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ANALYZING THE MOBILE PHONES USAGE AMONG UNIVERSITY STUDENTS: FROM THE USES AND GRATIFICATIONS THEORY PERSPECTIVE

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Abstract

This study demonstrates the uses and Gratification analysis of mobile communication among university students and highlights how university students gratify their various needs through mobile usage. The data was collected from n= 254 university-level students in Twin-cities using a purposive sampling technique. Results indicated that mobile phone plays a significant role as a learning tool to gratify various needs facilitating virtual communication and quick access to multiple learning resources. Furthermore, the study indicates that students use mobile communication to research and interact with their peers and teachers. Most of the respondents also use mobile phones to access social networking sites. Finally, this study concluded that mobile phones play an important role in learning as they enhance the learning-teaching process at the university level. After the COVID-19 pandemic, the mobile phone became the main information medium. University Students are highly dependent on their mobile phones as they are not using mobile phones just for entertainment but mainly used it for educational purposes. The researchers have also discussed the study limitations and made recommendations for future studies.

Keywords

Usage, gratification, Social Networking Sites, Higher education students, mobile phone, communication and learning tool



1. Introduction

Smartphones make easy our busy lives because now we easily send a message or email to achieve the same goal as we would communicate face-to-face. The cell phone makes life easier as it has many capabilities, and an individual does simple clicks and swipes all the time. After that, it has come with new capabilities and features and is now a must item in the hands of people. Smartphones have different apps that allow emailing, accessing other websites, and making connections easy on various social media platforms (MACRO, 2004). Mobile usage is rapidly increasing worldwide; according to the latest data, about 5.27 billion people have smartphones. In the past 12 months, the total number of mobile phone users has grown by 97 million. Currently, mobile users are growing 1.9 percent per year. Now people upgrade them with smartphones due to advancements in technology. Now people upgrade them with smartphones due to technological advancements (D. S. Gupta, 2020). The latest figures from Ericsson show that the number of smartphones exceeds 6 billion worldwide today; its annual growth rate is 7 percent, and approximately 1 million smartphones are coming daily. Particularly, Pakistan had 173.2 million mobile users in January 2021. It increases by 6.9 million (+4.2%) between January 2020-21. The number of Mobile users is equal to 77.7% of the whole population (Saleem & Bakhsh, 2017). According to (P. Gupta & Nafis, 2019a), a Mobile phone is the main form of digital connection among Pakistani people,

with 89 million subscribers at the end of 2019. Mobile internet connectivity, affordability, the readiness of individuals, infrastructure, and content rank low in Pakistan compared to its neighbors. By 2021, mobile broadband connections will access about a third of the total population. Thus, Digital mobile phones have become an essential part of life worldwide. Mobile Phones experience comprehensive growth to become a part of life. The COVID-19 pandemic brings more consumers of smartphones worldwide. Similarly, the majority of students actively use mobile phones for different purposes. It has been observed that both male and female university students use mobile phones to gratify their needs. Young adults and teenagers use mobile phones more than others and depend heavily on their cell phones. They rely on their mobile phones to communicate (Menon, 2022). As (Musa *et al.*, 2016) stated, the mobile phone has intrusive power in our lives that allow us to see the communication process that is difficult to discern. The growing trend of mobile users removes communication barriers and has a powerful impact on youth. After the COVID-19 pandemic, the usage of mobile phones is increasing among university students, especially for study purposes. Cell phone has provided students with their communication channel, and they are using them for different purposes and gratifying their needs. Thus, the importance and usage of mobile communication have been recognized globally, influencing people. Many pieces of research were done at the school and

college levels to analyze the usage of mobile communication among students, but few works were done at the university level (Ahmed & Zia, 2022). Thus, this study investigates the usage of mobile communication by university students of Islamabad and Rawalpindi, focusing on their mobile usage to fulfil certain needs. The current study examines the usage of mobile communication among university students. The study will provide important insights regarding the applicability of the Uses and Gratification theory to mobile phone usage for different purposes, including communication, learning, and others. Besides, this research will highlight the literature witnessing mobile phone usage among students from different parts of the world to provide strong empirical support to the study's aims and findings.

2. Literature Review

2.1. Smartphone Usage in General

Similarly, Smartphones have become a mandatory part of people's lives. (Pew Research Centre, 2019). They have many benefits; research suggests that some forms of smartphone usage are linked with negative well-being and health outcomes (Vaidya *et al.*, 2016). In their research study, Darko-Adjei, (2019) found that 65% of young people reported spending long hours on their smartphones, and 54% reported that they used their smartphones when busy with other work, which led them to problems. Many smartphone users expressed their feelings about their users as excessive, disruptive and out of control. Individuals depend on smartphones

because of convenience, social needs, and influence. People are attached to this device and use it to access any information they need. Many research studies proven a strong relationship between social needs and smartphone dependence (Wu & Siu, 2020).

2.2. Mobile Phones for Usage Learning Purposes Among University Students

Since the innovation of new technology and advancements, it is a familiar ritual among youngsters worldwide to make themselves busy surfing on social media platforms. (E.g., Facebook, Instagram, YouTube). In fact, within the last 20 years, an unpredictable increase in the use of these platforms has been recorded. From 2006-16, an almost bi-fold increase has been observed in social media usage among teenagers (García-Santillán & Espinosa-Ramos, 2021). According to the Fook *et al.*, (2021), Social media users reached 4.55 billion in October 2021, equal to 57.6 percent of the world population. More than two-thirds of the world population has mobile phone smartphones that were more than three-quarters of all mobile sets. According to Thant & Edmonton, (2011), the emergence of social media has been seen in this century, and its penetration has been seen among its users, who use it for multiple activities like sharing personal issues with their friends and family, maintaining communication, used for advertisement broadcasting political groups or religious and disseminating news. Substantial innovation in new media and massive media platforms eliminated the need for physical meet-ups to

maintain relationships with others. Online “proximity” has taken its place due to the busy lifestyles of individuals. Virtual communities were developed with the help of social media as it has established new connections. People use it to gain information, provide emotional support, and become part of online campaigns. Apart from making influential online groups, social media, the internet and mobile phone also bridged geographical hurdles and made online communities with social structures and features (Akanlisikum Akanferi *et al.*, 2014). A study by Habes *et al.*, (2020) also indicated mobile phone usage among Jordanian students for educational purposes. Besides, these students also use to e-pay their educational expenditures that, further magnify the use of mobile phones to gratify certain needs among the students. With the advancement of technology, now internet connection is easily accessible to people. Educational materials, such as books, video tutorials, presentations, and online educational games are easily accessible through mobile phones (Fischer-Grote *et al.*, 2019). The mobile phone increased communication and enabled people to participate in educational topics. The mobile phone made learning (m-learning) easy as learners learn everywhere, even during travel, in tea shops, or canteen. Students received educational material through their mobile when desired (Saleem & Bakhsh, 2017). Mobile Education has many benefits, so universities have begun to opt for learning and implemented online-based content which can be easily

accessed through portable devices by students. Mobile learning solves hurdles found in e-learning. If mobile learning is compared to e-learning, it is more accessible to students as many students do not have their computers and the internet, but most students have their mobile phones (Gadekar, 2017). A recent example of mobile learning acceptance and students actively adopting mobile to gratify their educational needs can be cited from the studies witnessing the relevant phenomenon during the Covid-19 pandemic (Favale *et al.*, 2020; Hamdan *et al.*, 2020; Abbasi *et al.*, 2020). These studies witnessed students actively adopting mobile phones, logging in to the educational portals provided by their institutions, and resuming their learning activities in the best possible manner (Habes *et al.*, 2021). A study by Pasha *et al.*, (2021) also indicated the students’ active adoption of mobile technology to further pursue their education through learning management systems. Results revealed that the students use learning management systems (LMS) and technology, including Virtual Reality, to enjoy learning in a virtual environment through their remote devices.

3. Uses and Gratification Theory

The uses and gratifications theory provides theoretical support to current research. The popular proposition of the relevant theoretical background proposes that the audience is an active factor in selecting a certain media and content to gratify their needs. These needs can be physical or mental, depending on the audience

(Florenthal, 2015). The propositions of UOG fit well when examining the factors that motivate young users' certain media, content, and device collection as today, these needs are not limited to traditional media content selection (Choi *et al.*, 2016). Similarly, in the current study, students are taken as the audience who have different motives, such as Cognitive, Affective, Personal, Social and Tension-release needs. By keeping in view, the student of the certain need can have, the adoption of mobile phone usage, patterns, and purposes can further help to generalize UOG's primary proposition to mobile device adoption and usage (Ahmed & Zia, 2022). Notably, today, university students stay active on social networking sites through their mobile phones, and they use them for study purposes and fulfilling others' needs. After the COVID pandemic, usage of mobile phones has increased globally, but university students switch to their mobile phones, especially for study purposes, e.g., to take online classes (Pasha *et al.*, 2021). The relevant arguments help to conclude that mobile communication is not limited to only entertainment or social networking-related usage but can be used positively to gratify information and learning needs as students are using it positively. Besides, communicating with peers, friends, instructors, and administration is inevitable. Gaining information, sharing with others, and enhancing their critical thinking abilities are well-associated with their mobile phone usage (Darko-Adjei, 2019).

4. Methodology

Quantitative Research design is used to analyze the uses and gratification of mobile communication among university students. This approach was suitable for analyzing the uses and gratification of mobile communication among university students (Stevens *et al.*, 2002). Further, the respondents were asked about their mobile usage and the gratifications that they got from its usage. In this study, the usage of mobile phones is the independent variable, and the gratification students get from users is the dependent variable. The researchers applied the survey method used for data collection from a selected sample, as also suggested (McDonough, 2017). Notably, the researchers used a structured questionnaire was used to collect data. The questionnaire comprises 17 items covering all variables or items from the research objectives, questions, and hypotheses. The questionnaire is divided into two sections. The first section contains an introduction about the study, the university's name, gender, and age. The second section has 17 items (1-17) that cover all study variables. A 5-point Semantic scale is used in this study to record the respondents' responses.

4.1. Study Sample

Students studying in the universities of Islamabad and Rawalpindi, Pakistan, at BS to PhD level, were the population of this study. Further, the researchers used a multistage sampling technique to withdraw the sample. Firstly, the sample was taken from public and private universities in Pakistan. There are currently 83 private and 131 government universities in Pakistan. However,

the researchers selected institutions from Islamabad and Rawalpindi (twin cities) (Etikan, 2016). The selection of universities was made through purposive sampling, referred to as judgmental sampling, whose core purpose is to produce a sample that would represent the population. A sample of four universities is drawn from 4 universities of Islamabad and Rawalpindi, (Allama Iqbal Open University, NUML, International Islamic University, and Arid Agricultural University). A random sample was drawn; one out of four universities was private, and the remaining were public sector universities (Navarro-Rivera & Kosmin, 2013). The data was collected from 280 university students. There are 70 students from each university. All the BS to PhD level students of selected universities were targeted to get authentic results.

4.2. Reliability and Validity of Study Instrument

The reliability and validity of the study instrument (data gathering, too) is an important part of quantitative research. By determining both, the generalizability of results and their accuracy is affirmed. Regarding reliability, the researchers determined face validity. In this regard, the data-gathering instrument was presented to one senior researcher and two subject experts in the relevant field. The selected individuals affirmed the face validity of the instrument after recommending some primary corrections in the survey questionnaire, which the researchers carefully made. Additionally, the instrument's reliability was determined by conducting the intercoder reliability analysis. Overall, the Cronbach Alpha value of 0.801 of all the constructs confirmed that the study instrument is reliable and results would be generalizable.

5. Analysis and Study Results

5.1. Demographics of Respondents

Table 1: Demographics of the University Students

Variable	Scale	N	%
Gender	Female	120	47.2%
	Male	134	52.8%
Age	18-22	75	29.6%
	23-27	89	35.2%
	28-32	51	20.2%
	33-37	22	8.7%
	38 years or above	16	6.3%
Education	Bachelors	94	37 %
	Masters	59	23.3 %
	MPhil	43	16.9%
	PhD	58	22.8 %
Institution	AIOU	56	22.0%
	Arid AU	68	21.9%
	IIUI	67	26.3%
	NUML	63	24.8% %

5.2. *Frequency of Mobile Usage, Mobile phone (per day), and Education and Frequency of Mobile usage*

The above mention figure (1) shows the frequency of mobile usage. It shows how many hours' university student uses their mobile phone for different purposes. The first category is less than 2-4 hours, and its ratio is 65 (25.7 %). Other students responded that they use their mobile for 5-8 hours, and its frequency is 110 (43.5 %). Some use mobile for 9-12 hours, and its frequency is 53 (20.9 %). The fourth category is 13-16 hours, and its frequency is 20 (7.9 %). The last category above receives the least response; its frequency is 5 (2.0 %), less than the others. Above mention, data indicated that most students use their mobile for 5-8 hours, and its ratio is higher than in other categories. Out of 254 students, 253 responded to this variable. Regarding the second question, 13 students from AIOU responded that they use mobile for less than 2-4 hours, 29 responded that they use it for

5-8 hours, 11 use it for 9-12 hours, 2 use it for 13-16 hours, and 1 use it for more than 16 hours per day. 19 students from Arid Agriculture responded that they use mobile for less than 2-4 hours, 31 responded that they use it for 5-8 hours, 11 use it for 9-12 hours, 5 use it for 13-16 hours, and 2 use it for more than 16 hours per day. 14 students from IIUI responded that they use mobile for less than 2-4 hours, 30 responded that they use it for 5-8 hours, 13 use it for 9-12 hours, 9 use it for 13-16 hours, and 1 use it for more than 16 hours per day. 19 students from NUML responded that they use mobile for less than 2-4 hours, 20 responded that they use it for 5-8 hours, 18 use it for 9-12 hours, 4 use it for 13-16 hours, and 1 use it for more than 16 hours per day. The above data indicated that most university students use their mobile phones for 5-8 hours daily. The 'Above' category shows that some students use mobile phones for more than 16 hours daily. They are heavy users of mobile phones. Out of 254 students, n= 235 responded to this variable.

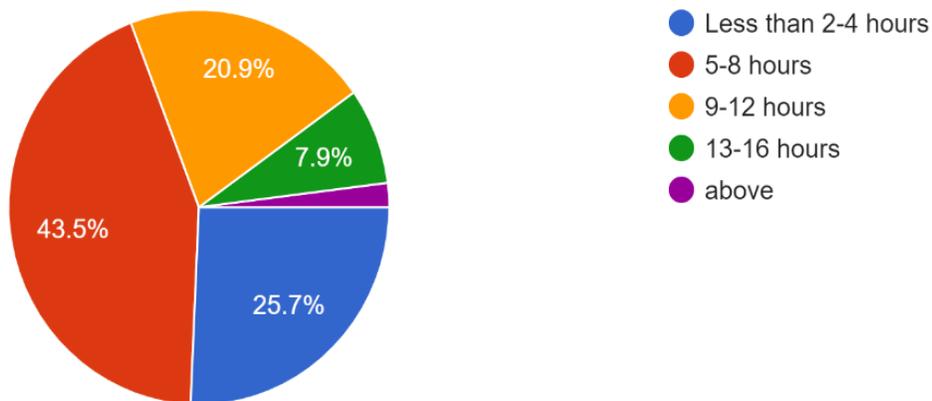


Figure 1: Summary of students' respondents concerning mobile usage, mobile phone (per day), and education and frequency of mobile usage

Similarly, 110 students out of 253 responded that they use mobile for 5-8 hours per day. 65 students responded they use their mobile for less than 2-4 hours, 53 students responded they use their mobile phones for 9-12 hours, 20 students use them for 13-16 hours, and 5 students responded they use them more than 13-16 hours per day. In this variable, students were asked what gratifications they sought through their mobile phones, and different categories were given; among them, they chose different categories to gratify their needs. The result of this variable shows that 116 (45.8%) students responded that they use their mobile for Entertainment, 94 (37.2%) students use their mobile for Education, 134 (53%) use it for Information, 103 (40.7%) uses for social connection, 6 (2.4%) uses for Escapism, 22 (8.7%) uses it for Fashion, 32 (12.6%) uses a mobile phone in their Leisure time. Out of 254, 253 students responded to this question.

5.3. Gratification through mobile usage, Difference in mobile communication usage, and political awareness

Different categories of mobile communication are mentioned, and frequency is given for which purpose or category students use mobile communication. Above mention data indicated that AIOU students mostly use mobile communication for information and Escapism purposes, Arid university students mostly use mobile communication for Escapism and Education, IIUI students use mobile in their Leisure time, and for Fashion, lastly, NUML

students use mobile communication for Entertainment, Escapism, social connection and information purposes. Above mention data indicated that from AIOU, 16% (4% female and 12% male) students responded that they use mobile phones for Education purposes and 14% (2% female and 12% males) for Entertainment. 25% (25% female and 0% males) for Escapism, 21% (14% female and 7% male) for Fashion, 29% (16% female and 13% male) for Information, 17% (10% female and 7% male) for Leisure time and 24% (6% female and 18% male) for social connection. Further, Arid Agriculture university students responded that 40% (20% female and 20% male) use mobile phones for Education, 28% (19% female and 9% male) for Entertainment, and 50% (50% female and 0% male) for Escapism. 29% (29% female and 0% males) for Fashion, 26% (9% female and 17% male) for Information, 28% (28% female and 0% male) for Leisure time and 19% (9% female and 10% male) for social connection. IIUI university students responded that 20% (16% female and 4% male) use mobile phones for Education, 26% (10% female, 16% male) for Entertainment, 0% for Escapism, 36% (21% female and 15% male) for Fashion, 20% (6% female 14% male) for Information, 38% (28% female and 10% male) for Leisure time and 32% (8% female and 24% male) for social connection. NUML university students responded that 24% (12% female and 12% male) use mobile phones for Education purposes, 32% (16% female and 16% male) for Entertainment, 25% (25% female and 0% male)

for Escapism, 14% (14% female and 0% male) for Fashion, 25% (10% female and 15% male) for Information, 17% (10% female and 7% male) for

Leisure time and 25% (10% female and 15% male) for social connection.

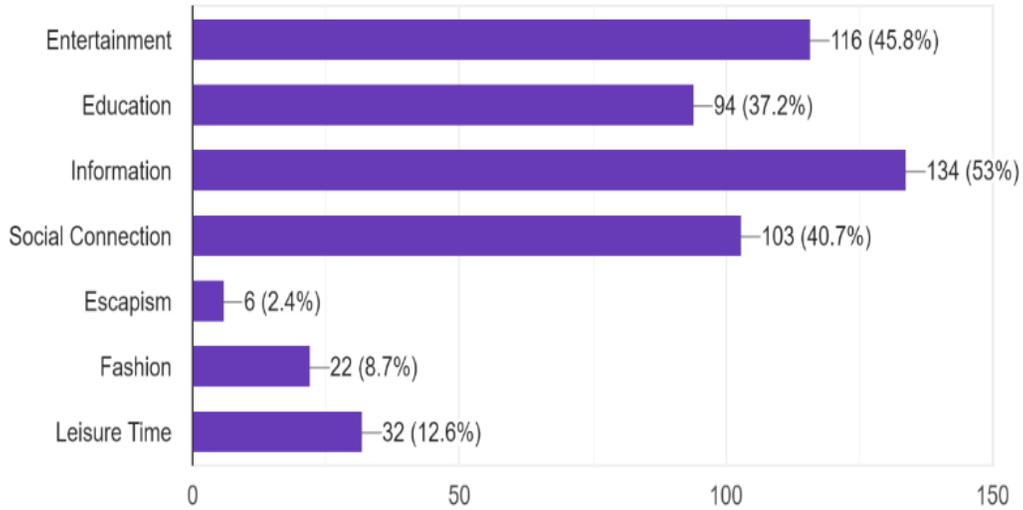


Figure 2(a): Summary of students’ respondents concerning gratification through mobile usage, difference in mobile communication usage, and political awareness

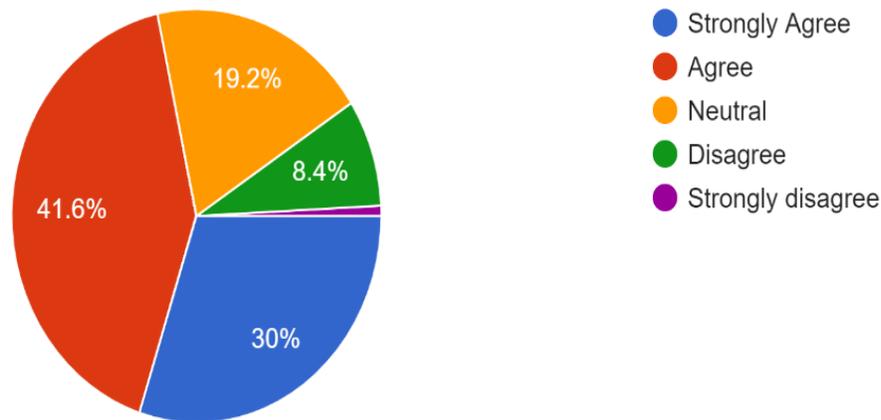


Figure 2(b): Summary of students’ respondents concerning gratification through mobile usage, difference in mobile communication usage, and political awareness

Moreover, data indicated that out of 56 total students, 21 (8 females and 13 males) AIOU students agree that they use mobile communication for getting political awareness, 7 disagree (4 females and 3 males), 17 (8 females

and 9 males) remain neutral, 10 (2 females and 8 males) are strongly agree, and 1 strongly disagrees. Out of 67 total students, 34 (16 females and 18 males) from Arid university students are agree that they use mobile communication for

political awareness, 5 (3 females and 2 males) disagree, 21 (17 females and 4 males) remain neutral, 7 (2 females and 5 males) are strongly agreed.

5.4. Status symbol, getting appreciation, and relief from academic stress

Data indicated that 75 (30%) students strongly agree that they use mobile phones for status symbols.104 (41.6 %) students agreed,48 (19.2 %) stayed neutral, 21 (8.4%) students disagreed, and 2 (0.8%) students strongly disagreed. Of 254,

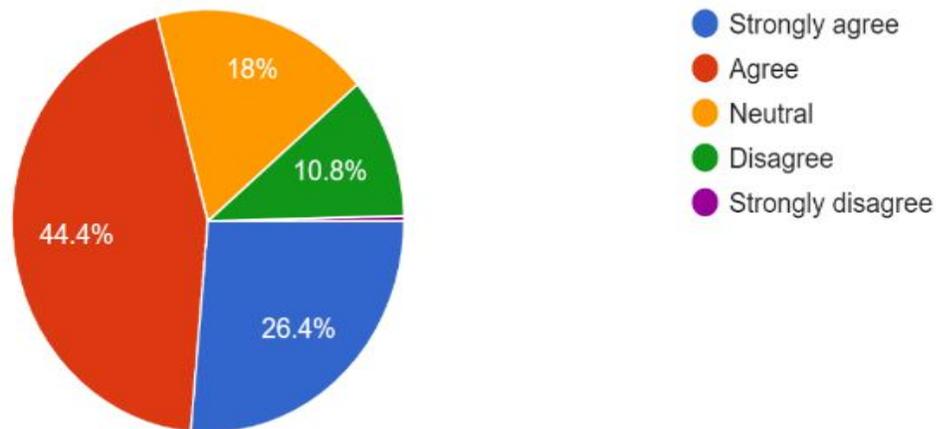


Figure 3: Summary of Students’ Respondents Concerning Status symbol, getting appreciation, and relief from academic stress

Overall, most university students agree that they believe people appreciate them for having an expensive mobile phone. Data also revealed that 39 (15.6%) students strongly agree that they use mobile communication to relieve their academic stress.128 (51.2%) students responded that they agreed, 51 (20.4%) stayed neutral,29 (11.6%) disagreed, and 3 (1.2%) strongly disagreed. Of 254, 250 students responded to this variable and 4 skipped this. The overall majority of students agreed that they use mobile communication to get relief from academic stress.

250 responded to this variable, and 4 students skipped this. Overall, most university students agree that they use a mobile phone as status symbols. Data also showed that 77 (30.8%) students strongly agree that they have an expensive mobile phone just for the appreciation they get from other people.94 (37.6 %) students agreed,36 (14.4 %) stayed neutral, 35 (14%) students disagreed, and 8 (3.2%) students strongly disagreed. Of 254, 250 responded to this variable, and 4 students skipped this.

5.5. Mobile Phone as a convenient mode of communication, Improving Relationship, and Mobile usage in Academics

Out of 254 students, 251 responded to this variable, and 3 students skipped this variable. The majority of students agree that mobile phone is helping them to improve their relationship with friends as they easily communicate through mobile phones anytime, anyplace. Finally, the result indicated that 90 (35.9%) students strongly agree that mobile phone is helpful in their academics and sharing of knowledge with

others. 143 (57%) students agree, 14 (5.6%) students stay neutral, 3 (1.2%) students disagree, and 1 (0.4%) student is strongly disagreeing. Of 254 students, 251 responded to this variable, and 3 students skipped this variable. The majority of students agree that mobile phone is helpful in their academics and in sharing knowledge with others.

5.6. Feeling of Safety, Taking help from Teachers, and Mobile Phones Usage in Social Gatherings

The result further indicated that 58 (23.3%) students responded that they strongly agree that mobile communication or usage of a mobile phone helps take help from teachers, 146 (58.6%) students agree, 34 (13.7%) students stay neutral, 10 (4%) students disagree, and 1 (0.4%) student strongly disagree. Of 254 students, 249 responded to this variable, and 5 students skipped this. Most students agree that mobile usage helps take help from teachers. Additionally, data indicated that 121 (48.2%) students responded that they strongly agree that they do not talk with each other in social gatherings as they are busy with their mobile phones, 92 (36.7%) students agree, 21 (8.4%) stay neutral, 16 (6.4%) disagrees, and 1 (0.4%) strongly disagrees. Of 254, 251 students responded to this variable, and 3 students skipped this. The overall majority of students agree that they do not communicate with each other in social gatherings because they prefer to spend time with their mobile phones.

5.7. Increasing Gaps between Real-life Relations, Difficult to concentrate on Studies, and Mobile Usage for social media

Data indicated that 116 (46.4%) students responded that they strongly agree that mobile usage is increasing gaps in real-life relations, 88 (35.2%) agree, 22 (8.8%) stay neutral, 19 (7.6%) disagree and 5 (2%) strongly disagree. Of 254, 250 students responded to this variable, and 4 skipped it. The overall majority of students agree that their usage of mobile phones is increasing gaps in their real-life relationships. Further, results indicated that 87 (34.7%) students strongly agree that using mobile phones makes it difficult to concentrate on their studies. 106 (42.2%) students agree, 34 (13.5%) stay neutral, 19 (7.6%) students disagree, and 5 (2%) strongly disagree. Out of 254, 251 responded to this variable and 3 skipped it. Most students agree that mobile phone usage makes it difficult to concentrate on their studies. Finally, 70 (27.9%) students strongly agree that they use their mobile phones for social media. 139 (55.4%) students agree, 31 (12.4%) stay neutral, 9 (3.6%) students disagree, and 2 (0.8%) strongly disagree. Out of 254, 251 responded to this variable and 3 skipped it. Most students agree that they use their mobile phones for social media. Most students agree that mobile phone usage makes it difficult to concentrate on their studies.

5.8. Factor Analysis

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.684
Bartlett's Test of Sphericity	Approx. Chi-Square	457.017
	<i>df</i>	78
	Sig.	.000

The researchers documented the factor analysis to check the variability among the observed and correlated variables in the study. More specifically, the Factor analysis in this research examines the major motives behind mobile phone usage among the respondents (Kline, 1994). As summarized in Table 2, the obtained value of Kaiser-Meyer-Olkin Measure of Sampling Adequacy is .684, which is greater than the threshold value of .60. At the same time, the p-

value regarding Bartlett's Test of Sphericity remained $p > .000$ that is statistically significant. Talking about the rotated component matrix (See Figure 4), results revealed that Personal Needs remained one of the major motives behind mobile phone usage. Cognitive Needs remained the second strongest motive, while Tension-release needs remained the weakest motive behind mobile phone usage among the respondents.

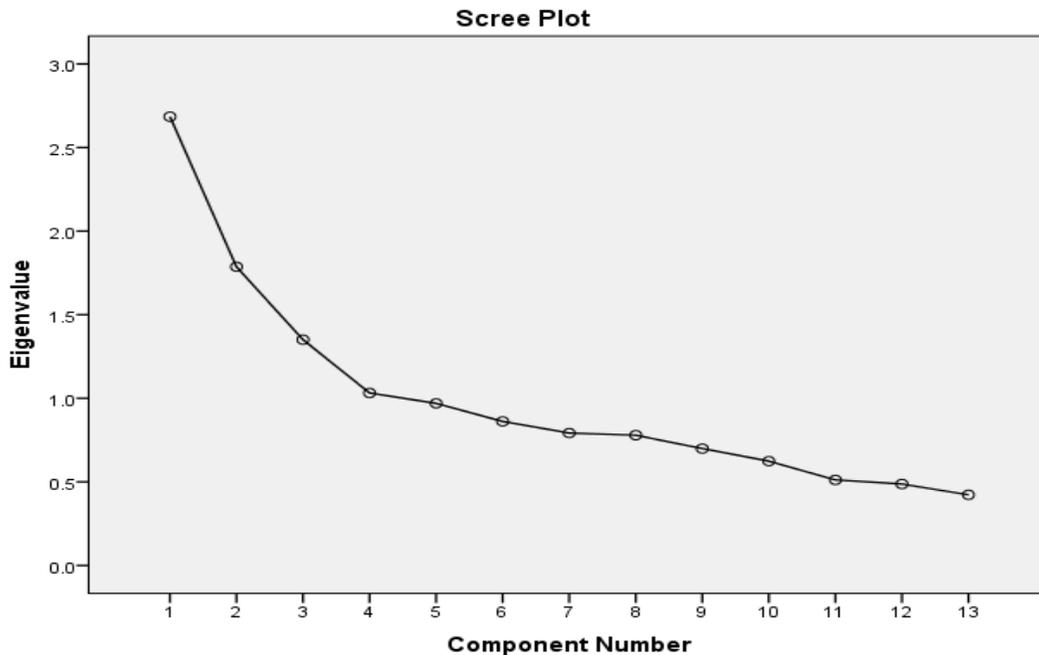


Figure 4: Graphical Illustration of Factor Analysis (Rotated Component Matrix)

6. Discussion

Students' daily mobile phone usage indicates that increased technology usage has become an integral part of their daily activities. Specific needs, i.e., communication, information, learning, and others, are gratified by these remoted devices that further emphasize the applicability of the Uses and Gratification theory (Vaidya et al., 2016). Current research also remained consistent with the idea that students widely agreed with their daily mobile phone usage for learning and educational purposes. Specifically, the results demonstrate that most university students use mobile communication for political awareness, as most students receive and share political messages through mobile phones. These findings are consistent with the arguments given by Wu & Siu, (2020). As noted, increased mobile phone usage indicates an enhanced reliance on and usage of technology to gain information. Users not only receive information but also share it with others, indicating the role of technology in enhancing their critical thinking abilities. Thus, the study findings support the argument that Pakistani university students actively participate in politics through mobile communication and remain consistent with the UOG's propositions regarding cognitive needs as motivation factors for media users (Fischer-Grote et al., 2019; Ali et al., 2021). Results also revealed that most of this study's participants think they use mobile phones to relieve academic stress (escapism). Students lack academic motivation, and when they feel bored,

they move to smartphone applications that give them a fast and attractive escape (Fook et al., 2021). When students feel bored, they go to their mobile phones and play videos, watch movies or post or receive messages on social networking sites to relax. In previous research, academic stress has been taken as the most common stress faced by adolescents (Amez et al., 2019). Additionally, most of the study respondents also indicated that mobile phone is helpful in their academics and sharing of knowledge with other people. The research study found that if mobile phones are used well, it gives a better academic performance as it allows students to access all the material they accessed through their computer (Jeljali et al., 2018). The findings of this study show that most university students think that mobile communication helps take help from teachers. Social networking sites and other mobile phone applications are helpful in the instant sharing of relevant knowledge and information. These results are compatible with the study conducted by Habes et al., (2021), as they also found remote devices as improved communication and access among users. Finally, the study's findings also remained consistent with the argument of Darko-Adjei, (2019). As stated, students believe mobile communication is the easiest way of communication rather than other modes. One can quickly receive and share information with others through a mobile phone. The study's findings summarize that nearly all students believe that they are addicted to the constant use of mobile phones. Previous research

studies reveal that Depression and stress were linked with addictive mobile usage behaviors among students as students use mobile phones to relax from hectic study routines, ultimately leading them to addiction to mobile phones. It is found in a research study that academic stress among students is linked with smartphone addiction (Munusamy & Ghazali, 2020).

7. Conclusion

The primary purpose of the current study is to analyze the Uses and Gratifications of mobile communication among university students. In this study, university students use mobile phones to gratify their various needs, including education, socialization, safety, online classes, presentations, entertainment, and escapism. Researchers found the main motive for using mobile communication among university students was to get and share information and gossip. University students get satisfaction when they use their mobile phones for talking with others, using social media, receiving and sending messages, and in their leisure time.

8. Recommendations and Limitation

The findings of this study set new directions for future research, as examining the relevant phenomenon in other geographical results can bring highly generalizable results. Future researchers should use quantitative and qualitative data collection methodologies about higher education students' motives for mobile communication. More information helps identify the uses and gratification analysis of mobile communication. However, this study also comes

up with certain limitations. First, the results are obtained from the data representing the young students of twin cities that question their generalizability in other geographical regions. Second, the researchers have used a convenience sampling approach that narrows its scope. Finally, the third limitation involves the limited resources and time frame that also limit the scope of current research.

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