize themselves with the brand of their mobile phone, it can be

suggested that the factor of “status and fashion” can be possibly addressed here. These students value the price and the brand of their mobile phones for the reason that they want to be on the same track with fashion to look fashionable and have a unique status among others.

As for the analysis of the last statement, the students showed relatively similar range of responses. The results show that the students do not give much importance to having the best brand of the mobile phone, where 23,4% of the students strongly disagree and 24% of the students disagree respectively. On the contrary, 10% of the students reported that they have to have the best brand of mobile phone similarly, 23,3% of the students responded positively to this idea. As it was expected, the analysis above already showed that having a good brand of mobile phone is not the priority for the students. Likewise, having the best brand of mobile phone was not expected to be important for the students.

On the whole, it can be concluded that the population of this study tend to be likely of a user type who is concerned more with the comfort and security that a mobile phone can possibly offer. As the analysis of the results revealed, the students seem to be relatively attached to their mobile phones as the absence of it brings discomfort and incompleteness. This finding, again, justifies the Diffusion of Innovations and Uses and Gratifications Theories. It shows that technology is used and accepted by people and also new technology diffuses well.

Research Question 6: What are their attitudes towards using mobile phones?

According to the obtained results, 66% of the students consider using mobile phone as important. This can be justified by the responses of 43% students who never turn off their mobile phones and 57,7% of the students who carry their mobile phone

everywhere they go. Moreover, 36% of the students have their entire friend's numbers saved in their mobile phones because they want to be connected to friends all the time. 34,7% of the students feel incomplete without their mobile phone. This indicates a close relation of the students to their mobile phones.

In conclusion, this study aimed to explore issues regarding the importance given to mobile phones by young people, mobile phone functions used by young people, and the extent of the students' attachment to mobile phones.

As a result, based on the results of the questionnaire, it was found out that majority of the students actively use mobile phones and all functions of their mobile phones with a percentage of 63% (189). This situation shows that the attachment of mobile phones by young generation is truly growing nowadays.

5.3 Implications and Suggestions for Further Research

This study placed emphasis on high school students studying in TRNC and students studying at EMU. Furthermore, distribution of the questionnaire was limited to these students only. Even though the results cannot be applied to all contexts in general, it is probable that several theoretical implications may well be found from the results of this study.

It may possibly be suggested that the scope of inquiry could be expanded by taking into account different age range of the students, involving parents and perhaps teachers in order to better enlarge validity of the data. Moreover, gender concept could be considered in the analysis. That is, the results could be compared and analyzed according to gender of the students.

REFERENCES

- Anderson, W. Eickelman, F. (1999). Media Convergence and Its Consequences. *Middle East Insight*. Retrieved 12/10/2011 from:
[http://www.udel.edu/globalagenda/globalmedia/readings/mideastinsight/MEInsight3%20\(Media%20revolution\).pdf](http://www.udel.edu/globalagenda/globalmedia/readings/mideastinsight/MEInsight3%20(Media%20revolution).pdf)
- Blackman, C. R. (1998). Convergence between telecommunications and other media. How should regulation adapt? *Telecommunications Policy*, Vol. 22, No. 3, pp. 163.
- Blumler, J. G. (1979). The Role of Theory in Uses and Gratification Studies. *Communication Research*. Sage Publications. Vol. 6, No. 1, pp.9-36.
- Bouma, G. D and Atkinson, G. B. J. (1995). *A Handbook of Social Science Research*. Oxford University Press. New York.
- Bohlin, E. (2000): Convergence in Communications and Beyond: An Introduction in E. Bohlin, K. Brodin, A. Lundgren & B. Thorngren (Eds.): *Convergence in Communications and Beyond*, North Holland, Amsterdam.
- Brennan, B., and Schafer, L. (2010). *Branded!: How Retailers Engage Consumers with Social Media and Mobility*. Hoboken, N. J.: Wiley.
- Campbell, S. W. (2007). A Cross-Cultural Comparison of Perceptions and Uses of Mobile Telephony. *New Media Society*. Vol. 9, pp. 343-363.

Caronia, L., and Caron, A. (2004). Constructing a Specific Culture: Young People`s Use of the Mobile Phone as a Social Performance. *Convergence.Vol.10*, pp.28-61.

Communication is Reshaping Social Cohesion. *Information, Communication & Society. Vol, 12. No. 1. Pp. 152-153*. Review. Retrieved 16/11/2011 from: <http://www.tandfonline.com/doi/abs/10.1080/13691180802543329>

Cooke. P. and Porter. J. (2011). Media Convergence and Co-evolution at Multiple Levels. *City, Culture and Society*. pp. 101-119.

Collin R. B. (1998). Convergence between Telecommunications and Other Media: How Should Regulation Adapt? *Telecommunications Policy. Vol. 22, No. 3, pp. 163-170* Retrieved 23/11/2011 from: <http://www.sciencedirect.com/science/article/pii/S0308596198000032>

Crowley, D. & Heyer, P. (1991). *Communication in History: Technology, Culture and Society*. New York: Longman.

Dwyer, T. (2010). *Media Convergence*. McGraw-Hill Education, England. Retrieved 20/11/2011 from: http://www.google.com.tr/books?hl=tr&lr=&id=rbovMF7_Ft8C&oi=fnd&pg=PP2&dq=media+convergence&ots=MmGpLROHK6&sig=B41aQ3iirf0aWBF1DVrTu3C3JMk&redir_esc=y#v=onepage&q=media%20convergence&f=false

Farley, T. Privateline.com Telephone History Series. Retrieved 25/11/2011 from: http://www.telephonetribute.com/pdf/telephone_history_series_rev1.pdf

Federman, M. (2004). *What is the Meaning of the Medium is the Message?* Retrieved 09/10/2011 from:

<http://individual.utoronto.ca/markfederman/MeaningTheMessage.pdf>

Garcia-Montes, Caballero-Munoz and Perez-Alvarez, (2006). Changes in the Self Resulting from the Use of Mobile Phones. *Media, Culture and Society*. Vol. 28, pp. 67-82.

Goggin, G. (2009). Adapting the Mobile Phone: The iPhone and Its Consumption.

Journal of Media & Cultural Studies. Vol. 23, No. 2, pp. 231-244. Retrieved

14/10/2011 from:

<http://www.tandfonline.com/doi/abs/10.1080/10304310802710546>

Green, L. (2001). *Communication, Technology and Society*. Sage Publications Ltd.

Australia. Retrieved 26/11/2011 from:

http://www.google.com.tr/books?hl=tr&lr=&id=w14W1WjtWQIC&oi=fnd&pg=PR10&dq=communication+technology+and+society&ots=prx5mHTzwr&sig=H5JO-uFaucaALmtVwaLC-cv5T_4&redir_esc=y#v=onepage&q=communication%20technology%20and%20society&f=false

Hemment, D. (2005). The Mobile Effect. *Convergence*, Vol. 11, pp. 32-39. Sage Publications.

Henderson, S., Taylor, R., and Thomson, R. (2002). In Touch: Young People,

Communication and Technologies. *Information, Communication and Society*.

Vol. 5, pp. 494-512. Routledge.

- Hoştut, S. (2010). Uses and Gratifications of Mobile Phone Use among Students in Turkey. *Global Media Journal: Mediterranean Edition 5. Vol. 1, No. 2, pp.10-17.*
- Ishii, K. (2006). Implications of Mobility: The Uses of Personal Communication Media in Everyday Life. *Journal of Communication. Vol. 56, pp. 346-365.*
- Janes, A. (2007). Convergence. *Elsevier Science Direct Information Security Technical Report 12.*, Perth. Retrieved 25/11/2011 from:
http://pdn.sciencedirect.com/science?_ob=MiamiImageURL&_cid=271961&_user=1390413&_pii=S136341270700009X&_check=y&_origin=article&_zone=relatedPdfPopup&_coverDate=2007-12-31&piiSuggestedFrom=S0308596198000032&wchp=dGLzVlt-zSkzV&md5=b78696d89430f858e9f5315ff180819d/1-s2.0-S136341270700009X-main.pdf
- Jenkins, H. (2004). The Cultural Logic of Media Convergence. *International Journal of Cultural Studies. Vol. 7, No. 1, pp. 33-43.*
- Jenkins, H. (2001). Convergence? I Diverge. *Technology Review*. Retrieved 12/10/2011 from: http://www.phase1.nccr-ade.org/images/stories/jenkins_convergence_optional.pdf
- Kaminski, J. (2011). Diffusion of Innovation Theory Canadian Journal of Nursing Informatics. *Theory in Nursing Informatics Column. Vol. 6, No. 2.*

- Kristoffersen, S. and F. Ljungberg. (1999) Making Place to Make IT Work: Empirical Explorations of HCI for Mobile CSCW. In GROUP'99: Proceedings of the international ACM SIGGROUP conference on supporting group work. New York: ACM Press.
- Lenhart, A., Ling, R., Campbel, S., and Purcell, K. (2010). Teens and Mobile Phones: Text Messaging Explodes as Teens Embrace it as the Centerpiece of their Communication Strategies with Friends. Pew Internet & American Life Project. *Communication Studies*. Washington. Retrieved 21/11/2011 from: <http://pewinternet.org/Reports/2010/Teens-and-Mobile-Phones.aspx>
- Ling, R. & Donner, J. (2009). *Mobile Communication*. UK: Polity Press.
- Ling, R., and Sundsoy, P. R. (2009). The iPhone and Mobile Access to the Internet. Ore-conference Workshop at the International Communication Association (ICA). Chicago, Illions. Retrieved 13/10/2011 from: http://www.lirneasia.net/wp-content/uploads/2009/05/final-paper_ling_et_al.pdf Matthew S. Vorell. (2009).
- McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. New York: McGraw Hill.
- Nilsson, A., Nulden, U., and Olsson, D. (2001). Mobile Media: The Convergence of Media Mobile Communications. *Convergence The Journal of Research into New Media Technologies*. Vol. 7, No. 1, pp. 34-38. Retrieved 10/10/2011 from: <http://www.viktoria.se/nulden/Publ/PDF/Convergence.pdf>

Nilsson, A., Nulden, U., and Olsson, D. Mobility and Media Convergence. *The Mobile Informatics Group, Victoria Institute*. Goteborg, Sweden. Retrieved 11/10/2011 from: *www.viktoria.se/nulden/.../MobMedia.pdf*

Nunnally, J. C. (1967). *Psychometric Theory*. New York: McGraw Hill.

Oksman, V., and Turtiainen, J. (2004). Mobile communication as a social stage: Meanings of mobile communication in everyday life among teenagers in finland. *New Media & Society*. Vol. 6, No. 3, pp. 319-339.

Reid, S. C, Kauer, S.D, Dudgeon, P, Sanci, L. A, Shrier, L. A, Patton, G. C.(2009). A mobile phone program to track young people's experiences of mood, stress and coping. Development and testing of the mobile type program. *Social Psychiatry*. Vol. 44, No. 6, pp. 501-507.

Shade, L. R. (2007). Feminizing the Mobile: Gender Scripting of Mobiles in North America. *Continuum*, Vol. 21, No. 2, pp. 179-189.

Toffler, A. (1991). *Powershift: Knowledge, Wealth, and Violence at the Edge of the 21st Century*. New York : Bantam Books.

Tutt, D. (2005). Mobile Performance of a Teenager: A Study of Situated Mobile Phone Activity in the Living Room. *Convergence*, Vol. 11, pp. 58-75. Sage Publications.

Vincent, J. (2006). Emotional Attachment and Mobile Phones. *Knowledge, Technology and Policy Journal*. Vol. 19, No. 1, pp. 39-44.

- Walsh, S. P., White, K. M. and Young, R. McD. (2010) Needing to connect : The effect of self and others on young people's involvement with their mobile phones. *Australian Journal of Psychology*, Vol. 62, No. 4. pp. 194-203.
- Wei, R. (2006). Lifestyle and New Media: Adoption and Use of Wireless Communication Technologies in China. *New Media Society*, Vol. 8, pp. 991.
- Internet sources: (<http://privateline.com/TelephoneHistory/History1.htm>)
- Westlund, O. (2010). New(s) Functions for the Mobile. *New Media & Society*, Vol. 12, No. 1, pp. 91-108.
- Wilska, T., and Pedrozo, S. (2007). New Technology and Young People's Consumer Identities. *Sage Journals*. Vol. 15, No. 4, pp. 343-368.

APPENDICES

Appendix A: A Questionnaire of Turkish vesion

Hazırlamış olduğum anket yüksek lisans tez çalışmamda kullanılacaktır. İçerdiği sanılar Cep telefonunun öğrenciler üzerindeki etkisel rolleri ile ilişkili sorular sormaktadır. (Lütfen tüm soruları samimiyetle yanıtlayınız).

1. Cinsiyetiniz? a-) Kadın b-) Erkek
2. Uyuğunuz? a-) TC b-) KKTC c-) Her İkiside d-) Diğer (Lütfen belirtiniz)....
3. Yaşınız? a-) 15-16 b-) 17-18 c-) 19-20 d-) 21-22 e-) 23 ve üstü
4. a-) Üniversite Öğrencisiyim b-) Lise Öğrencisiyim c-) Meslek lisesi öğrencisiyim
d-) Kolej öğrencisiyim e-) Diğer (Lütfen belirtiniz).....
5. Cep telefonum vardır. a-) Evet b-) Hayır
6. Cep telefonu kullanmaya başladım. a-) Bu yıl b-) 2 yıl önce b-) 3 yıl önce
c-) 4 yıl önce d-) 5 yıldan daha fazla
7. Babanız aylık geliri nedir? a-) 1000TL'den az b-) 1001-2000TL c-) 2001-3000TL
d-) 3001-4000TL e-) 4000TL'den daha fazla
8. Annenizin aylık geliri nedir? a-) 1000TL'den az b-) 1001-2000TL c-) 2001-3000TL
d-) 3001-4000TL e-) 4000TL'den daha fazla
9. Cep telefonunuzun markası nedir? a-) I-phone b-) Blackberry c-) Samsung
d-) Nokia e-) Motorola f-) Diğerleri (Lütfen Belirtiniz).....
10. Telefonunuzda olan özellikler nelerdir? (Birden fazla şık işaretleyebilirsiniz.)
a-) (Telefon) arama b-) Mesaj c-) Camera d-) Video e-) İnternet f-) Ses kayıt
g-) Radyo h-) Oyun i-) Müzik j-) Hepsi k-) Diğerleri.....
11. Cep telefonunuzda olan özelliklerden hangilerini kullanıyorsunuz?
a-) Arama b-) Mesaj c-) Camera d-) Video e-) İnternet f-) Ses kayıt
g-) Radyo h-) Oyun i-) Müzik j-) Hepsi k-) Diğerleri.....

12. Cep telefonunuzdan internete giriyor musunuz? a-) Evet b-) Hayır
13. Cep telefonunuzdan program veya oyun indiriyor musunuz? a-) Evet b-) Hayır
14. Cep telefonunuza hangi programları indirdiniz?
- a-) Facebook b-) Skype c-) Twitter d-) Messenger
- e-) Diğerleri (Lütfen Belirtiniz)
15. Cep telefonunuz ile oyun oynuyor musunuz? a-) Evet b-) Hayır
16. Cep telefonunuz ile oyun oynuyor iseniz günde kaç saat oynuyor sunuz?
- a-) 1 veya daha az b-) 2 saat c-) 3 saat d-) 4 saat e-) 4 saatden daha fazla
17. Cep Telefonunuz yanınızda olmadığı zaman bir eksiklik hissediyor musunuz?
18. Medya/Reklamlarda yeni cep telefonlarını takip ediyor musunuz? a-) Evet b-) Hayır
19. Yeni model cep telefonlarından etkileniyor musunuz? a-) Evet b-) Hayır
20. Bir cep telefonunu ne kadar süre kullanabiliyorsunuz?
- a-) 1 yıldan daha az b-) 2 yıl c-) 3 yıl d-) 3 yıldan daha fazla e-) Diğer
- (Lütfen belirtiniz).....
21. Cep telefonunuzu neden değiştiriyorsunuz_?
- a-) Bozulduğu için b-) Yeni modeli çıktığı için c-) Kaybettiğin için
- d-) Diğer (Lütfen belirtiniz).....
22. Kaç adet cep telefonuna sahibsiniz?
- a-) 1 adet b-) 2 adet c-) 3 adet d-) 3'den daha fazla
23. Birden daha fazla cep telefonunu kullanma nedeniniz nedi
- a-) Birden fazla sim karta sahip olmam b-) Birinin özelliklerinin bana yeterli gelmemesi c-)Diğer operatörün kampanyaları için d-) Diğer (Lütfen belirtiniz).....
24. Cep telefonun genellikle nerede taşırısın
- a-) Elimde b-) Cebimde c-) Çantamda d-) Belimde

25. Gece uyurken cep telefonum yatađımın yanındadır. a-) Evet b-) Hayır

26. Cep telefonumu řu özellikler için kullanırım

a)-e-mail b-) facebook c-) twitter d-) google earth e-) yer/yön bulma

f-) Takvim h-) Alarm i-) Saat j-) Hepsi k-) Diđer (Lütfen Belirtiniz).....

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
27)-Cep telefonum benim için önemlidir.					
28)-Cep telefonum hiç kapanmaz.					
29)-Cep telefonumu nereye gitsem oraya götürürüm.					
30)-Cep telefonum olmadan yaşayamam.					
31)-Cep telefonum vücudumun bir parçasıdır.					
32)-Tüm arkadaşlarımla numaraları telefonumda kayıtlı olmalıdır.					
33)-Cep telefonunu yanında taşımayanlara kızarım.					
34)-Cep telefonum yanımda olmadığında kendimi eksik ve rahatsız hissederim.					
35)-Cep telefonum benim temsil eder.					
36)-Cep telefonum iyi bir marka olmalıdır.					
37)-Cep telefonum pahalı olmalıdır.					
38)-Cep telefonumun markası benim prestijimdir.					
39)-En yeni model cep telefonunu kullanmalıyım.					

Appendix B: B Questionnaire of English version

This questionnaire is prepared to be used in this Master Thesis. The questions are about effective role and relations to mobile phone.

(Please respond to all questions honestly)

1. Gender: a-) Female b-) Male
2. Nationality: a-)TR b-)TRNC c-) Both d-) Other (please specify)
3. Age: a-) 15-16 b-) 17-18 c-) 19-20 d-) 21-22 e-) 23 and above
4. a-) University student b-) high school student c-) vocational high school
d-) college e-) other
5. I have a mobile phone a-) Yes b-) No
6. I started using a mobile phone
a-) this year b-) 2 years ago c-) 3 years ago d-) 4 years ago e-) more than 5 years
7. What is the salary of your father?
a-) less than 1000 b-) 1001-2000 c-) 2001-3000 d-) 3001-4000 e-) more than 4000
8. What is the salary of your mother?
a-) less than 1000 b-) 1001-2000 c-) 2001-3000 d-) 3001-4000 e-) more than 4000
9. What is the brand of your mobile phone?
a-) iPhone b-) Blackberry c-) Samsung d-) Nokia e-) Motorola
f-) other (please specify)
10. What are the functions of your mobile phone (select more than 1)?
a-) calling b-) messaging c-) camera d-) video e-) Internet f-) voice recording
g-) radio h-) games i-) music j-) all of them

11. Which functions of mobile phone do you use?

a-) calling b-) messaging c-) camera d-) video e-) Internet f-) voice recording
g-) radio h-) games i-) music j-) all of them

12. I use the Internet via my mobile phone a-) Yes b-) No

13. Do you download program or game in your mobile phone?

a-) Yes b-) No

14. Which programs did you download your mobile phone?

a-) Facebook b-) Skype c-) Twitter d-) Messenger e-) other (please specify)

15. Do you play games in your mobile phone? a-) Yes b-) No

16. How many hours per day do you play games in your mobile phone?

a-) 1 hour or less b-) 2 hours c-) 3 hours d-) 4 hours e-) more than 4 hours

17. Do you have a feeling of incompleteness without a mobile phone?

a-) Yes b-) No

18. Do you follow new mobile phone brands in media/advertisement?

a-) Yes b-) No

19. Do you get influenced by a new brand of the mobile phone? a-) Yes b-) No

20. For how long you can use a mobile phone?

a-) for more than 1 years b-) 2 years c-) 3 years d-) for more than 3 years e-) other
(please specify)

21. Why do you change your mobile phone?

a-) because it broke b-) because the new brand is out c-) because I lost mine
d-) other (please specify)

22. How many mobile phones do you possess?

a-) 1 b-) 2 c-) 3 d-) more than 3

23. What is the reason of having more than 1 mobile phone?

a-) I have more than 1 SIM card b-) functions of 1 mobile phone are not enough

c-) offers provided by the GSM e-) other (please specify)

24. Where do you usually carry your mobile phone?

a-) in the hands b-) in the pocket c-) in the bag d-) in the purse on the waste

25. My phone is next to me in bed when I am sleeping a-) Yes b-) No

26. I use mobile phone for these functions

a-) e-mail b-) Facebook c-) Twitter d-) Google earth f-) Finding places

g-) calendar h-) alarm i-) clock j-) all of them k-) other (please specify)

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
27)- Mobile phone is very important for me					
28)- I never turn off my mobile phone					
29)- I carry my phone wherever I go					
30)- I can't live without my phone					
31)- My phone is a part of my body					
32)- All my friend's numbers should be saved in my phone					
33)- I get angry when someone does not carry mobile phone					
34)- I feel incomplete and uncomfortable when I don't have my mobile phone with me.					
35)- My mobile phone represents me					
36)- My mobile phone should be of a good brand					
37)- My mobile phone should be of a good brand					
38)- The brand of my mobile phone is my prestige					
39)- I have to have the best brand of mobile phone					

Letter of Consent

17.Mart .2011

Sayın Mert Yusuf Özlük

İletişim Fakültesi Yüksek Lisans Öğrencisi

Doğu Akdeniz Üniversitesi

Gazimağusa

İlgili yazınızda, müdürlüğümüze bağlı Dr. Fazıl Küçük Endüstri Meslek Lisesi, Gazimağusa Meslek Lisesi, Gazimağusa Ticaret Lisesi ve Atatürk Meslek Lisesi'nde Öğrenim gören 12. Sınıf öğrencilerine yönelik **‘Cep Telefonu Kullanımı’** konulu anket uygulama istemiyle izin talebinde bulundunuz.

Talebinizle ilgili olarak Talim ve Terbiye Dairesi Müdürlüğü'nce yapılan incelemede, anketi uygulamanız uygun görülmüştür.

Metin Gültekin

Müdür

Dağıtım:

Dr Fazıl Küçük Endüstri Meslek Lisesi

Gazimağusa Meslek Lisesi Müdürlüğü

Gazimağusa Ticaret Lisesi Müdürlüğü

Atatürk Meslek Lisesi Müdürlüğü