Impact of CMC/TMC on Relationship Patterns of Adolescent School -Students in the District of Lucknow

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Abstract- The paper attempts to evaluate the impact of CMC/TMC on relationship patterns of school students in the district of Lucknow. The research is conducted across 8 blocks, in three types of schools- Government, Public and Convent and sociologically analyzes the impact of CMC/TMC on the relationship patterns of the school students. Results showed that computer mediated communication/ text mediated communication (CMC/TMC) is very much instrumental in building cohesiveness in adolescent relationships and helps in building and maintaining new relationships.

Index Words- CMC/TMC, adolescents, relationships, Lucknow, school- students

1. INTRODUCTION

Communication through computers and texts (SMS, chat, social media, blogs etc.) has largely affected the socio-cultural set up and human interaction. CMC and TMC refer to a situation where the computers and mobile phones are used as mediums for communication cutting across the geographical and socio- cultural boundaries.

Computer- networking allows communication and knowledge acquisition and sharing in two ways- (1) computer mediated communication (2) Globally linked hypertext. CMC users communicate in either asynchronous (not simultaneous) or synchronous (simultaneous, in real time) mode. Tools such as e-mail allow participants to compose message whenever they choose or internet relay chat which allows individuals all over the world to have a simultaneous conversation using their keyboards. CMC permits both one to one, and one to many conversations. Globally linked hypertext and hypermedia represented as www (worldwide web) allows free flow of information through texts, graphics, audio and audio- visual means. It also provides options for international publications through blogs and various audio- visual uploads.

11. REVIEW OF LITERATURE

Computer mediated communication has changed the world. The new digital environment presented an exceptional array of possibilities of communication, interaction and information retrieval at the fingertips that was never before available. Mobile phones have brought in innovations to the landline phone
termed ‘delocation of communication’ and ‘embodiment of the object’. Delocation is the space free, locus independent nature of the phone that constitutes for the possibility of mobile and nomadic communication. The idea of embodiment refers to the process of integrating the object with the users own body, making it work as part of one’s physical self-Caronia & Caron, 2004).

According to Prensky (2001) teenagers of today's generation are 'digital natives'. Fielden and Malcolm (2008) classified the levels of digital citizenship into 6 classes that are based on Prensky.

Alien: totally against IT, feared, never use

Immigrant: learned to adapt, will only use IT if there is no other alternative. as a second language

Immigrant B: learned to adapt will use IT as a second language

Permanent Resident: grew up with old IT, will use new IT, but prefer the old IT.

As if native: not born with but however grew up with old IT. Relate well to natives.

Natives: grew up with IT. Can parallel process and multitask. Views IT as friend.

(Fielden & Malcolm, 2008; Vaidyanathan & Latu,2007)

in the world of adolescents who grew up with technology and can be called 'natives' the new communication channels are related to their 'identity' and 'private world'. A after school and after home life is possible for them in the confines of their homes. "Identity is central to new communication for it is the common trope of the literature, that the new media brings about fundamental transformations in the way our sense of our self is developed and in the role of that identity plays in social interactions and social situations. (Cavanagh, 2007).

Internet access and use among adolescents has grown exponentially over the past decades. The 2002 Gall up survey (Whitlock, Powers & Eckenrode, 2006) reported that internet is preferred over T.V and radio by adolescents and Gross, 2004 reports that they use it for social reasons. In the special context internet enables multiple communication functions to allow adolescents to participate and construct their own environments (Greenfield & Yan, 2006). The PEW internet and American Life Project (Lenhart, Madden 2007) indicated that the vast majority (89%) of teens use e- mails, 75% use instant messaging, over 50% of teens possess more than one e- mail address or screen name which they use to send private messages to friends or to participate anonymously in online forums such as chat rooms.

PEW research pointed out that adolescents accessed different ecosystems in their online behaviour with 41% using facebook, 20% use Instagram and 11% use snapchat. It also pointed out that teenagers from more affluent households leaned towards Instagram and Snapchat and teenagers from lesser income families used Facebook for peer- interaction.

Texting is highly distinctive, has a particular graphic style and is full of abbreviations since the characters used in it are limited. Initially, it became very popular with teenagers for the following reasons-

- Texting is less expensive than calls
- Sender need not draw the immediate attention of the receiver.
- The receiver can access the message at his/her own convenience.

- In texting, one comes to the point directly.
- It can be conveniently used while multi- tasking
- In noisy environment, it is easier to speech.
- Texting allows intimacy, secrecy and is discreet.
- Teenagers send or receive messages even at midnight while lying in their beds or in public places.
- Texting allows the young to overcome the spacial boundary of home.

Sender can compose or edit the message before sending and allows the sender and the receiver time to think, unlike live conversations where the information exchange is spontaneous (Eldridge & Grinter,2000). However, with the coming in of internet, teenagers preferred using internet- based chats to texting/SMS. Texting is stylistically diverse on factors like age, familiarity or lack of it, gender, religion and occupational diversities. There is an additional factor of 'predictive text messaging' but teenagers do not use it much as it makes the common use of abbreviations and text language practically unusable (Eldridge & Grinter, 2001).

IM was used by teenagers on a different level. Digital natives are used to receiving information real fast as they like to parallel process and multi- task (Prensky,2001). They are used to instantaneity, immediacy and interactivity and have little patience. Findings in research state that TMC/CMC has become the way to maintain friendships because of accessibility (Durkin et al., 2010; Subrahmanyam & Greenfield, 2008). Some teenagers attach an emotional significance to memorable text messages (Taylor & Harper, 2002). Chats are easy to recall through later readings that teenagers consider as gifts when they carry a symbolic meaning. Sending messages to friends such as 'good- night' before going to bed (Eldridge & Grinter, 2001) or saying 'I love you' reflects the intimacy between friends and also promotes social bonding. Silverman said, "A teenager's phone has information that will tell you more about them than a half an hour conversation would. While the elder's texts are basically related to 'social- Functions', the younger generation chats for various reasons. It provides them new power geometrics of places, they are continuously available to friends and lovers. The teenagers use texting to flirt, groom, enter into new relationships and break them apart from chatting with friends. It also allows an intimate person to person contact while preserving distance. The teenagers also chat out of boredom and to kill time. CMC/TMC chats reflect emotional aspects among teenagers. Their affinity to each- other is signified through their chats. Shared chatting behaviour like codes etc. show that they belong to same group. Teenagers are reported to getting depressed when they don't get an instant revert. Similarly, personal distances are also reflected through texting and chats in this generation. A young girl complained to a friend- "you just don't text me like you used to". Chatting and texting has become a parameter for intimacy.

In CMC, there are many possibilities giving the teenagers options to express textually the emotion they feel. There are distinctive features in CMC communication and are vastly used in teenage CMC chats and texts. They prefer to text because unlike real conversations there are no awkward silences.

Adolescents use a variety of applications such as instant messaging, bulletin boards, char- rooms and blogs to connect with their peers (Kraut, Boneva et. al., 2006) and to explore typical adolescents issues such as sexuality, identity and partner selection (Subrahmanyam, Greenfield, 2006). www.allspy.com/blog/2010/04/08 lays out adolescents' online activity statistics as-

- A majority of adolescents (58%) do not think uploading photos or other personal information on social networking sites is highly unsafe.

- Nearly half the adolescents (47%) are not worried about others using their personal information in ways they do not want.

- About half of them (49%) are unconcerned posting personal information online might negatively affect their future.

- A large majority of adolescents (71%) have established online profiles including those on social networking sites such as Myspace, Friendster and Xanga.

- 69% of adolescents regularly receive personal messages online from people they don't know and most of them do not tell a trusted adult about it. Adolescents readily post personal information online.

- 64% post photos or videos of themselves, while more than half (58%) post information about where they live. Females are far more likely than male adolescents to post personal photos and videos of themselves in percentages of 70% and 58% respectively.

- Nearly one in ten adolescents (8%) have posted his or her cell phone number online.

- Overall, 19% of adolescents' report that they have been harassed or bullied online, and the incident percentage of online harassment is higher (23%) among 16 and 17 year olds.

Researchers like Wolak, K J Mitchell, D Finkelhor, 'Adolescents 2002' (searchproquest.com), K Subrahmanyam, P. Greenfield, suggest that adolescents form online relationships with friends and strangers. Parental concerns are valid especially considering that teenagers are essentially free to view and post whatever they choose and communicate with whomever they want. Although the internet may serve as a catalyst for communication and may increase social competence of socially anxious teenagers, it may also encourage fake identities and a false image of real life situations. Fake identities are easy to produce and sell on the internet. These socially anxious adolescents may have a tendency to resort to computer communication as a substitute for real life interactions (as cited in Subrahmanyam et al., 2006).

Anonymous communication through chat rooms, blogs and instant messages poke risks to adolescents. Recent studies have shown that adolescents from virtual communication begin unhealthy behaviour including self- injury and eating disorders (Whitlock et al., 2006). Almost, 12.5% discovered that someone they were communicating with online was an adult pretending to be much younger. Tyler (2002), said that the psychological quality of internet societal interaction is lower than the psychological quality of traditional interaction. Hence, physical, cognitive, social and behavioural development of adolescents has implications of their online presence (Flnkelhor, Mitchell & Wolok,2000; 2003; Greenfield, 2004).

111- HYPOTHESIS-

To test the following:

Analyze sociologically the impact of CMC/TMC on the changing communication and relationship patterns of the school students.

1V- The Research Methodology used in the paper confined itself on the district of Lucknow as the field. The city can represent Indian diaspora since it is evolving as a metropolis over the last few years and also witnesses migration of students from peripheral towns in large numbers. Respondents were selected with the help of **stratified random sampling**. The respondents were chosen keeping in mind the age factor. Sample consisted of students from 9^{th} to $12^{th.}$ **The age group of students was 14-18 years across the gender from 3 categories of schools in Lucknow District.** The three categories of schools were- **(1) The Convents (2) Public Schools and (3) Private Schools. A sample of 130 students from each category resulted in a total number of 390 students for the random sample for study.** The statistical data of the eight territories of Lucknow district namely, Bakshi Ka Talab, Chinhat, Kakori, Malihabad, Mohanlalganj, Nigoha, Sarojini Nagar and Lucknow City was collected.

Students were selected on fixed identity which included the diversity, age group (specified), diverse social and economic status so that each unit got a chance to be included. After selection of the universe the field data was collected using informal focused group discussions (FED' S) and in-depth interview schedules. Though more time consuming, this method was preferred as it helps in establishing rapport between interviewer and the interviewee and helps to observe the nuances of the responses. This method naturally assures more accurate and complete information as it gives a chance to face to face interaction. Both descriptive and quantitative analysis of the study was undertaken. For descriptive analysis, the assessment of answers from the questionnaire were made to identify the major variables which would have a significant impact of technology on the changing communication of the school students. The quantitative analysis of the data was undertaken by using both Microsoft excel and SPSS (Statistical Package of social sciences). The data was organized into an easily assimilated, tabulated, understandable form and various statistical and mathematical tools were used for analysis. Majorly, for the purpose of understating descriptive statistics the percentage method, mean and standard deviation techniques were used to analyze the data and interpretation was given on that basis. Inferential statistics were also taken into consideration. Due to non-parametricity existence in the data, Person Chi-Square was used to check independence between the variables taken into account. Pearson Chi-Square is a good measure of independence of attributes, so it helped majorly in statistical analysis.

Name of the Block	Number of students from Government School	Number of students from Public School	Number of students from Convent School
Lucknow City	19	19	22
Bakshi ka Talab	15	15	15
Chinhat	15	15	15
Malihabad	15	15	15
Sarojini Nagar	15	15	13
MohanLal Ganj	16	16	21

Kakori	17	19	14
Nigohan	18	16	15

ANALYSIS OF INFORMAL FOCUSED GROUP DISCUSSIONS (FED'S) AND INDEPTH INTERVIEW SCHEDULES (QUESTIONAIRES)

RURAL AND URBAN AREA OF RESPONDENTS-

Rural Area of Respondents	**Total no. of Respondents**	**Girls**	**Boys**
Kakori	50	25	25
Nigohan	49	35	14
Chinhat	45	25	20
Malihabad	45	22	23
TOTAL NO. OF RURAL RESPONDENTS	189	107	82
Urban Area of Respondents			
Lucknow City	60	30	30
MohanLal Ganj	53	35	18
Saojini Nagar	43	23	20
Bakshi ka Talab	45	22	23
TOTAL NO. OF URBAN RESPONDENTS	**201**	**110**	**91**

Total Respondents Girls- 217
Total Respondents Boys- 173

Impact of Technology on the relationship patterns
Topology -1
H0: There is no significant difference between usage of technology and cohesiveness in relationships. (Technology does not affect the cohesiveness in relationships)
H1: There is a significant difference between usage of technology and cohesiveness in relationships. (Technology does affect the cohesiveness in relationships)

Use of CMC/TMC and Cohesiveness in relationship

Crosstab

			CMC/TMC brings you closer to:						Total
			to ur friends	to ur family	to extended family	to ur girl/boy friend	to all of above	to No body	
How many times you use TEXT on Computer /Mobile in a day?	Every 5-10 minutes	Count	63	3	3	1	34	1	105
		Expected Count	37.7	10.0	3.6	2.2	49.0	2.5	105.0
	Every Hour	Count	19	6	5	2	26	2	60
		Expected Count	21.5	5.7	2.1	1.3	28.0	1.4	60.0
	Every 3-4 hour	Count	32	17	2	4	60	2	117
		Expected Count	42.0	11.1	4.0	2.5	54.6	2.8	117.0
	Sometimes	Count	22	10	3	1	57	4	97
		Expected Count	34.8	9.2	3.3	2.0	45.3	2.3	97.0
Total		Count	136	36	13	8	177	9	379
		Expected Count	136.0	36.0	13.0	8.0	177.0	9.0	379.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.302[a]	15	.000
Likelihood Ratio	50.236	15	.000
Linear-by-Linear Association	24.144	1	.000
N of Valid Cases	379		

a. 12 cells (50.0%) have expected count less than 5. The minimum expected count is 1.27.

Interpretation: The calculated value of Person Chi-Square vale is 51.302 at degrees of freedom 15 and the significance level (0.000) is less than the rejection threshold of 0.05. So H1 will be accepted, so there is a significant difference between usage of technology and cohesiveness in relationships. **Technology does affect the cohesiveness in relationships positively**.

Topology -2

H0: There is no significant difference between usage of technology and participations in family matters. (Technology does not affect the students' participations in family matters)

H1: There is a significant difference between usage of technology and participations in family matters. (Technology does affect the students' participations in family matters)

CMC/TMC usage and students' participation in family matters

Crosstab

			How do you participate in family group chat					Total
			Active member	When any requirement	Read but do not comment	Do not read text	Not the part of Family Group	
How many times you use TEXT on Computer/ Mobile in a day?	Every 5-10 minutes	Count	19	49	19	16	0	103
		Expected Count	23.5	44.7	20.9	11.6	2.3	103.0
	Every Hour	Count	8	31	13	7	2	61
		Expected Count	13.9	26.5	12.4	6.9	1.4	61.0
	Every 3-4 hour	Count	27	49	24	10	5	115
		Expected Count	26.2	49.9	23.3	13.0	2.6	115.0
	Sometimes	Count	27	25	16	7	1	76
		Expected Count	17.3	33.0	15.4	8.6	1.7	76.0
Total		Count	81	154	72	40	8	355
		Expected Count	81.0	154.0	72.0	40.0	8.0	355.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.931[a]	12	.068
Likelihood Ratio	21.545	12	.043
Linear-by-Linear Association	2.243	1	.134
N of Valid Cases	355		

a. 4 cells (20.0%) have expected count less than 5. The minimum expected count is 1.37.

Interpretation: The calculated value of Person Chi-Square vale is 19.931 at degrees of freedom 12 and the significance level (0.068) is more than the rejection threshold of 0.05. So H0 will be accepted, so there is no significant difference between usage of technology and participations in family matters. **Use of CMC/TMC does not affect the students' participations in family matters.**

Topology -3

H0: There is no significant difference between usage of CMC/TMC and students' opposite sex intimacy while chatting. (CMC/TMC does not affect the students' opposite sex intimacy while chatting)

H1: There is a significant difference between usage of CMC/TMC and students' opposite sex intimacy while chatting. (CMC/TMC does affect the students' opposite sex intimacy while chatting)

Usage of CMC/TMC and opposite sex intimacy while chatting

Crosstab						
			With whom do you text or chat more			Total
			Same sex friend	Other sex friend	Equally	
How many times you use TEXT on Computer/ Mobile in a day?	Every 5-10 minutes	Count	24	5	77	106
		Expected Count	18.1	6.6	81.3	106.0
	Every Hour	Count	21	5	36	62
		Expected Count	10.6	3.8	47.6	62.0
	Every 3-4 hour	Count	13	12	95	120
		Expected Count	20.5	7.4	92.1	120.0
	Sometimes	Count	8	2	89	99
		Expected Count	16.9	6.1	76.0	99.0
Total		Count	66	24	297	387
		Expected Count	66.0	24.0	297.0	387.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.301[a]	6	.000
Likelihood Ratio	31.066	6	.000
Linear-by-Linear Association	14.083	1	.000
N of Valid Cases	387		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 3.84.

Interpretation: The calculated value of Person Chi-Square vale is 31.301 at degrees of freedom 6 and the significance level (0.000) is more than the rejection threshold of 0.05. So H1 will be accepted, so there is a significant difference between usage of CMC/TMC and students' opposite sex intimacy while chatting. **CMC/TMC does affect the students' opposite sex intimacy while chatting**.

Topology-4

H0: There is no significant difference between usage of CMC/TMC and Easiness and secrecy of chatting. (CMC/TMC does not have any effect on easiness and secrecy of chatting)

H1: There is a significant difference between usage of CMC/TMC and Easiness and secrecy of chatting. (CMC/TMC does have effect on easiness and secrecy of chatting)

CMC/TMC and Easiness and Secrecy

Crosstab						
			Is Chatting or Texting easy and secret			Total
			Yes	No	to some extent	
How many times you use TEXT on Computer/Mobile in a day?	Every 5-10 minutes	Count	36	45	25	106
		Expected Count	41.1	29.0	35.9	106.0
	Every Hour	Count	21	16	24	61
		Expected Count	23.6	16.7	20.6	61.0
	Every 3-4 hour	Count	59	22	40	121
		Expected Count	46.9	33.1	41.0	121.0
	Sometimes	Count	34	23	42	99
		Expected Count	38.4	27.1	33.5	99.0
Total		Count	150	106	131	387
		Expected Count	150.0	106.0	131.0	387.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.743[a]	6	.001
Likelihood Ratio	23.040	6	.001
Linear-by-Linear Association	.928	1	.335
N of Valid Cases	387		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.71.

Interpretation: The calculated value of Person Chi-Square vale is 23.743 at degrees of freedom 6 and the significance level (0.001) is less than the rejection threshold of 0.05. So H1 will be accepted, so there is a significant difference between usage of CMC/TMC & Easiness and secrecy of chatting. **CMC/TMC does have positive effect on easiness and secrecy of chatting.**

Topology-5

H0: There is no significant difference between usage of CMC/TMC and flirting habit in students.

H1: There is a significant difference between usage of CMC/TMC and flirting habit in students.

CMC/TMC and flirting habit in students

Crosstab

			Do you feel flirting is easy now using CMC/TMC			Total
			Yes	No	Perhaps	
How many times you use TEXT on Computer/Mobile in a day?	Every 5-10 minutes	Count	25	32	49	106
		Expected Count	32.0	22.7	51.4	106.0
	Every Hour	Count	22	17	23	62
		Expected Count	18.7	13.3	30.0	62.0
	Every 3-4 hour	Count	31	19	71	121
		Expected Count	36.5	25.9	58.6	121.0
	Sometimes	Count	39	15	45	99
		Expected Count	29.9	21.2	48.0	99.0
Total		Count	117	83	188	388
		Expected Count	117.0	83.0	188.0	388.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.803[a]	6	.005
Likelihood Ratio	18.545	6	.005
Linear-by-Linear Association	.316	1	.574
N of Valid Cases	388		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.26.

Interpretation: The calculated value of Person Chi-Square vale is 18.803 at degrees of freedom 6 and the significance level (0.005) is less than the rejection threshold of 0.05. So H1 will be accepted, so there is a significant difference between usage of CMC/TMC and flirting habit in students. **So, flirting among students has increased with the CMC/TMC usage.**

Topology-6

H0: There is no significant difference between usage of CMC/TMC and students' habit of having passwords on instrument.

H1: There is a significant difference between usage of CMC/TMC and students' habit of having passwords on instrument.

CMC/TMC Usage and students' habit of having passwords

Crosstab

			Reasons for having passwords			Total
			Secret your chats	secret your friends' chats	Both	
How many times you use	Every 5-10 minutes	Count	15	17	70	102
		Expected Count	20.1	15.0	66.9	102.0

TEXT or Computer/Mobile in a day?	Every Hour	Count	11	14	31	56
		Expected Count	11.0	8.2	36.7	56.0
	Every 3-4 hour	Count	20	13	74	107
		Expected Count	21.1	15.7	70.2	107.0
	Sometimes	Count	21	6	48	75
		Expected Count	14.8	11.0	49.2	75.0
Total		Count	67	50	223	340
		Expected Count	67.0	50.0	223.0	340.0

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.313[a]	6	.050
Likelihood Ratio	11.951	6	.063
Linear-by-Linear Association	1.162	1	.281
N of Valid Cases	340		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.24.

Interpretation: The calculated value of Person Chi-Square vale is 11.012 at degrees of freedom 6 and the significance level (0.050) is equal to the rejection threshold of 0.05. So H1 will be accepted, so there is a significant difference between usage of CMC/TMC and students' habit of having passwords on instrument. Hence, students use passwords in their phone or other instruments as they spend more time on the gadgets.

V- RESULTS-

- The data represents the cross- section of adolescents in the district of Lucknow.
- Despite the socio-cultural and economic disparity nearly all the students owned and used mobiles/ computers with internet connections.
- Almost all the students text from their phones, tabs or computer.
- Majority of students agree that internet/ technology and texting/ chatting has brought them closer to people who matter for them.
- Majority of adolescent's text and chat all day long during holidays and in evenings and late nights during school- days. Friends are now accessible 24*7 in the privacy of their homes.
- Nearly all the students value their privacy and had chats and pictures to hide. They would allow parents to check their phones/ gadgets only after deleting some chats/ photos. This points out to them creating private spaces with CMC/TMC for themselves.
- **Topology -1 examines the relationship** between usage of CMC/TMC and cohesiveness in relationships.

Result showed a significant difference between usage of CMC/TMC and cohesiveness in relationships. **CMC/TMC does affect the cohesiveness in relationships positively**.

- **Topology -2 examines the relationship** between usage of CMC/TMC and participations in family matters.
  Result showed no significant difference between usage of CMC/TMC and participations in family matters. **CMC/TMC does not affect the students' participations in family matters.**

- **Topology -3 examines the relationship between usage of CMC/TMC and students' opposite sex intimacy while chattin**g.
  Result showed a significant difference between usage of CMC/TMC and students' opposite sex intimacy while chatting. **CMC/TMC does affect the students' opposite sex intimacy while chatting**.

- **Topology-4 examines the relationship between usage of CMC/TMC and Easiness and secrecy of chatting.**
  The result showed that there is a significant difference between usage of CMC/TMC & Easiness and secrecy of chatting. **CMC/TMC does have positive effect on easiness and secrecy of chatting.**

- **Topology-5 examines the flirting easiness for adolescent's due to accessibility of CMC/TMC.**
  The result showed that there is a significant difference between usage of CMC/TMC and flirting habit in students. **So, flirting among students has increased with the CMC/TMC usage.**

To conclude it can be summarized that use of CMC/TMC brings cohesiveness in adolescent relationships, does not impact their participation in family matters negatively, increases their opposite sex intimacy, provides them secrecy and convenience and facilitates flirting for them.

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