Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

PalArch's Journal of Archaeology of Egypt / Egyptology

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

Dr. Shazia Naureen[1], Asma Aftab[2], Dr.Bakht Rawan[3], Kainat[4]

[1]Incharge Department of Education, Faculty of Social Sciences, International Islamic University Islamabad, Pakistan

[2] Ex MPhil Scholar, Department of Media & Communication, International Islamic University Islamabad, Pakistan

[3] Assosiate Professor, Department of Mass Communication, Allama Iqbal Open University Islamabad, Pakistan

[4] MPhil Scholar, Department of Humanities Education & Psychology, Faculty of Social Sciences, Air University, Islamabad, Pakistan

Email: [1]drshazia.naureen@iiu.edu.pk, [2]asma.aftab7@gmail.com, [3]bakht.yusafzai@aiou.edu.pk, [4]191588@students.au.edu.pk/ kainatbatool1742@gmail.com

ABSTRACT

The research is intended to investigate and discover the impact that texting has on interpersonal relationships as Friends. Objectives of the paper are: (a) to analyze the impact of texting on interpersonal relationships; (b) to explore the impact of texting on strengthening interpersonal relationships; (c) to gain insight about the impact of texting on maintaining face to face and virtual relations and; (d) to investigate impact of texting on performing educational activities. Survey method is selected for research to gather the required body of knowledge and obtain the objectives of the research. The research is conducted in the educational institutions of Islamabad at university level. For the authentication of results regression analysis is used. The research reveals that texting has positive impact on Interpersonal relationship as friends. It is recommended that texting might be used exclusively in educational institutions for carrying out educational activities.

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

1.   Introduction

Mobile telephone has become an essential part of life particularly for youth. It is a tool that provides immense sense of freedom. Mobile telephone enables youth to send and receive text messages to whoever they want to, whenever they want to and with whatever they want to, giving them freedom as well as control ('ethe, 2011; Haste, 2005 & Kamran, 2010). Research conducted on instant messaging indicates that: (a) instant messaging is a major tool to increase verbal and social intimacy and; (b) exuberant use of instant messaging leads to face-to-face meetings (Hu, Wood, Smith, & Westbrook, 2004). Text messaging is leading way of communication. Text messaging is an integral part for maintaining social networks and interpersonal relationships for student (New York Times, 2007 & Campbell, 28th October 2005).

Student learning is improved through text messaging- they are now able to distinguish between formal and informal writing. The other most important outcome of text message technology is that it encourages students to be familiar with the new technological advancements of 21st century as internet and use of social media (Tomita, 2009). Mobile based communication-texting is considered as a powerful tool to bridge the psychological gap between teacher and a student. It helps teachers to motivate their students for different academic activities (Jones, Edwards, & Reid, 2009). Technology is a very helpful tool to close the gap between students and staff members. Use of technology especially texting by staff directed to students give them a sense of being esteemed. It gives them a feeling that they are vital for the university too. Communicating with students through texting keep the students involved in several academic and non-academic activities of the university (Horstmansh, 2004).

A research was conducted which explored that text based communication was rather misleading. The study indicated that text based communication often leads to miscommunication among friends. The reason stated was the use of acronyms and lack of non-verbal cues as well as involvement in other actives while sending text messages (Kelly & Aimee, 2018). Another study was conducted among students to analyze the effect of video lectures and texting simultaneously. The research concluded that texting while video lectures added load to mental activity, thus reducing the ability to comprehend properly. The nature of the video also greatly impacted on the students' learning (Lin, 2017)

Present research is focused to understand the nature of impact texting imposes on interpersonal relationships, therefore the researcher has taken this topic to investigate. Researcher has also taken into account the reformation of existing interpersonal relationships of friends in educational institutions of Islamabad, Pakistan.

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

2. Objectives of the Research

Objectives of the research were to:

1. Analyze the impact of texting on interpersonal relationships.

2. Explore the impact of texting on strengthening interpersonal relationships.

3. Gain insight about the impact of texting on maintaining face to face and virtual relations.

4. Investigate impact of texting on performing educational activities.

3. Rationale of the Research

Most of the researches are based on psychological effects, linguistic characteristic of text messages and economic factors whereas this research may provide advantageous knowledge about the facilitation texting provides, interpersonally. Conducting this research may provide knowledge about nature of impact of texting on interpersonal relationships. As the research is based among friends, therefore it may benefit friends- students in better understanding of communication through texting.

4. Hypotheses

The hypotheses formulated for the research are stated below:

H_o: There is no significant impact of texting on interpersonal relationships.

H_o: There is no significant impact of texting on strengthening interpersonal relationships.

H_o: There is no significant impact of texting on maintaining face to face and virtual interpersonal relationships.

H_o: There is no significant impact of texting on Performing Educational Activities

5. RESEARCH METHODOLOGY

As survey is the commonly used tool in the field of media, communication and education, therefore survey method was adopted. (Wimmer & Dominick, 2006). Population of the research was based on University Students. Universities selected were National University of Modern languages and International Islamic University Islamabad.

The sample of the study comprised of 200 respondents in total. 100 students were selected from National University of Modern Languages and 100 students were selected from International Islamic University Islamabad. Proportionate sampling technique was applied. This sampling technique was selected because it helps in the reduction of sampling error (Wimmer & Dominick, 2006).

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

Selection of universities was based on the programs offered. In first step programs were identified, secondly, faculty was selected and in third step universities were selected. Faculty of Social Sciences was selected as it was the only faculty in selected universities offering BS/MA/MSC and MPhil in one or other departments. No further stratification was carried out. Stratified sampling was carried out to keep the sample homogeneous.

Two variables were formulated for the study. The independent variable of the study was Texting and dependent variables of the study were Strengthening Interpersonal relationships, Maintaining Face to Face and Virtual Interpersonal Relationships and Educational relations. Likert scale was utilized in the study. Three demographics were selected for the study i-e gender, age and education. Overall 37 statements were formulated out of which one statement was based on nominal scale, two were based on interval scale whereas 33 statements were formulated with 5-point Likert scale and one open-ended question was formulated. Initially data were collected by applying self-data collection technique. All were filled and returned to the researcher. Some questionnaires were given to students to get them filled from their friends. Simple Linear Regression was used to authenticate the results.

6. QUANTITATIVE DATA ANALYSIS, AND RESULTS.

1. Demographics

Total number of male and female respondents for friends was 200 out of which 99(49.5 percent) were male respondents and 101(50.5 percent) were female respondents. Age wise distribution of respondents showed that majority of the respondents belong to the age group of 21-25 i.e. 162 (81 percent). 33 respondents i.e. 16.5 percent fall in the age group of 26-30, five respondents i.e. 2.5 percent were from 31 and above years of age. The reason being a large number of respondents from the category of age group of 21-25 years might be because the data for friendships was collected from university students. Education wise distribution of respondents showed that Most of the respondents had a Bachelor Degree (50.5 percent). 37.5 percent had Master degree and 12 percent had MS/MPhil degree. Overall most of the respondents were from Bachelor Program.

2. Texts are Mostly Sent to

Most of the respondents who reported to send texts to their friends, i.e. 78.5 percent. 14 percent said that they mostly send text to their family, three percent and four percent said they mostly text to colleague / Boss / Manager and Students, respectively.

3. Number of Text Messages Sent in a Day

38.5 percent of the respondents selected the option of 1-20 when they were asked about the number of texts they send in one day. 20 percent selected the

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

option of 81 and above. 16 percent selected the option of 21-40, 13.5 and 11.5 selected the option of 41-60 and 61-80, respectively.

4. Number of Text Messages Received In a Day

Respondents were asked to state the number of texts they receive in a day, approximately and most of them selected the option of 1-20 which was 31.5 percent. 19 percent reported to receive 21-40 text messages in a day, 14 percent said that they receive 41-60 text messages in a day 11.5 percent reported to receive 61-80 texts messages in a day and 24 percent selected the option of 81 and above. Overall majority of the respondents stated that they receive 01-20 text messages in a day.

Bivariate Analysis

This section deals with the pairs of dependent and independent variables. In this part variation in dependent variables, caused by independent variable, was analyzed. The nature of the research as well as level of measurement identifies the techniques that might be used to analyze the data. Keeping in view both the elements, simple linear regression along with ANOVA was being employed by the researcher. SPSS was used to fulfill these tasks.

The bivariate analysis showed that the hypothesis I, which states that there is no significant impact of texting on interpersonal Relationship, was proved to be wrong. Texting has an impact on interpersonal relationship. After applying regression analysis it is obvious that the nature of impact is positive on all the three indicators i.e. (a) Strengthening Interpersonal Relationships; (b) Face to face and virtual interpersonal relationships and; (c) Educational Activities. The results of the research were congruent with the study of O'Connell (2010), Griffin (2010) and Campbell (28th October 2005).

1. Interpersonal Texting- Strengthens Interpersonal Relationships

The hypothesis II states that there is no significant impact of interpersonal texting on strengthening interpersonal relationships. The following regression analysis exhibits;

Table 1 Interpersonal Texting- Strengthening Interpersonal Relations

Interpersonal Texting- Strengthens Interpersonal Relationships						
R	R^2	Adj. R^2	St. Error	F	ß	Sig
.780ª	.608	.606	4.35172	306.654	.780	.000

The value of R was 0.78. Thus, this value suggests that the prediction researchers had made was wrong. The value of R represents that there was significant impact of texting on strengthening interpersonal relationship. The value of R^2 was 0.608 which indicates the amount of variation in strengthening interpersonal relationships caused by interpersonal texting (Annexure I, Table 1.1).

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

The value of ANOVA indicates the significance of relevance of regression model to the data. The value of ANOVA which is below 0.05 suggests that the regression model was greatly appropriate for the data (Annexure I Table 1.2).

The value of Beta indicated the nature of impact of independent variable on dependent variable. The value of beta was 0.780 which indicates that interpersonal texting has positive impact on strengthening interpersonal relationships. The p value was .000 concludes that there was significant impact of texting on strengthening interpersonal relationships. The null hypothesis was rejected and alternate was accepted (Annexure I, Table 1.3).

The scatter-plot predicts that there was a positive relationship between interpersonal texting with strengthening interpersonal relationships. As the scores on interpersonal texting increases the scores on strengthens relationships increase. This predicts that interpersonal texting has positive impact on strengthening relationships. Thus, the prediction researchers made that there was no significant impact of texting on strengthening interpersonal relationships was proved to be wrong (Annexure 1 Scatter Plot 1.4: Strengthens Relations).

2. Interpersonal Texting Face-to Face and Virtual Interpersonal Relationships

The hypothesis III states that there is no significant impact of interpersonal texting on maintaining face-to-face and virtual interpersonal relationships. The following regression analysis exhibits;

Table 2 Face to Face and Virtual Interpersonal Relations

Interpersonal Texting- Face-to Face and Virtual Interpersonal Relationships						
R	R^2	Adj. R^2	St. Error	F	ß	Sig
.504^a	.254	.250	5.64951	67.463	.504	.000

The value of R was 0.504 which indicated that the prediction researcher made was wrong. The value of R represented that there was significant impact of texting on maintaining face-to face and virtual interpersonal relationships. The value of R^2 was 0.254 which indicated the amount of variation in maintaining face-to face and virtual interpersonal relationships caused by interpersonal texting (Annexure I Table 2.1).   The value of ANOVA indicates the significance of relevance of regression model to the data. It is hence deduced that the value of ANOVA, 0.00 below 0.05, specifies that the regression model was greatly appropriate for the data (Annexure I Table 2.2). The value of Beta indicated the nature of impact of independent variable on dependent variable. The value of beta was 0.504 which indicates that interpersonal texting has positive impact on maintaining Face-to Face and Virtual relationships. The p value was .000 which was less than 0.05 that in turns suggest that there is significant impact of texting on interpersonal relationships. The null hypothesis was rejected and alternate was accepted (Annexure I, Table 2.3). The scatter-

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

plot predicts that there was a positive relationship between interpersonal texting and maintaining face-to face and virtual interpersonal relationships. As the scores on interpersonal texting increases the scores on maintaining face-to face and virtual interpersonal relationships increase. This predicts that interpersonal texting has positive impact on maintaining interpersonal relationships. Thus, the prediction researchers made that there was no significant impact of texting on maintaining face to face and virtual interpersonal relationships was proved to be wrong (Annexure I Scatter plot 2.4 Face to Face and Virtual Relations).

3. Interpersonal Texting-Educational Activities

The hypothesis IV states that there is no significant impact of interpersonal texting on performing educational activities. The following regression analysis exhibits;

Table 3 Educational Activities

Interpersonal Texting- Educational Activities						
R	R^2	Adj. R^2	St. Error	F	ß	Sig
.476ª	.227	.223	3.86262	58.129	.476	.000

The value of R was 0.476 which indicated that the prediction researcher made was wrong. The value of R represents that there was significant impact of texting on performing educational activities. The value of R^2 was 0.227 which indicates the amount of variation in performing educational activities caused by interpersonal texting (Annexure I, Table 3.1). The value of ANOVA indicates the significance of relevance of regression model to the data. This means that the value of ANOVA, 0.00 which was less than 0.05, specifies that the regression model was greatly appropriate for the data (Annexure I, Table 3.2). The value of Beta indicated the nature of impact of independent variable on dependent variable. The value of beta was 0.476 which indicates that interpersonal texting had positive impact on maintaining interpersonal relationships. The p value was .000 which was less than 0.05 that in turns suggest that there was significant impact of texting on interpersonal relationships (Annexure I Table 2.3). The null hypothesis was rejected and alternate was accepted.

 The scatter-plot predicts that there was a positive relationship between interpersonal texting and educational activities. As the scores on interpersonal texting increases the scores educational activities increase. This predicts that interpersonal texting has positive impact on maintain interpersonal relationships. Thus, the prediction researchers made that there was no significant impact of texting on performing educational activities was proved to be wrong (Annexure I Scatter Plot 4.3 Educational Activities).

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

4. Change in Friendship due to Texting

The survey was then concluded with an open-ended question for the respondents selected for friendship to enlist the changes that they may have encountered because of the use of texting. Most of the respondents didn't answer the question whereas among those who answered responded as follow:

a) Texting helps update and close interpersonal relationships.

b) Texting helps communicate about anything anytime.

c) The friendship becomes stronger.

d) It helps in better understanding on interpersonal relationships

e) Texting creates confusions.

f) Easy way to communicate among friends and family.

g) Texting helps in socialization among interpersonal relationships.

h) Texting keeps friends connected all the time.

i) There is no change in friendship due to texting.

7. CONCLUSIONS

Following conclusions are being drawn based on the findings of the research. Texting is important because it is considered as one of the most effective ways to communicate for friendship in educational settings. The nature of impact texting has on interpersonal relationships- friendship is positive. Texting not only fulfills the purposes of maintaining face to face and virtual interpersonal relationships but it also helps carrying out educational activities.

8. RECOMMENDATIONS

In the light of the results and conclusion following recommendations are made. Texting might be used exclusively in educational institutions for carrying out educational activities. Mostly texting is used in terms of having fun whereas it might be used for educational purposes as well. The advertising agencies might adopt the point of view regarding importance of texting in educational environment as well. The research is being conducted from the sender's point of view therefore the receiver's perspective is absent in the researcher. Extensive research might be conducted from receiver's perspective for better understanding of impact of texting on interpersonal relationships.

References

Ahmed, I., & Qazi, T. F. (2011). Mobile Phone Adoption and Consumption Patterens of University Students in Pakistan. *International Journal of Business and Social Science , 2* (9), 205-213.

Balakrishnan, V., & H.P.Yeow, P. (2008). Text Entry Factors and Texting Satisfaction: An Analysis Among Malaysis Users. *Communications of the IBIMA* .

Birnholtz, J., Guillory, J., Hancock, J., & Bazarova, N. (2012). "on my way": Deceptive Texting and Interpersonal Awareness Narratives. *Computer Support Cooperative work and Social Computing* .

Bryant, J., Sanders-Jackson, A., & Smallwood, A. M. (2006). IMing, Text Messaging, and Adolescent Social Networks. *Journal of Computer-Mediated Communication* , *11* (2), 577-592.

Bryman, A., & Cramer, D. (2005). *Quantitatve Data Analysis with SPSS 12 and 13.* New York: Routledge, Tylor and Francis Group.

Byrne, R., & Findlay, B. (2004). Preference for SMS Versus Telephone Calls in Initiating Romatic Relationships. *Austrailian Journal of Emerging Technologies and Siciety* , *2* (1), 48-61.

Campbell, M. (28th October 2005). The Impact of the Mobile Phone on Young People's Social Life. *The Social Change in the 21st Century Conference* (pp. 1-14). Queensland: Queensland University of Technology.

Check, J., & Schutt, R. K. (2012). *Research Methods in Education.* Boston USA: Sage Publications.

Denicolo, P. (2013). *Achiving Impact in Reserach.* Sage Publicaions.

Devito, J. A. (2007). *The Interpersonal Communcation Book.* USA: Pearson Education Inc.

'ethe, F. K. (2011). The Cultural Economic and Political Implications of New Media: A Case Study on Mobile Telephony Among University Students in Kenya. *IGI Global* , 20.

Griffin, C. A. (2010). Communication Triad: Culture, Interpersonal Communication and Technology. *LOOK FOR IT* .

Grimm, M. (2010, March 31st). *Displacement Theory & the iPad: Nxtbook Media*. Retrieved March 24, 2014, from Nxtbook Media Website: https://www.nxtbookmedia.com/2010/03/31/displacement-theory-the-ipad/

Haste, H. (2005). Joined-up Texting: Mobile Phones and Young People. *Young Consumers: Insignt and Ideas for Responsible Marketers* , *6* (3), 56-67.

Hogan, B., Gibert, E., Lechington, M., & Morris, C. (2012). Text Messaging: The Effects on Our Society. *wordpress.com* .

Horstmansh, L. (2004). Using SMS as a way of Providing Connection and Community for First Year Students. *Beyond the comfort zone: Proceedings of the 21st ASCILITE Conference* , (pp. 423-427).

Hu, Y., Wood, J. F., Smith, V., & Westbrook, N. (2004). Friendship Through IM: Examining the Relationship Between Instant Messaging and Intimacy. *Journal of Computer-Mediated Communication* , *10* (1).

Ishii, K. (2006). Implications of Mobility: The Uses of Personal Communication Media in Everyday Life. *Journal of Communication* , 346-365.

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

Jones, G., Edwards, G., & Reid, A. (2009). How can Mobile SMS Communication Support and Enhance a First Year Graduate Learnng Environment? . *Research in Learning Technology , 17* (3), 201-218.

Kamran, S. (2010). Mobile Phone: Calling and Texting Patterens of College Students in Pakistan. *International Journal of Business and Management , 5* (4), 26-36.

Kelly, L., Keaten, J., Beeker, B., Cole, J., Littleford, L., & Rothe, B. (2010). It's the American LifeStyle! An Investigation of Text Messaging By College Students. *Annual Meeting of NCA* . Hilton, San Fransisco.

Khavari, L. (2009). IDK My BFF Jill: The Social Phenomenon of Text Messaging and its Effect on Interpersonal Communication. *search it* .

Langer, J. (2008). Instant Messaging and Text Messaging: An Overview.

Lin, L. (2017). Effect of texting with friends during video lectures on high school students' learning. *International Journal of Technology Enhanced Learning , 10* (1), 1-9.

Ling, R., & Barrn, N. S. (2007). TEXT MESSAGING AND IM. *http://www.american.edu/cas/lfs/faculty-docs/upload/text-messaging-and-im.pdf* , 1-16.

Mitomo, H. (2006). Impact Of Mobile Usage on the Interpersonal Relations. *Communication and Stretagies* .

Namsu, P., Hwang, Yongsuk, & HuhEun. (2011). Exploring Problematic Mobile Phone Use: Relationship Between Adolescents' Characteristics and Mobile Phone Addiction. *Annual Meeting of International Communication Association.* Suntec.

New York Times. (2007). Using Texting ti Support Students' Transition to University. *Innovations in Education nad Teaching International , 44* (3).

O'Connell, M. (2010). "To Text or Not to Text": Reticence and the Utilization of Short Message Services. *Human Communication , 13* (2), 87 - 102.

Ong'onda, N. A., Matu, P. M., & Oloo, P. A. (2011). Syntactic Aspects in Text Messaging. *World Journal of English Language* .

Oxford University Press. (2014). *Text Message: Oxford Dictionaries.* Retrieved June 15, 2014, from Oxford University Press Website: http://www.oxforddictionaries.com/definition/english/text-message

Pakistan Telecommunication Authority. (2005, May 23). *PTA.* Retrieved March 1, 2014, from http://www.pta.gov.pk/: http://www.pta.gov.pk/index.php?option=com_content&view=article&id=583:cell-phone-industry-in-pakistan

Plester, B., Wood, C., & Bell, V. (2008). Txt msg n school literacy: does texting and knowledge of text abbreviations adversaly affect children's literacy attainment? *Literacy , 42* (3), 137-144.

Rafat, F. (2009). Ehnaced Text Steganography in SMS. *2nd International Conference Computer, Control and Communication*, (pp. 1-6). Karachi.

Rafi, M. S. (2010). The Sociolingustics of SMS ways to Identify Gender Boundries. *IGI Global* .

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

Rawan, B. (2010). *Media Uses: Readers" Activity in Newspaper-Use Behaviour.* LAP LAMBERT Academic Publishing.

Reid, D., & Reid, F. (2004). Insights into the social and Psychological Effects of SMS Text Messages. *Journal of Computer Mediated Communication* .

Shand, J. (March 2012). The Degradation of Human Relations Through Instant and Ever-present Communication and the New Etiquette It Requires. *Journal of Philosophy of Life , 2* (1), 92-101.

Shuter, Chattopadhyay, & Sumana. (2010). Cross-Cultural Study of Emerging Interpersonal Norms of Text Messaging in India and United States. *Annual Meeting of the International Communication Association.* Suntec.

Shuter, Chattopadhyay, & Sumana. (2010). Cross-Cultural Study of Emerging Interpersonal Norms of Text Messaging in India and United States. *Annual Meeting of the International Communication Association.* Suntec.

Solis, R. J. (2006). Mobile Romance: An Exploration of the Development of Romantic Relationships Through Texting. *Asian Cultural Forum*, (pp. 1-14).

Subrahmanayam, K., & Greenfield, P. (2008). Online Communication and Adolescent Relationships. *The Future of Children* , 119-146.

Sun, S., Hullman, G., & Wang, Y. (2011). Communicating in the Multichannel age: Interpersonal Communiaction Motivation, Interaction Involvement and Channel Affinity. *Journal of Media and Communication Studies , 3* (1), 7-15.

Tomita, D. K. (2009). Text Messaging and its Implications for its use in Education. *Teaching, Colleges and Communities* (pp. 184-193). Hawaii: TCCHawaii.org.

TRibune, T. E. (2012, January 12th). Pakistan reached 111 million mobile users in October last year: Report.

UNESCO/USAID. (2008). *Status of Teachers in Pakistan.* Lahore: Idara-e-Taleem-o-Agahi.

Walker, A., & Gatesman, B. (2011). *A New Way To Decieve: A Survey of Use of Texting for Deception.* Pennsylvania: Edinboro University.

West, R., & Turner, L. H. (2006). *Understanding Interpersonal Communication. Making Choices in Changing Times.* USA: Thomson Wardsworth.

Wimmer, R. D., & Dominick, J. R. (2006). *Mass Media Research Introduction.* look it up: Thomson, Wadsworth.

Workbook, T. (Spring 2001). *Inperpersonal Context: Social Penetration theory.* http://www.uky.edu/~drlane/capstone/interpersonal/socpen.html.

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

Annexure I Data Analysis Tables

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.780ª	.608	.606	4.35172

a. Predictors: (Constant), Interpersonal Texting

Table 1.1 Model Summary

ANOVAᵇ

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5807.252	1	5807.252	306.654	.000ª
Residual	3749.623	198	18.937		
Total	9556.875	199			

a. Predictors: (Constant), Interpersonal Texting
b. Dependent Variable: Strengthens

Table 1.2 ANOVA

Coefficientsª

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.807	1.314		1.375	.171
Interpersonal Texting	.754	.043	.780	17.512	.000

a. Dependent Variable: Strengthens Interpersonal Relations

Table 1.3 Coefficients
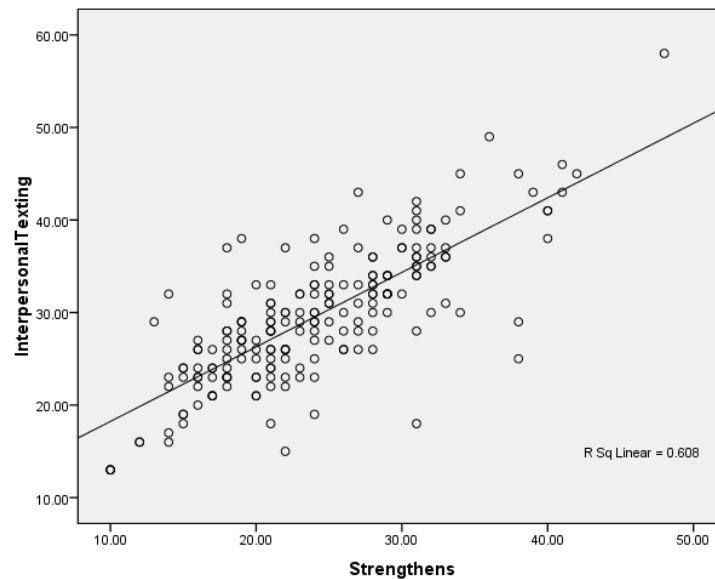
Scatter Plot 1.4 Strengthens Relationship

3513

Impact Of Texting On Interpersonal Relationship Among Friends: A Study Of Educational Institutions In Islamabad, Pakistan

PJAEE, 18 (4) (2021)

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.504[a]	.254	.250	5.64951

a. Predictors: (Constant), Interpersonal Texting

Table 2.1 Model Summary

ANOVA[b]

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2153.224	1	2153.224	67.463	.000[a]
Residual	6319.556	198	31.917		
Total	8472.780	199			

a. Predictors: (Constant), Interpersonal Texting

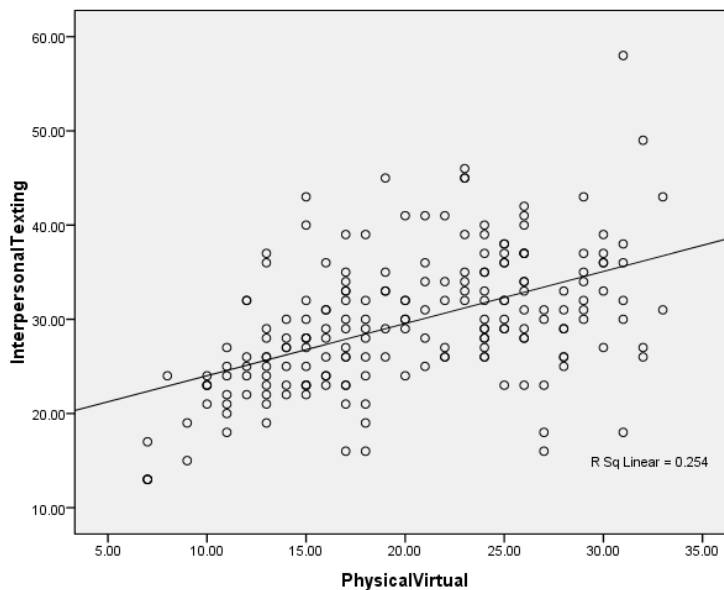b. Dependent Variable: Face to Face and Virtual Relationships

Table 2.2 ANOVA

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.570	1.706		3.852	.000
Interpersonal Texting	.459	.056	.504	8.214	.000

a. Dependent Variable: Face to Face and Virtual Relationships

Table 2.3 Coefficients

Scatter Plot 2.4 Face to Face and Virtual Relations

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.476ᵃ	.227	.223	3.86262

a. Predictors: (Constant), Interpersonal Texting

3.1 Model Summary

ANOVAᵇ

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	867.269	1	867.269	58.129	.000ᵃ
Residual	2954.126	198	14.920		
Total	3821.395	199			

a. Predictors: (Constant), Interpersonal Texting
b. Dependent Variable: Educational Activities

Table 3.2ANOVA

Coefficientsᵃ

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.911	1.166		1.639	.103
Interpersonal Texting	.291	.038	.476	7.624	.000

a. Dependent Variable: Educational Activities

Table 3.3 Coefficients
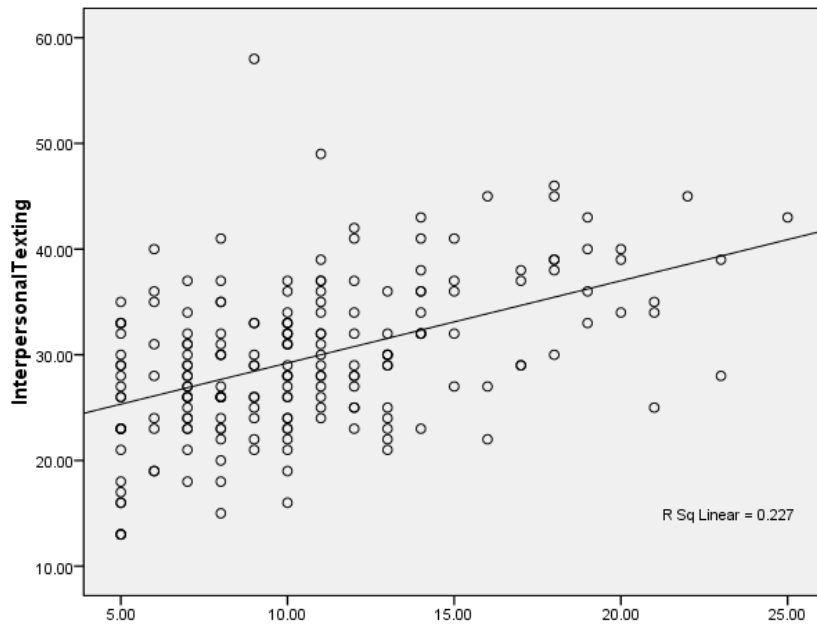
Scatter Plot 3.4 Educational Activities