

USES OF THE INTERNET FOR NEEDS GRATIFICATION; STUDENTS' PERSPECTIVE

M.Sc. Thesis

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Research Scholar

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This thesis has been submitted as partial fulfillment of master in Media and Communication studies to the Center for Media and Communication studies,

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Dedication

“In the name of Allah, the Glorious, the Merciful, Who imparted me the blessing of knowledge. I would like to dedicate this work to my mother, whose affection and prayers have guided me to this destination and the loving memories of my dearest grandmother”

ACKNOWLEDGEMENT

All praises for ALMIGHTY ALLAH. It is due to His blessing and infinite mercy that I have completed this work. So many blessings of ALLAH to His most beloved Prophet Muhammad (PBUH).who enlightened the whole humanity.

I owe this dissertation to a number of people who supported, encouraged and advised me throughout this thesis work. Without them, the completion of this dissertation was not possible.

Mrs. Rukhsana Aslam, my advisor, I would like to extend my earnest gratitude for her impeccable supervision. She was an immense support from the selection of title to providing me with a clear vision about my topic. Her positive criticism helped me improve my work. She enlightened my mind with a variety of different angles to the subject throughout the thesis work. Madam, without your guidance this endeavor would not have been possible.

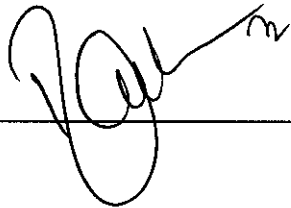
No words can suffice to express my special gratitude to my mother without her individual advice; devoted guidance and constant encouragement this work would never have been done.

And finally Hamid, my husband, thank you so much for your tolerance, ideas on the subject matter and adored moral support whenever I freaked out.

NIDA NOOR

Approval Certificate

This is certified that the work contained in this thesis entitled “Uses of the Internet for Needs Gratification; Students’ Perspective” was done by Nida Noor under my supervision and my opinion is that it is fully adequate, in scope of quality for the degree of masters of Media and Communication Studies.



A handwritten signature in black ink, written over a horizontal line. The signature is stylized and appears to be 'Nida Noor'.

2009

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Dated: _____

Final Approval

It is certified that we have read this thesis submitted by Nida Noor. It is our judgment that This thesis is of sufficient standard to warrant its acceptance by the international Islamic university Islamabad for the Master degree in Media & communication Studies.

Viva voice Committee

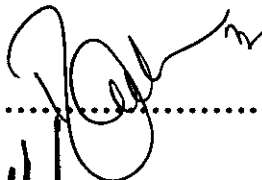
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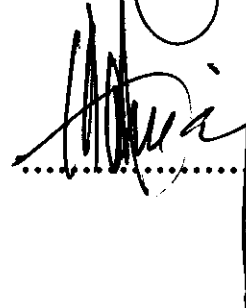
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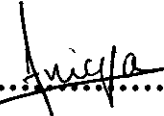
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Declaration

This thesis has been submitted as partial fulfillment of Master in media and Communication studies to the centre for Media and communication Studies .I solemnly declare that this is my original work and I have not plagiarized any material and whatever I quoted from a secondary source proper citation and references have been made.

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ABSTRACT

This is an age of information technology (IT). Pakistan is also trying to cope with this IT revolution. Basically teenagers use internet for two purposes, for entertainment and information to gratify their social, cognitive and affective needs. Level of gratification varies from person to person and desire to desire. In Pakistan there are not a lot of opportunities given to the teenagers for recreational activities. Lack of sports, clubs/playgrounds attracts male teenagers towards online games. In this age many questions arises in the minds of teenagers and in our society they are not given the opportunity to get their answers. So they become frustrated and they release their frustration by visiting or joining many social networking sites and other entertainment sites. At teenage, there occur many psychological changes as well as physical changes. Now a day's separate family system is growing very fast. That's why teenagers are gratifying their social needs and to overcome their loneliness by joining many social Networking sites. One theoretical approach to this phenomenon is that internet use robs individuals of their social activities and might interfere with the progress and continuation of social relationships.

The present research entitled "Uses of the Internet for Needs Gratification; Students' Perspective" shows that in Pakistan teenagers are using internet as communication tools primarily to reinforce existing relationships, both with friends and family members. More and more they are amalgamating this tool into their "offline" worlds, using, for example, social networking sites to get more information about new participant into their offline world. In this study the researcher has selected descriptive Survey as a research method. Questionnaire was

used as an instrument and it was designed according to the nature of the study. Close-ended questions were asked from the respondents. Respondents answered questions regarding gratifications they obtained from using internet.

The results showed that overall there are three major factors of internet usage: Gratification Opportunities, Social Utility, and Entertainment. These factors are useful in helping identify general areas of motivation for use of internet and more importantly acting as tools that can be used to compare motivations for the use of internet. Research also shows that respondents do use internet for cognition regarding academic information but those who use internet for nonacademic purpose, their ratio is very low. Respondents in this study also agreed with all statements regarding their use of the Internet to fill time or to satisfy escapism needs. However, respondents may not be claiming that they would "surf" the Net to fill time.

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INTRODUCTION

This is an age of information technology (IT). Pakistan is also trying to cope with this IT revolution. For this purpose, many steps are being taken and efforts are being made to spread internet all over the country. Now more or less every one has access to internet. There is no any field left in which internet is not being used. Internet has made it easy for the students to search out whatever and whenever they want. With increased accessibility of the internet, teenagers dominate this category. This is considered as a great achievement and it is. But here is a question that availability of internet all over the country is always being used for good reason? Do our teenagers familiar with appropriate use of internet?

As a group, teenagers are heavy users of newer electronic communication forms such as instant messaging, e-mail, and text messaging, as well as communication-oriented Internet sites such as blogs, social networking, and sites for sharing photos and videos such as you tube, interactive video games. Questions flourish as to how such online communication and entertainment affects teenagers' social development, in particular their gratification of social, cognitive and affective needs.

Basically teenagers use internet for two purposes, for entertainment and information. Now the question arises that in Pakistan when teenagers get access to internet what many of them do? How much time they spend on using internet? They use it mostly for what reason? For entertainment purpose or for information purpose to gratify their social, cognitive and affective needs.

In the past few years, the phenomenon of Internet social networking has taken over much of the landscape of the World Wide Web. These sites (the most popular being MySpace and Facebook) allow users to create a virtual persona in the form of an online profile. These profiles are filled with pictures of the user as well as personal information, including preferences in movies, music, and books. Users can then add other users as "friends" with whom they can send both public and private messages. The popularity of these sites, particularly among youth, is indisputable: facebook, the most popular internet social networking site in America, has consistently ranked in

the top 10 of all websites in the world for the past year (Alexa.com, 2007), and in 2005 was purchased by Rupert Murdoch's media conglomerate News Corp for \$580 million (Mintz, 2006). Another popular American social networking site, Facebook, which is built around the structure of existing community environments (college campuses, high schools) boasts an 85% registration rate at the colleges where the network is set up (Arrington, 2005).

Social networking is one of the newest forms of Computer Mediated Communication (CMC). This form of communication relies on technology such as email and instant messaging. These technologies functions are as substitutes or supplements for face-to-face interactions with the purpose of making processes of communication more mobile and are convenient.

Today's busy time it is difficult to have a detailed conversation with family members. Thus teenagers feel boar, loneliness and want a companion to whom they can share independently whatever they want to share. Many of students spent a lot of time in surfing on internet. They chat and make friends on many Social Networking sites like Orkut, Facebook, and Myspace or visit other entertainment sites. Students do use internet for entertainment purpose but their ratio is very low. Net friendship is very common in cyber world.

There are many ways to use internet now it depends how the person use it to what? There are many needs that are fulfilled and gratified by the use of internet. Level of gratification varies from person to person and desire to desire. **Gratification** is the positive arousing reaction of happiness in feedback to a completion of a need. When a person has a need and he does some action to gratify his need is gratification. Western culture is sometimes niggled for its stress on immediate gratification. There are two types of gratifications

1. *Deferred or delayed gratification*
2. *Self-gratification*

Deferred gratification or delayed gratification is the talent to stay in order to get something that the person wants. This ability is usually considered to be a personality attribute which is essential for life success. Daniel Goleman has suggested that it is an important component of emotional

intelligence. People who lack this attribute are said to need immediate gratification and may suffer from poor impulse control¹.

Psychoanalysts have dispute that people with poor impulse control suffer from "weak ego boundaries". The term comes from Sigmund Freud's theory of personality where the id is the pleasure principle, the superego is the morality principle, and the ego is the reality principle. The ego's job is to satisfy the needs of the id while respecting other people's needs. According to this theory, a person who is unable to delay gratification may possess an unbalanced id that the ego and superego are unable to control (wikipedia).

The second type of gratification is Self-gratification. Self-gratification is the act of satisfying your own desires and giving yourself pleasure.

People like to be self gratified after being put up in a high amount of tension, work, trauma and anxiety. These are the three elements that trigger the buying mentality and it is the main motive why public continuously buy. Consumption is determined by productivity, where the harder you work, the more you are likely to buy and consume to lessen all the stress.

Businesses know this and have used self gratification in advertisements and commercial to exploit the consumers mind into buying magnificence items to reward themselves. The reason why people buy is not because they need it, but want it to relieve all the stress, hardship and pain from their work. A person who dies with the most toys win is a mentality set up by big businesses to ensure his riches and endurance. Businesses are tricky and know they need to keep on selling in order to make a profit so they have used mass psychology to their advantage.

Understanding the mind of people and using self gratification as a way to sell more of product/service is practiced by many big businesses. It can be seen it all too often on magazine advertisements and commercials where the main pitch is "*you deserve this*"² (marketingdeviant.com).

¹ http://en.wikipedia.org/wiki/Deferred_gratification surfed at 05-06-09

² www.marketingdeviant.com/self-gratification-is-a-seller surfed at 09-06-09

Mass communications researchers and theorists have been interested in determining why audiences choose to use a particular medium and how they use this medium to gratify his or her needs for decades. Researchers have linked mass media and their audiences' media uses to the Uses and Gratifications Theory. For example, in 1944, Herzog determined that radio soap opera audiences were seeking emotional release, wishful thinking and to obtain advice in their own relationships (Dixon, 1993, p. 25).

Berleson in 1949 surveyed audiences after a New York newspaper strike. Reader gratifications were determined as information seeking, social prestige, escapism and daily routine (Berleson, 1949). In 1976, Becker determined that audiences used political media content to gratify their excitement needs and for informational needs in order to choose their candidate (Becker, 1976, pp. 28-33). In 1982, Bleise found that the elderly use mass media for discussion topics, for entertainment, to pass time, to keep themselves company and to supplement conversations (Dixon, 1993, p. 11). In 1989, Clinton Swift, in his dissertation at Indiana University, studied audience activity in computer-mediated communication. Swift found that respondents in his study used electronic bulletin board systems mainly to keep in touch with friends and family and to gain information (Swift, 1989, p. 148). Janet Dixon in her study on the uses and gratifications of seniors' use of an online nonprofit program, known as Senior Net, found that of 335 respondents, the senior's online program was typically used for communication, to fill time, escapism, diversion and to gain advice. (Dixon, 1993, p.67).

The Uses and Gratifications approach assumes that audiences actively choose their mass media and expect to receive specific gratifications as a result of their selection (Swift, 1989, p. 33).

As Uses and gratification theory describes that people use media for many different purposes to gratify their needs. The process of gratification is always to satisfy any need. Needs and gratification are consistent. A **need** is somewhat that is compulsory for humans to live a healthy life. The needs can be physical such as hunger, sleep, thirst and sex or they can be psychological such as the need for self-esteem or self-actualization.

How such needs can be satisfied? Doyal and Gough point to eleven broad categories of "intermediate needs" that define how the need for physical health and personal autonomy are fulfilled³ (wikipedia.com):

- Adequate nutritional food and water
- Adequate protective housing
- A safe environment for working
- A safe physical environment
- Appropriate health care
- Security in childhood,
- Significant primary relationships with others
- Physical security
- Economic security
- Safe birth control and child-bearing
- Appropriate basic and cross-cultural education.

As contrast the most traditional need theories, which can be classified as homeostatic theories of motivation, Maslow's theory of needs supports the self-motivated process of need satisfaction leading toward the ultimate of self-actualization. His theory is dynamic in the sense that man constantly searches for the completion of needs in an ever-expanding need system. He established five needs.

- 1) **Physical needs:** - Breathing, Water, Sleep, Food, Sex, Clothing, Shelter. These needs are basic needs that are essential for the survival of anyone.
- 2) **Safety needs:** - security of body, of employment, of resources, of morality, of the family, of health, of property. These are safety needs. When person's physical needs are fulfilled then safety needs comes. He requires security for all things he owns.
- 3) **Social needs:** - Family, friendship, intimacy. These are the social needs. After physical and safety needs are obtained, then social or belonging needs come. This involves emotionally based relationships in general. Man is a social animal and of course it would be difficult for him to live without any social relations.

³ <http://en.wikipedia.org/wiki/Need> surfed at 25-05-09

- 4) **Self-esteem**: - confidence, achievement, respect of others, respect by others.
- 5) **Self-actualization**: - Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts. In Maslow's hierarchy of needs, the need for self-actualization is the final need that manifests when other four lower levels needs have been satisfied.

Needs are rarely found in isolation but are found in a variety of combinations. A certain behavior may be caused not by one need, but many; on the contrary, one action may satisfy not one but a set of needs. Therefore, it seems to follow that most behavior is multi motivated.

In contrast to Maslow, Rosenberg's model does not place needs in a hierarchy. In this model, feelings are seen as indicators of when human needs are met or unmet. One of the intended outcomes of Rosenberg's model is to support humans in developing an awareness of what life-sustaining needs are arising within them and others moment by moment so that they may more effectively and compassionately find strategies to meet their own needs as well as contribute to meeting the needs of others⁴ (wikipedia.com).

In the dull, busy and boring life people have need to get escapism to this boredom. That's why people use some entertainments to gratify some of their needs. **Entertainment** is an amusement or emotional diversion intended to hold the attention of the audience or participants⁵. (knowledgerush.com)

In a world where we find ourselves ever more hectic by and drawn to bright images and flashing screens, it is importance by asking a few questions about that most important of user goods: entertainment. What creates entertainment entertaining? Why do we call for it? What exactly entertainment is anyway? In simple words we can say Entertainment is what one does for pass time or to enjoy.

Some forms of entertainment are:

- Television
- Movies
- Animation

⁴ <http://en.wikipedia.org/wiki/Need> surfed at 09-06-09

⁵ Surfed at 09-06-09 www.knowledgerush.com/kr/encyclopedia/Entertainment/

- Theatre
- Tourism
- Dance
- Sports
- Radio
- Reading
- Chat
- Blogs
- Eating Out
- Drinking
- Books
- New Media/internet
- Music/Disco
- Show business
- superstar
- Humor/comic
- Newspapers/magazine
- Magic
- Circus

And many more other stuff is included as sources of entertainment.

Media as the Main Sources of Entertainment

Time is considered a straightforward budgetary distribution problem. We have 24 hours a day within our budget and we have to allocate these hours for diverse sort of activities. Some of these activities are unavoidable such as eating, sleeping etc. And many of us also know that we have to work in order to earn money to cover our expenses. The remaining time left to us is free in nature. It would seem that the majority of the people much of their discretionary time towards the search for leisure activities.

In contemporary society, there is a surprising collection of entertainment options such as sports, movies, parks, museums, internet, television, radio, magazines, eateries, theaters, etc. All these entertainment options compete against each other. The preference of users for any entertainment option is guided by the value that the consumer assigns.

Internet is identified as new medium of mass media. It has overlapped the other media contents i.e. TV, radio, newspapers, films, books and magazines etc. for the reason that internet carries out all the functions that other media contents perform. It says that internet is all in one medium. Now people can read newspapers, magazines, listen and watch songs and movies online. Lasswell in 1940s suggested five functions media performs at society level such as; surveillance, interpretation, linkage, transmission of values and entertainment whereas at individual level it performs four functions cognition, diversion, social utility and withdrawal. So internet performs all these functions very well. It gives information as well as entertainment. Social utility is one of the biggest functions it performs. People can share whatever they need and whatever they want to the others i.e. writing blogs and visiting social networking sites. Every medium has its drawbacks as well as its advantages. In this research the researcher has focused on internet that to how, why and to what extent Pakistani male teenagers are gratifying their needs by using internet. Now days there are a lot of opportunities to get entertained, teenagers are also availing these opportunities and the new and emerging medium internet is one of these sources.

The Internet is known to many as the "information superhighway." Individuals and businesses have jumped on the bandwagon and joined the communication system of the present and future through Internet connections and e-commerce. The Internet is said to be "the first truly democratic medium," and those with access to e-mail and the World Wide Web is connected to an "unprecedented amount of information at one location" (Santa Clara University, 1997).

By "internet" in this research is referred to the electronic network that links people and information through computers and other digital devices allowing person-to-person communication and information retrieval. Although the late 1960s saw the beginning of an ancestral network committed to scientific and after 1975 to military communication, the internet didn't come into sight until 1982; it began its rapid rise only in the early 1990s, when graphical

interfaces became widely available and commercial interests were allowed to participate (Castells 2001).

The Internet consists of thousands of networks world-wide, connecting research facilities, universities, libraries and private companies. Many of these networks have host computers dedicated to maintaining archives of information which are accessible to the public. The functions of the Internet may be divided into several categories⁶. (tutorials.freescills.com). There are many reasons that people use internet. Such as;

1. To communicate and socialize

This is very much an essential human need. People like to get together and chat to other people through the internet. They use it to keep up new or existing relations. They want to communicate thoughts, dreams and find commonality with others who share similar interests. So it does something which makes easy communication. Hyper-local or cross-border communities, social networks, virtual worlds, services built on existing communication. It is bring human social activities onto the internet network. Socialize existing web functions, emphasize on connecting people.

2. To find information, learn new things and be entertained

The internet is an enormous collection of new and old information. It is also a source of pleasure, giving immediate satisfaction in the form of images, sound and interactivity. As an educational tool, the web is essential for people who are looking for to learn. Internet is a sphere of entertainment. Games, movies, songs, videos, blogs, chat rooms and many more stuff is available at internet.

People feel like to find things online. So it helps them. It creates a system which imparts information or filters existing content. I monetize the flow of data. Blogs, training courses, social news, comprehensive news, paid membership sites, online journals, and one-stop entertainment portals, videos, images and games center with a specific focus.

⁶ <http://tutorials.freescills.com/functions-of-the-internet.htm> surfed at 08-06-09

3. To do work, generate income and run a business

People use the internet to make their earning. It is necessary to many businesses that want to increase brand publicity or sell a product or service. They also use the web to help them work better. There is a market of webmasters, entrepreneurs and small or big businesses out there that are willing to pay to boost up their profits. It provides think of ways to help people work smarter and more efficiently online.

The researcher has focused that how Pakistani teenagers are using internet. The Internet is so much a part of today's culture that many teenagers today can't even imagine what the world was like before the Internet existed.

Pakistani male teenagers use internet more for entertainment to gratify their social, cognitive and affective needs because of many reasons. In Pakistan there are not a lot of opportunities given to the teenagers for recreational activities. Lack of sports, clubs/playgrounds attracts male teenagers towards online games. Teenage is a very curious age. In this age many questions arises in the minds of teenagers and in our society they are not given the opportunity to get their answers. So they become frustrated and they release their frustration by visiting or joining many social networking sites and other entertainment sites. At teenage, there occur many psychological changes as well as physical changes. Now a day's separate family system is growing very fast. That's why teenagers are gratifying their social needs and to overcome their loneliness by joining many social Networking sites. One theoretical approach to this phenomenon is that internet use robs individuals of their social activities and might interfere with the progress and continuation of social relationships (Caplan, 2003; Nie & Erbing, 2000; Weiser, 2001).

This research shows that teenagers are using internet as communication tools primarily to reinforce existing relationships, both with friends and family members. More and more they are amalgamating this tool into their "offline" worlds, using, for example, social networking sites to get more information about new participant into their offline world.

As children get access to the Internet at younger ages, the number of restless teens continues to grow. Even children as young as 9 and 10 years old are now setting up e-mail accounts, engaging

in instant messaging with their peers, posting message to their own blogs, and uploading digital photographs to websites.

In general, supporters of media innovation argue that the new technology benefits children by opening up new worlds to them, while opponents argue that new media might be used to substitute for real life in learning ethical principles, understanding children's morality and causing them to engage in illicit sexual and criminal behavior. In the beginning films came, the intension was to educate children as well as to entertain. But after some time it became immoral for exposing violence and sex to the children (Ellen. A. Wartella & Nancy Jennings, 2000). A like internet has also its advantages as well as disadvantages. It's up to the user that how he or she is using it.

Statement of the problem

This study was designed to analyze that Pakistani male teenage students are by and large spending most of their time on internet for entertainment rather than information. In this research it had been focused that how Pakistani male teenage students' social, cognitive and affective needs are being fulfilled through internet mostly using for entertainment purpose.

LITERATURE REVIEW

This chapter is divided into two main sections. First section describes the several uses and gratifications studies involving various mass media. And the second section deals with the uses and gratifications approach and how it has been utilized in identifying need gratifications of the male teenagers.

The internet is a mixture of mass media and interpersonal communication technologies. A belt of research has attempted to explain the gratifications that individuals find in all features of the internet and internet communications.

Papacharissi and Rubin (2000) identified five main uses of the internet though factor analysis:

- 1) Socializing with others
- 2) To pass time (use the internet when they are fed up or to engage time)
- 3) For information seeking
- 4) Because it is convenient
- 5) For entertainment

More than a few of these motivations were related to each other, the highest being than those individuals who used the internet for social purposes were more likely to use it to pass time.

Papacharissi and Rubin (2000) also explore the personal features that predict internet use. Their results showed that those individuals who found a lesser amount of gratification from face-to-face communication were more expected to use the internet. So, those individuals who felt more valued in their interpersonal environment were more responsible to use the internet for informational purposes, while those who felt less valued were more likely to use it as a means for social interaction.

Ko, Cho and Roberts (2005) explored the association between four internet motives (information, convenience, entertainment and social interaction) on the use of interactive web sites. They found that those individuals who had “high information, convenience and social interaction motivation for using the Internet tend to stay at a Web site longer to satisfy their

corresponding motivations” (p. 66). This proves one of the basic beliefs of the uses and gratifications approach: that the accomplishment of gratifications will predict exposure (Katz, Blumler, and Gurevitch, 1973).

In an attempt to boost up the differences that has been explained by internet use studies, LaRose and Eastin (2004) integrated the uses and gratifications approach with Albert Bandura’s Social Cognitive Theory. To do this, they re-established gratifications of web use with six expected outcomes to match the language of the social cognitive model.

Many of the identified expected outcomes related with gratifications used in previous studies: Activity outcomes (similar to entertainment gratifications), monetary outcomes, novel outcomes (similar to information acquisition gratifications), social outcomes, self reactive outcomes (similar to pass time gratifications), and status outcomes.

Tewksbury and Althaus (2000) investigated the difference between gratifications sought and gratifications obtained in regard to the use of the internet amongst a group of college students. The gratifications sought are those things that we hope to attain from using a particular medium and the gratifications obtained are the actual gratifications that we obtain. In their study, they tested several variables against five obtained gratifications of the web constructed from a review of the literature: course work, entertainment, information about issues & events, to pass time, and to assist in tasks. Overall, they determined that gratifications sought were a significant predictor of gratifications obtained from the internet.

Additionally, the authors examined whether the gratifications that one sought from the web was a predictor of they type of web sites that the students regularly used. They determined that users were visiting those sites that were in line with the gratifications that they received from the web.

E-mail is a computer-based text messaging and similar in many ways to traditional forms of mail. Users set up an account through an e-mail provider and are given an address that is specific to the account. They can then send messages to the known addresses of other users in a near immediate process.

Flaherty, Pearse, and Rubin (1998) examined whether the internet and face-to-face communication were fulfilling the same communications gratifications. Overall, they found that

face-to-face communication was advanced to internet communication in the fulfillment of each gratification category.

In addition, their analysis found that the internet and face-to-face communication were only functional alternatives in two factors: pleasure and time shifting.

The gratifications of instant messaging use are also the subject of several other studies. Leung (2001) looked at the use of ICQ, an early instant messaging program, among a group of students in Hong Kong. The factor analysis produced seven different factors in ICQ use: affection, entertainment, relaxation, fashion, inclusion, sociability, and escape.

Flanagin's (2005) study of general IM usage produced 4 factors: Social entertainment, social usefulness, entertainment, and task accomplishment. Flanagin then compared five different media (email, face to face communication, cell phones, landline phones, and instant messaging) in their ability to fulfill each of these four gratifications.

Overall, face to face communication was the most useful and versatile channel for the fulfillment of needs, followed closely thereafter by cell phones and instant messaging.

Landline phones were the least able to fulfill each of the needs. Because certain needs were fulfilled better by newer media (instant messaging) than older media (e-mail), Flanagin thought there might be a displacement effect from the arrival of the newer medium. In order to establish this, he asked whether individual's use of other media had changed with the introduction of instant messaging. He found that both email and landline telephones were being used significantly less with the arrival of instant messaging, indicating a displacement effect.

While Flanagin compares the abilities of different media to attempt to fulfill the needs of individuals, he uses no theory to explain this competition. By using the theory of the niche, a researcher is able to quantify the gratifications that a media fulfills, and more empirically explore the displacement of that new media over older forms.

In a survey of students from Carnegie Mellon University, researchers found that most users joined Facebook because their friends forced them into it, or that they felt a need to meet and socialize with others at their school. This study also found that 80% of the students had not read

the privacy policy for Facebook, and generally felt safe about publicly exposing individual information in campus surroundings (Govani & Pashley, 2005).

Other research has shown that student users of Facebook hardly ever distorted the privacy settings of their account and as a result could be ready for irritation (Gross & Acquisti, 2005).

A study by Valkenburg, Peter, and Schouten (2006) examined the role of a Dutch online social networking site, cu2, on teenager self-esteem. Their results show that while the number of “friends” that persons had on such sites did not influence the self-esteem of the user, their self-esteem was affected by the tone of the feedback that they received concerning their profiles.

Other research has begun to focus more closely on how internet users are using social networking sites. Using a population from Michigan State University, one study required to explore the relationship between uses of Facebook and how persons were involved with their campus surroundings. Overall, they calculated five individual motivations for social networking use:

- (1) For filling up free time,
- (2) Gaining of information (about events, trends, music)
- (3) For maintaining and keeping in touch with earlier established relationships
- (4) To meet new people, and
- (5) Because everyone else is doing it.

Out of these, the last had the highest mean score (4.07 out of 5) indicating that it is a strong motivation. This confirms that students are gathering to social networking sites because of friends pressure (Govani & Pashley, 2005).

The strength for the rest of the uses was as follows:

- To keep in touch with offline relationships (3.64)
- To fill up free time (3.60)
- Information acquisition (2.25)
- And to meet new people (1.97).

The comparison of these findings suggests that individuals are using social networks primarily as a medium to communicate with already existing relationships rather than to shape new ones.

The aim of the current study is to examine that how Pakistani male teenage students are gratifying their social, cognitive and affective needs by using the internet. Many researches and studies have been done on this and related to this area of study.

Theoretical framework

Theoretical framework is such a draft of the theory on which any research based. It can be thoroughly determined as a selected set up within which any research operates. **Uses and Gratification Approach (U&G)** was used to develop and answer research questions and hypotheses. As the present study focuses that how Pakistani male teenager students fulfill their social, cognitive and affective needs through using internet for entertainment purpose. U&G theory is one of those theories that connected the researcher's attention towards the audience or receiver of the media.

Development of the Uses and Gratifications Theory

The Uses and Gratifications Theory originated in the early 1940s. The theory can be traced to Harold Laswell's Limited Effects Theory and findings on why people chose specific media. Early research focused primarily on descriptions of audience's uses and purposes for choosing the media. The approach was developed to study audience gratifications by the type of media they used and the content of the media which satisfied their needs socially and psychologically. By determining which media audiences chose, researchers made assumptions of how a person used the medium to gratify his or her needs. Early examples of particular types of content typically studied were radio quiz programs, soap operas, music types and film (Salwen & Stacks, 1996, p. 146).

Researchers saw a revival of studies in media gratifications in the late 1960s and early 1970s. Researchers tried hard to describe in detail how and why audiences used specific media (Salwen & Stacks, 1996, p. 146). For example, in 1968, researchers assumed that when respondents chose print as their medium of choice, the respondent preferred print to gratify his/her political issue needs (Katz, Haas & Gurevitch, 1973, p. 164).

The restoration of interest in media uses and gratifications can be traced to three developmental phases. **First**, newer research methods and data manipulation and analysis techniques allowed

important new strategies for collecting information and analyzing audience uses and gratifications. New techniques included questionnaires that were developed to allow respondents' reasons for using specific media to be measured more systematically and objectively. The Uses and Gratifications approach had been under fire for not having a more methodical approach to analyzing data and this new technique lessened criticism (Baran & Davis, 1995, p. 218).

The **second** phase developed in the 1970s from an increasing awareness among researchers of audiences' active media use as a mediating factor when considering media effects. Researchers believed that active audience members made a choice whether specific media effects were desirable and set out to achieve those effects (Baran & Davis, 1995, p. 218).

Third, researchers were concerned that research on media effects focused solely on negative effects from the media, while intended and positive media effects were ignored. In the 1970s, there were numerous studies on media and violence and a lack of studies on positive effects from the media (Baran & Davis, 1995, p. 218).

In 1973, researchers Katz, Haas and Gurevitch were among the first researchers to compare gratifications among different types of mass media. In addition, they identified different uses for different media. The study analyzed a sample of 1,500 Israeli adults. Researchers developed a list of 35 psychological and social need statements satisfied by exposure to mass media. The need statements were divided into the following areas: politics, family, religion and education. Mass media under review were radio, television, newspapers, books and film. Researchers found that respondents used the media to gratify their needs by escaping reality, for entertainment, for killing time and for social needs (topics of conversation) (Katz, Haas, & Gurevitch, 1973, p. 164). In 1974, uses and gratifications researchers began measuring audiences' uses and gratifications by constructing Likert scales. Scale questions were developed from focus groups, interviews and researcher observations. Researchers found that the uses and gratifications approach included an audience's needs, which then generate expectations of mass media, which result in gratifications (Salwen & Stacks, 1996, p.147).

In 1988, Dobos and Dominick concluded that gratification factors from previous studies were as follows: seek information, communication (social interaction or companionship), filling time, escapism, diversion, entertainment and guidance. Dobos and Dominick determined that these factors could be used as a guide for future uses and gratifications researchers when determining need statements. These statements were also applicable across all media (Dixon, 1993, pp. 25-

26). For example, Payne, Severin and Dozier found that magazine reader's possessed three main gratifications requirements and obtained among respondents in their 1988 study. Gratifications of respondents were seeking information, diversion and social interaction (Payne, Severin, & Dozier, 1988, pp. 909-915).

Researchers Katz, Blumler and Gurevitch in their article, "Current Perspectives," constructed a uses and gratifications model that still guides researchers today. The model describes the following approach: Social and psychological needs create expectations of mass media which lead to different exposures to different media, leading to the media user's gratifications (Katz, Blumler, & Gurevitch, 1974).

In 1974, Katz, Blumler, and Gurevitch described their model as broken down into several social situations that could involve media-related needs in any of the following ways: First, social situations may produce conflicts, which lead to comfort through media consumption. Second, social situations can create an awareness of problems. These problems may be solved through information sought and received by the media. Third, a media choice by the audience may serve as a substitute to gratify "impoverished" social needs. In addition, by consuming a particular medium, audience members may be reinforcing social values. Fifth, familiarity with media may serve as a means of social acceptance (Katz, Blumler, & Gurevitch, 1974).

In 1984, Palmgreen and Rosengren gathered and analyzed 20 uses and Gratifications studies. From these studies, he concluded that audience gratifications were related to the following media effects: knowledge, dependency, attitude, agenda-setting, politics and discussion (Palmgreen & Rosengren, 1985).

Uses and Gratifications Assumptions

In 1985, Palmgreen, Wenner and Rosengren produced another important development in uses and gratifications studies. They created the following assumptions for the uses and gratifications model:

- (1) The audience is active, thus
- (2) Much media use can be conceived as goal-directed, and
- (3) Competing with other sources of need gratification, so that when
- (4) Substantial audience initiative links needs to media choice
- (5) Media consumption can fulfill a wide range of gratifications accurately because

(6) Media characteristics structure the degree to which needs may be gratified at different times, and further because

(7) Gratifications obtained have their start in media content, exposure in and of itself, and the social situation in which exposure takes place. (pp. 11-37)

Katz's model along with, Palmgreen, Wenner and Rosengren's assumptions have been the guidelines for researchers since they were developed.

Several studies have affirmed the active audience assumption. For instance, in 1973, Katz found that audience members could determine between five mass media based on their perceived gratifications obtained. In a 1977 study, Lometti concluded the same about the active audience when respondents determined their gratifications obtained among six mass media (Lometti, 1977, pp. 319-334).

Uses and gratifications' researcher, J.D. Rayburn, states that it would be safe to say with the Internet, as an interactive medium, media consumption is purposive. He says that by definition, interactive media are intentionally consumed as an audience member must make conscious choices with the medium. For instance, with the Internet, the audience member chooses his or her Internet avenue as far as American On-Line, CompuServe or local Internet Service Providers (Salwen & Stacks, 1996, p. 157).

In 1992, James conducted a preliminary study of CompuServe and sensitive interactive online computer users. James asked respondents to write essays describing their perceptions of uses and benefits of electronic bulletin boards, what characteristics these users possess and how using the bulletin board affected their use of other mass media. James found that statements about gratifications sought and obtained within the Internet service, were in fact obtained (James, 1992).

Motivations for Choosing Mass Media

Researchers acknowledged that specific motivations for choosing certain mass media were identified through several studies. For example, in 1956, Horton found that television provided viewers with "para-social interaction with media personalities." In addition, Pearlin's 1959 study of television uses and gratifications linked television audience's with escapism as a gratification. Mendelsohn's 1963 study revealed that television served as an entertainment medium. (Bryant, 1994, p. 419). In 1988, Horna examined the uses and gratifications of mass media. His findings revealed that the majority of media audiences were seeking entertainment, relaxation, escape or

leisure (Horna, 1988, pp.283-301). Also, a shift of interest in uses and gratifications studies has focused on satisfying a person's particular need, such as loneliness (Severin & Tankard, 1997).

Demographic Factors

An additional 1997 study by Richard Vincent surveyed 1,209 college students on their media use. Results revealed that different demographics led to different media sources. Also, students' media use and motivating factors increased with year in college.

Students' entertainment needs resulted in television news viewing. Print media were related to current events knowledge. Media uses and gratifications were used to examine audience uses of mass media according to social and psychological needs (Vincent & Basil, 1997).

In the 1970s, several studies by Greenberg and Rubin found age to be a consistent factor among children. Motivations for uses of particular media were typically to pass time or were to satisfy a need for entertainment (Greenberg, 1974, pp. 71-92).

Uses and Gratifications Critics

Although studies have exposed consistent findings, critics continue to question several aspects of the Uses and Gratifications Theory. For instance, researchers question the meaning of lists of media gratifications used to study what an audience seeks or obtains from the media. In addition, many critics believe the Uses and Gratifications Theory to not be a theory at all. Critics consider it an approach rather than a theory, because they claim it is descriptive and not predictive. Baran and Davis describe a theory to incorporate the following: it should contain a set of concepts, specify the relationships between those concepts, describe a phenomenon associated with those concepts; it should offer predictions of the phenomena and suggests explanations for the phenomena's occurrence (Baran & Davis, 1995, p. 28). Although many argue the theory to not be predictive, uses and gratifications supporters argue that this "growing inventory of gratifications, satisfactions and uses...show a convincing degree of patterned regularity and predictability" (Baran & Davis, 1995, p. 219).

In addition, uses and gratifications theorists argue that the model is more concerned with what people want from and choose to do with their use of a particular media, not the effects of the media. Audience members are not passive nor are they manipulated by the media. Audience members use media to generate desired effects (Baran & Davis, 1995, p. 219).

Also, critics are concerned with methodology used to measure an audience's uses and gratifications of media. Critics believe that it is difficult to measure causality and that long-term panel studies are necessary for a valid assessment. However, uses and gratifications supporters argue that most studies are low budget and cannot accommodate a long-term panel study. Supporters believe that although critics argue about credibility, uses and gratifications studies reveal valuable insight into why people choose specific media. Typically, respondents are given lists of media uses and gratifications derived from the researcher's own insights or past studies. For instance, a survey question could be stated as follows, "Watching television helps me to find a basis for conversation and social interaction." Critics argue that statements similar to the example used are only cues and are not accurate representations of how or why the respondent uses that particular medium (Baran & Davis, 1995, p. 219). Uses and gratifications research supporters argue that generalizations are feasible with replication studies where results are consistent across a similar sample and medium (Bryant, 1994, p. 423).

In 1979, researcher Jay Blumler attempted to resolve an additional theoretical shortcoming, by defining exactly what an active audience means. He describes the concept of an active audience in the following definitions and examples:

Utility: Media have uses for people and people can put media to those uses.

Intentionality: Consumption of media content can be directed by people's prior motivations.

Selectivity: People's use of media may reflect their existing interests and preferences.

Imperviousness to influence: Audience members are obstinate; they may not want to be controlled by anyone or anything, even mass media. They actively avoid certain types of media influence. (Blumler, 1979, pp. 9-36)

In short, Blumler is attempting to convey that the Uses and Gratifications Theory is in essence a model to determine how different audience members become more or less active and what will result by their media choices (Blumler, 1979, pp. 9-36).

Importance of Uses and Gratifications

In conclusion, the Internet, as a medium drawing an ever-increasing audience, demands that researchers continue to track the uses and gratifications of Internet and gratification of needs. As technology advances, audience members are consumed with "dot com" messages. If researchers are able to have even a small understanding of how and why pakistani male teenage students use the Internet they may be one step above to understand their needs.

There are many factors involve that teenagers use internet to gratify their social, cognitive and affective needs. These days almost both parents are working outside the home and in their busy life. They cannot pay proper attention to their children. That's why children have found the way by which they can remove their loneliness, by making many net friends.

"Another shift of interest for Uses and gratification is its focus on media use fro satisfying particular needs. An example of this is the ability of the mass media to relieve loneliness. A study found that the heaviest use of the media was used to relive situational or temporary loneliness (Severine and Tankard, 1997)⁷".

Research questions and hypotheses

Research questions

This research has been conducted under the light of these research questions:

RQ1: -Is internet being used by Pakistani male teenage students to gratify their social, cognitive and affective needs?

RQ2: - To what extent are the Pakistani male teenage students satisfied with internet as a source of entertainment?

RQ3: - To what extent are the Pakistani male teenage students satisfied with internet as a source of information for both academic and non academic purpose?

⁷ http://www.ciadvertising.org/studies/student/98_fall/teory/Hamilton/leckenby/theory/elements.htm
Retrieved at 14/01/2009

Hypotheses

The present research has formulated following hypothetical statements for the study.

H1: - Pakistani male teenage students greatly gratify their social, cognitive and affective needs by using internet.

H2: - Pakistani male teenage students are using internet more for entertainment

H3: - Pakistani male teenage students are using internet less for information.

Purpose of the study

The present research indicates that

1. What are the needs of Pakistani male teenage students to use the internet?
2. To find out how Pakistani male teenage students gratify their Social, Cognitive and Affective needs by using the internet?
3. To find out for what purpose Pakistani male teenage students use internet more for entertainment or information?

RESEARCH METHODOLOGY

Research Design

In this study of *uses of the Internet for needs gratification; students' perspective* the researcher selected **Survey** as a research method. As the nature of this study, was to get the opinion of the teenage students about use of internet to gratify their *social, cognitive* and *affective* needs. So, survey method best fitted in this research.

Survey Research

In this present study of *uses of the internet for needs gratification; students' perspective*, descriptive survey was used as the goal of the study was to describe the relationship between the needs of the teenage students and their gratification by using the internet.

Research instrument

In this current study, questionnaire was used as an instrument and it was designed according to the nature of the study.

In the questionnaire of survey research, close-ended question were asked from the respondents.

Close-ended question is defined as forced choice, information-seeking device asking respondents to choose their response from a list supplied by the researcher. It provided a greater uniformity of responses because the answers were easily quantified.

In this research, the researcher used close-ended ranking questions. This type of questions was used because the researchers' goal was to find out the needs gratification of Pakistani male teenage students in using the internet.

Measurement Scale

Respondents answered questions regarding gratifications they obtained from using internet.

Using a Likert-type scale, respondents were asked how often they use internet to fulfill a particular need, with answers ranging from 1 ("never") to 5 ("always").

Population

In this research teenage students, aged between 13 to 19 years were the population.

Sample and Sample size

In this current study male teenage from 13 to 19 years old students were selected as a sample through simple random sampling technique from Islamabad schools and colleges.

150 male teenage students were selected from schools.

(75 samples were chosen from Beacon House Islamabad branch and 75 were chosen from Roots School System Islamabad branch).

The other 150 male teenage students were selected from the colleges.

(75 samples were from F-8/4 IMCB and 75 samples were from Behria College Islamabad).

Sampling design

In this study the researcher first used *cluster sampling* through which the schools and colleges of Islamabad territory were selected for analysis.

Secondly, the researcher used *simple random sampling* technique to get information from male students aged between 13 to 19 years. In this way, the data was gathered which showed the opinion of the teenage students about their *social, cognitive, and affective* needs and their gratification in using the internet.

Definitions of the terms used in problem statement

Variables and operational definition

Teenagers: - According to the Opentopia encyclopedia, "A teenager or teen is a person whose age is a number ending in "-teen" in the English language: that is to say, someone from the age of thirteen to the age of nineteen."

In this study the male teenager means the male student who belongs to the age from 13 to 19. And a student of "O" levels and "A" levels.

Needs: - According to the oxford dictionary, need means requirement; want or wish. In mass communication perspective, needs means that social and psychological requirements due to which audience use some media.

In this study needs means social, cognitive and affective needs.

Here Social needs stand for friendly companionship with others.

Cognitive needs indicate Acquiring information and knowledge.

Affective needs are referred to curiosity, emotions and feelings.

Demographic characteristic: - In the words of Rothenbuhler, “the term “demographics” is a colloquialism that derives from demography, “the study of the characteristics of human populations” (Answer.com).

In this study Demographic characteristics include gender, occupation and age group of teenagers.

Internet: - Internet is the electronic network of networks that links people and information through computers and other digital devices allowing person-to-person communication and information retrieval⁸.

In this study, internet means the device that is used to communicate with different people, acquire knowledge, entertainment and to escapism from daily dull routine.

⁸ Social implication of the internet

Author(s): Paul DiMaggio, Eszter Hargittai, W. Russell Neuman, John P. Robinson
Source; Annual Review of sociology, Vol.27 (2001), pp.307-336

FINDINGS AND INTERPRETATIONS

Chapter IV reviews findings of this exploratory uses and gratifications study.

In the start of the questionnaire some general questions were asked the respondents whose total number was N=300.

As the researcher used teenage students, so only the male student age from 13 to 19 were allowed to answer the questions.

Table I(a): - Respondents demographic profile

VARIABLE	FREQUENCY	(N=300)%
Gender		
Male	300	100%
Participants' age		
13 years	36	12%
14 years	31	10%
15 years	47	15.66%
16 years	63	21%
17 years	40	13.33%
18 years	38	12.66%
19 years	45	15%

Table I(b): - Respondents' sources of internet

SOURCES	FREQUENCY	(N=300)%
Home	186	62%
Library	45	15%
School/College	39	13%
Cybercafé	30	10%
Others	NIL	NIL

Mostly students have access to internet at home. This table shows that 62% students use internet frequently at home. 15% students said they access internet at library. 13% students said they use internet at school/college. Students who use internet at cybercafé, their ratio is not more than 10%. No one uses any other place to access the internet.

Table (IIa): - Respondents' length of internet

VARIABLES	FREQUENCY	(N=300)%
Once a month or less	9	3%
Once a week	42	14%
Several times a week	63	21%
everyday	114	38%
Several times a day	72	24%

Mostly students use Internet everyday. The result shows that Only 3% of students use internet once a month or less. Only 14% students said that they access internet once a week. Several times a week, only 21% students use internet. About 62% use internet everyday out of which 38% use it once a day while 24% use it several times a day.

Table (IIb): - Respondents' length of internet usage

VARIABLES	FREQUENCY	(N=186)%
Less than 2 hrs	37	20%
2-4 hrs	84	45%
5-7 hrs	59	31%
More than 8 hrs	6	3%

In the answer of question, how many hours per day do they spend online? Only 186 students replied this question. 20% students said less than 2 hours. It means they are not heavy users. 45% students said 2-4 hours per day they use internet. 31% students were heavy users as they use internet 5-7 hours per day. And only 3% respondents were heavier user as they use internet more than 8 hours everyday.

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In part 2 of the questionnaire there were general questions about internet use.

Table (III): - Respondents' internet use

VARIABLES	FREQUENCY	(N=300)%
Chatting	261	87%
Assignments	279	93%
Emailing	231	77%
Games online	162	54%
Music online	213	71%
Videos online	207	69%
Blogging	189	63%
Leisure surfing	240	80%
Latest news	63	21%
Search engines	279	93%
Personal information	117	39%
Communication	291	97%
Others	NIL	NIL

According to this table, the numbers of students who chat on internet were very high. 87% of respondents said they do chat online. 93% respondents said that they use internet for their assignments. 77% replied that they use internet for email purpose. Only 54% respondents demonstrated their attention to play games online. 71% respondents agreed that they listen and download music online. 69% said they download videos from the internet.

63% said that they blog on internet. 80% respondents agreed that they do leisure surfing on internet. The respondents who use internet to gather latest news and current updates of world i.e. weather, current affairs, politics etc was very much low. Only 21% replied to this.

93% respondents said that they use search engines on internet. In accordance with this table, the ration of respondents those who use internet for communications purpose i.e. facebook, my space, orkut etc were very high. 97% agreed that they use internet for communication purpose.

In part 3 of questionnaire the students were asked 25 main questions to collect data concerning their Social, Cognitive and Affective Needs.

Table (IV): - Descriptive Statistics

Variables	Mean	Std. Deviation
Catharsis	3.67	1.169
Meet new people; social communication	3.97	.984
Make friends; social communication	3.97	.984
online Communication with family & friends	3.79	1.031
Relaxation	3.59	1.297
Knowledge; new models of cars/vehicles	3.76	1.180
Entertainment; holly/bollywood gossip	2.86	1.272
Current affairs	2.49	1.345
Online videos	4.23	.874
Online games	3.84	1.089
New trends; i.e fashion	2.05	1.293
New technology	1.99	1.196
New discoveries	2.45	1.405
Assignment material	4.04	.963
general knowledge	3.26	1.127
Convenient	3.88	1.016
current updates in studies	3.23	1.176
Quizzes	2.00	1.051
feelings of less lonely	4.23	.924
stimulation to do something	1.92	1.289
freedom to explore	3.89	.951
relieving frustration	3.71	1.085
Valid N (300)		

Table IV reflects participants' responses to Internet uses and gratifications statements of this study's survey. On a scale from one to five, with one meaning never and five representing always, participants were asked to rate Internet use and gratifications. The mean and standard deviation were computed based on participants' responses.

Standard Deviation tells you how spread out the set of scores are with respects to the mean. It measures the inconsistency of the data. A small standard deviation implies that the data is close to the mean/average (+ or - a small range); the larger the standard deviation the more dispersed the data is from the mean. (www.wikianswer.com).

Now the research will discuss here the results to research questions from 1 to 3.

There is very slight difference between always and most of the time, so the researcher has taken both of them in s similar gist.

Q1: - I use internet to kill time when have nothing to do.

Table (1) Killing time

Scale	Frequency	N=300%
never	11	3.7
very seldom	20	6.7
sometime	33	11.0
Most of the time	41	13.7
always	195	65.0
<u>Total</u>	<u>300</u>	<u>100.0</u>

In proportion to this table only 3.7% students respond that they never use internet to kill their time. Only 6.7% students said that very seldom they use internet to kill their time when they have nothing to do. 11% respond to the option sometime and 13.7% said most of the time. But 65% said they always use internet to kill their time.

Q2: - I use internet to escape temporarily from troubles in my life.

Table (2) Escapism

Scale	Frequency	N=300%
never	43	14.3
very seldom	36	12.0
sometime	44	14.7
most of the time	47	15.7
always	130	43.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

According to this table, only 14.3% of respondents accepted that they never use internet for the time being escapism. 12% of respondents replied that they very seldom use internet for this reason. There is only 14.7% ratio of respondents who sometime use internet for temporarily escapism. 15% said they most of the time use internet for this reason and 43% respondent agreed that they use internet always for escapism from the troubles in their lives.

Q3: - I use internet to learn about myself through personality tests.

Table (3) Learn about myself

Scale	Frequency	N=300%
never	107	35.7
very seldom	93	31.0
sometime	43	14.3
most of the time	30	10.0
always	27	9.0
<u>Total</u>	<u>300</u>	<u>100.0</u>

This table shows that 35.7% respondents admitted that they had never taken personality tests online to learn about themselves. 31% said very seldom they took personality tests. 14.3% sometime they do personality tests online. Only 10% said most of the time and 9% agreed always they took personality test to learn about themselves.

Q4: - I use internet to give catharsis to my feelings through blogs and chatting.

Table (4) Catharsis

Scale	Frequency	N=300%
never	15	5.0
very seldom	39	13.0
sometime	63	21.0
most of the time	96	32.0
always	87	29.0
Total	300	100.0

This table reveals that very low percentage of respondents never do catharsis online. Only 5% said never. 13% said very seldom they do catharsis through blogs and chatting.

21% respondents said sometime they use internet for this purpose. The high ratio of the respondents 32 replied most of the time. And 29 % said they always use internet for catharsis their feelings.

Q5: - I use internet to meet new people online.

Q6: - I use internet to make new friends online.

Table (5,6) Social communication

Scale	Frequency	N=300%
never	NIL	NIL
very seldom	29	9.7
sometime	63	21.0
most of the time	97	32.3
always	111	37.0
Total	300	100.0

Interestingly the result shows that in one way or the other, internet is the source for the male teenage students to meet new people and make new friends and to stay in touch with the older

one friend. In varying degrees all the respondents use internet for making and expanding their social network and communication. There was not even a single respondent replied never. 9.7% respondents said very seldom they meet new people and make new friends. The respondents who do social communication online sometime, their ratio were only 21%. Towards most of the time option 32.3% said yes. And 37% said they always meet new people and make new friends online.

Q7: - I use internet to keep in touch with my family and friends online.

Table (7) Online communication with family & friends

Scale	Frequency	N=300%
never	7	2.3
very seldom	24	8.0
sometime	83	27.7
most of the time	97	32.3
always	89	29.7
<u>Total</u>	<u>300</u>	<u>100.0</u>

In accordance with this table, only 2.3% said they never do online communication with their family and friends. 8% said very seldom they do it. Respondents towards sometimes were 27.7%. 32.3% said they most of the time use internet to keep in touch with their family and friends. 29.7% accepted that they always use online communication with their family and friends.

Q8: - I use internet because it lessens the stress in my mind.

Table (8) Relaxation

Scale	Frequency	N=300%
Never	30	10.0
very seldom	34	11.3
Sometime	57	19.0
most of the time	88	29.3
Always	91	30.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

According to this table 10% respondents said they never use internet for relaxation purpose. 11.3% respondents agreed that they use internet to lessen the stress in their mind. 19% respondents said sometime and 29.3% said most of the time they use internet for relaxation. 30.3% acknowledged that they use internet for relaxation when they have any stress in their mind.

Q9: - I use internet to know about new models about cars/vehicles.

Table (9) Knowledge about new models; cars/vehicles

Scale	Frequency	N=300%
never	15	5.0
very seldom	42	14.0
sometime	36	12.0
most of the time	113	37.7
always	94	31.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

No more than 5% respondents agreed they never get knowledge about new models from internet. 14% said very seldom and 12% said sometime they get information about cars online. 37.7% said most of the time they get information regarding cars/vehicles from internet. 31% agreed they always use for this purpose.

Q10: - I use internet to know about the Holly/Bollywood gossips

Table (10) Entertainment; holly/bollywood gossips

Scale	Frequency	N=300%
never	47	15.7
very seldom	83	27.7
sometime	77	25.7
most of the time	51	17.0
always	42	14.0
Total	300	100.0

In proportion with this table, 15.7% said they never use internet for entertainment purpose. 27.7% said very seldom and 25.7% agreed sometime they use for this purpose. The ratio of 17 accepted that they use internet to know about the Hollywood and bollywood gossips. Not more than 14% said they always get knowledge about Hollywood and bollywood online.

Q11: - I use internet to get knowledge about the current affairs.

Table (11) Current affairs

Scale	Frequency	N=300%
never	96	32.0
very seldom	66	22.0
sometime	63	21.0
most of the time	44	14.7
always	31	10.3
Total	300	100.0

This table shows that high ratio of 32 respondents said they never get current affairs information by using the internet. 22% said very seldom and 21% said sometime they use internet for information purpose. 14.7% agreed most of the time they get information about current affairs. Just 10.3% said they always use internet for information about current affairs which is very low.

Q12: - I use internet to watch videos online.

Table (12) Online videos

Scale	Frequency	N=300%
never	NIL	NIL
very seldom	13	4.3
sometime	49	16.3
most of the time	95	31.7
always	143	47.7
<u>Total</u>	<u>300</u>	<u>100.0</u>

This table shows that not even a single respondent replied ever it watched videos online. 4.3% responded towards very seldom. 16.3% said sometime they watch videos online. 31.7% agreed that they most of the time use internet to watch videos online. 47%, a very high ratio said they always use internet to watch videos online.

Q13: - I use internet to download games online.

Table (13) online games

Scale	Frequency	N=300%
never	7	2.3
very seldom	32	10.7
sometime	67	22.3
most of the time	90	30.0
always	104	34.7
<u>Total</u>	<u>300</u>	<u>100.0</u>

According to this table, only 2.3% said they never download games on internet. 10.7% said very seldom and 22.3% said sometime they download games online. 30% said most of the time and 34.7% said always they download games on internet.

Q14: - I use internet to find new trends in styles/perfumes/clothing etc.

Table (14) New trends; i.e. Fashion

Scale	Frequency	N=300%
never	145	48.3
very seldom	70	23.3
sometime	33	11.0
most of the time	29	9.7
always	23	7.7
<u>Total</u>	<u>300</u>	<u>100.0</u>

In proportion with this table the respondents who never use internet to find news trends were very high. 48.3% respondents said never. 23.3% agreed that very seldom they use internet for this purpose. 11% said sometime they find fashion trends online. 9.7% use internet most of the time for finding trends in fashion. Only 7.7% respondents agreed that they always use internet to find new trends in fashion.

Q15: - I use internet because it provides new ideas about the new technologies.

Table (15) Knowledge about new technologies

Scale	Frequency	N=300%
never	149	49.7
very seldom	57	19.0
sometime	54	18.0
most of the time	27	9.0
always	13	4.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

In accordance with this table, the respondents who never use internet to get knowledge about new technologies were 49% which is the highest figure of the table. 19% agreed very seldom and 18% respondents said that they use internet to get information about new technologies. 9% said most of the time they use internet for this purpose. Only 4.3% said they always use internet to know about new technologies.

Q16: - I use internet because I am interested to attain knowledge about the new discoveries of the world.

Table (16) Knowledge about new discoveries

Scale	Frequency	N=300%
never	110	36.7
very seldom	61	20.3
sometime	47	15.7
most of the time	49	16.3
always	33	11.0
<u>Total</u>	<u>300</u>	<u>100.0</u>

In proportion with this table, the respondents who said they never use internet to get knowledge about new discoveries of the world, their average is very high as 36.7% said never. 20.3% said very seldom they use internet for this reason. 15.7% said sometime and 16.3% replied most of the time they get information about new discoveries of the world. Only 11% respondents agreed that they do always use internet for this purpose.

Q17: - while using internet I can get information useful for my assignments.

Table (17) Getting Assignment material

Scale	Frequency	N=300%
never	NIL	NIL
very seldom	27	9.0
sometime	52	17.3
most of the time	103	34.3
always	118	39.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

According to this table, no respondent said never.100% respondents use internet to search for their assignments. Only 9% said very seldom they use internet for assignments. 17.3% were agreed towards sometime. 34.3% said yes to most of the time. And the average of the respondents who said always they use internet to get information regarding their assignments were very high as 39.3% said always.

Q18: - while using internet I feel like I have lots of knowledge at my fingertips.

Table (18) General knowledge

Scale	Frequency	N=300%
never	9	3.0
very seldom	73	24.3
sometime	110	36.7
most of the time	47	15.7
always	61	20.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

Regarding this table no more than 3% accepted that they never get general knowledge from the internet. 24.3% said very seldom they get lots of general knowledge by using the internet. The respondents who said sometime, their average is highest in the table as 36.7% said sometime. 15.7% said most of the time and 20.3% agreed that they always get general knowledge online.

Q19: - while using internet I find it is more convenient than library.

Table (19) Convenient

Scale	Frequency	N=300%
never	NIL	NIL
very seldom	32	10.7
sometime	79	26.3
most of the time	83	27.7
always	106	35.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

All respondents said that it was more convenient to use internet than using library. 10.7% respondents accepted that internet is convenient than library. 26.3% respondent accepted sometime and 27.7% replied most of the time they consider internet more convenient than library. The respondent who said they always experience internet convenient than library, their percentage were 35.3.

Q20: - while using internet I am aware of the current updates in my studies.

Table (20) Current updates in studies

Scale	Frequency	N=300%
never	10	3.3
very seldom	83	27.7
sometime	101	33.7
most of the time	39	13.0
always	67	22.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

In proportion with this table just 3.3% respondents replied they never get awareness about current updates in their studies online. 27.7% accepted that they very seldom acquire alertness regarding their studies from the internet. 33.7% said sometime and this ratio was the highest in this table. Only 13% said most of the time they use internet for this purpose. 22.3% respondents agreed that they always get current updates regarding their studies from the internet.

Q21: - while using internet I do take quizzes to know my IQ level.

Table (21) Online quizzes

Scale	Frequency	N=300%
never	118	39.3
very seldom	102	34.0
sometime	51	17.0
most of the time	20	6.7
always	9	3.0
<u>Total</u>	<u>300</u>	<u>100.0</u>

This table shows that the respondents who never take quizzes online, their ratio were more than 39% and this was the highest ratio in this table. 34% respondents said they very seldom take online quizzes. 17% agreed that they use internet for this purpose sometime. 6.7% respondents were agreed towards most of the time. Only 3% accepted that they always take quizzes to know their IQ level.

Q22: - while using internet I feel that the internet makes me less lonely.

Table (22) Feelings of less lonely

Scale	Frequency	N=300%
never	4	1.3
very seldom	16	5.3
sometime	29	9.7
most of the time	109	36.3
always	142	47.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

The results of this table were significant. Despite using the internet being a solitary activity, almost all (99%) respondents said that they did not feel lonely while using the internet. In varying degrees the internet engages their sense of loneliness. 5.3% said very seldom and 9.7% respondents said sometime internet makes them less lonely. 36.3% respondents supposed that they most of the time feel that internet makes them less lonely. 47.3% were agreed towards the option “always”.

Q23: - while using internet I feel that the internet stimulates me to do something when I am bored.

Table (23) Stimulation to do something

Scale	Frequency	N=300%
never	174	58.0
very seldom	49	16.3
sometime	21	7.0
most of the time	40	13.3
always	16	5.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

In proportion with this table highest average of 58% respondents was supposed to say that internet never stimulates them to do something. 16.3% were agreed that very seldom internet stimulates them to do something. 7% respondents said sometime and 13% accepted that most of the time internet stimulates them to do something when they get bored. Only 5.3% said always internet performs this job to them.

Q24: - while using internet I feel that I have freedom to explore anything I want even if it is unethical.

Table (24) Freedom to explore

Scale	Frequency	N=300%
never	9	3.0
very seldom	21	7.0
sometime	37	12.3
most of the time	161	53.7
always	72	24.0
<u>Total</u>	<u>300</u>	<u>100.0</u>

According to this table only 3% respondents agreed that they never have freedom to explore everything online. 7% said very seldom and 12.3% said sometime they feel freedom to explore everything. 53% respondents said most of the time they feel freedom to explore on internet whatever they want. 24% said always they feel freedom to explore.

Q25: - while using internet I feel that it provides me an outlet to go out my frustration.

Table (25) Relieving frustration

Scale	Frequency	N=300%
never	7	2.3
very seldom	45	15.0
sometime	56	18.7
most of the time	113	37.7
always	79	26.3
<u>Total</u>	<u>300</u>	<u>100.0</u>

Consistent with this table only 2.3% respondents said internet never provides them outlet to give away their frustration. 15% said very seldom and 18.7% said sometime internet do this job for them. 37.7% respondents agreed that most of the time internet provides them such plat form. 26.3% said internet always provide outlet for their catharsis.

DISCUSSION AND CONCLUSION

The chapter V will discuss the results, conclusion and limitations of the research.

The overall emphasis of this research was to know about the social, cognitive and affective needs gratification of Pakistani male teenage students by using the internet. And to find out that Pakistani male teenage students are using internet more for entertainment rather than information.

On the whole, this study found three major factors of internet usage: Gratification Opportunities, Social Utility, and Entertainment. These factors are useful in helping identify general areas of motivation for use of internet and more importantly acting as tools that can be used to compare motivations for the use of internet.

These factors are consistent with those items that were found in previous studies.

Gratification Opportunities are those items that represent the convenient nature of the medium (internet) and comparable items can be found in other studies as “gratification opportunities” (Albarran and Dimmick, 1993; Dimmick, Kline, and Stafford; Dimmick, Chen and Li, 2004), “cognitive” (Randle, 2003), or “convenience” (Papacharissi and Rubin, 2000; Ko, Cho, and Roberts, 2005) factors.

The next factor, Social Utility, reflects those items that allow individuals to express themselves through communication media. It combines items found in early uses and gratifications studies, such as “personal relationships”, “personal identity” and “surveillance” (McQuail, Blumler, and Brown, 1972), and similar items appear in internet use studies as “social utility” (Kaye and Johnson, 2000;), “interpersonal utility” (Papacharissi and Rubin, 2000), “social outcomes” (LaRose and Eastin, 2004), and “social usefulness” (Flanagin, 2005).

The responses of Q1, 5, 6, 7, revealed that how much Pakistani male teenage students are gratifying their social needs by using the internet. Almost 70% agreed that they do social communication on internet.

The final emerging factor, Entertainment, is comprised of items that are similar to McQuail, Blumler, and Brown’s (1972) “diversion” item. Similar items appear in uses and gratification literature as “Entertainment” (Papacharissi and Rubin, 2000; Tewksbury and Althaus, 2000; Kaye and Johnson, 2002; Ko, Cho, and Roberts, 2005; Leung, 2001; Flanagin, 2005), “activity

outcomes” (LaRose and Eastin, 2004) and “filling up free time” (Ellison, Steinfeld, and Lampe, 2006).

Research also shows that respondents do use internet for information purpose but their ratio is very low (Table 11, 15, 16). The purpose of the research was also to know about the cognitive needs gratification. Cognition can be about anything. It is not necessary that it will be always about the useful and beneficial information. In this research respondents replied the most of the questions regarding cognitive needs almost “sometime”. And this option shows the moderation of the respondents.

The answers of question 2 revealed that 59% respondents use internet to escape temporarily from their troubles in their lives. In 1973, Katz, Haas and Gurevitch found that their audiences under review concerning radio, television, newspapers, books and film, used these media to satisfy escapism needs and for killing time (p. 164). In addition, Pearlin in 1959, found that television audiences utilized this media to satisfy escapism gratifications (Bryant, 1994, p. 419). Respondents in this study also agreed with all statements regarding their use of the Internet to fill time or to satisfy escapism needs. However, respondents may not be claiming that they would “surf” the Net to fill time. This is a bias represented in many survey formats. For example, respondents may answer the question based on how they think the survey administrator wishes them to answer. In addition, wording of “to escape” may be seen by the responder as negative. Wording of statements in surveys may also introduce bias.

The researcher has found all the answers of present study’s research questions.

RQ1: - Is internet being used by Pakistani male teenage students as a source of entertainment to gratify their social, cognitive and affective needs?

Pakistani male teenage students use internet to gratify their social, cognitive and affective needs because internet is more convenient (63%) respondents stated that they use the internet because it is convenient medium. 59% respondents stated that use of internet provides them opportunity to relax them and to get rid from the stress. It gives them freedom to explore (74%), enables social communication with family and friends (100%) (See table 5, 6), download online videos (77%) and play online games (65%) because it over comes or fulfills the requirement of recreational activities by playing games online..

RQ2: - To what extent are the Pakistani male teenage students satisfied with internet as a source of entertainment?

The second research question was designed to determine degree of satisfaction by using internet for entertainment purpose. And the results were found that very high average of respondents use internet for entertainment purpose. As table (III) shows, chatting (87%), blogging (63%), entertainment surfing (80%), facebook (97%), and online music (71%).

RQ3: - To what extent are the Pakistani male teenage students satisfied with internet as a source of information for both academic and non academic purpose?

The last research question was designed to determine degree of satisfaction by using internet for information purpose. And the results were found that very few respondents use internet to collect information; Current affairs (25%), fashion news (17%), new technologies (13%), new discoveries of the world (27%).

Not only was the research questions approved but the hypotheses of this present study were also approved (**H1, H2, H3**).

H1: - Pakistani male teenage students greatly gratify their social, cognitive and affective needs by using internet.

The results of all tables from table 1 to table 25 approved that internet is almost being used by every student to gratify his social, cognitive and affective needs by using the internet. It varies from person to person that to what extent they are using it.

H2: - Pakistani male teenage students are using internet more for entertainment

See tables (5, 6, 12, and 13). The results of these tables support the assumption of the researcher that the internet is being used more for entertainment by Pakistani male teenage students.

H3: - Pakistani male teenage students are using internet less for information.

The results of table (3, 10, 11, 14, 15, 16, and 21) also approved the H3. According to the results of these tables students are not interested to get non academic information through internet.

This research shows that teenagers are using internet as communication tools primarily to reinforce existing relationships, both with friends and family members. More and more they are amalgamating this tool into their "offline" worlds, using, for example, social networking sites to get more information about new participant into their offline world.

As children get access to the Internet at younger ages, the number of restless teens continues to grow. Even children as young as 9 and 10 years old are now setting up e-mail accounts, engaging in instant messaging with their peers, posting message to their own blogs, and uploading digital photographs to websites. (Table III)

Pakistani male teenagers use internet more for entertainment to gratify their social, cognitive and affective needs because of many reasons. In Pakistan there are not a lot of opportunities given to the teenagers for recreational activities. Lack of sports, clubs/playgrounds attracts male teenagers towards online games. Teenage is a very curious age. In this age many questions arises in the minds of teenagers and in our society they are not given the opportunity to get their answers. So they become frustrated and they release their frustration by visiting or joining many social networking sites and other entertainment sites. At teenage, there occur many psychological changes as well as physical changes. Now a day's separate family system is growing very fast. That's why teenagers are gratifying their social needs and to overcome their loneliness by joining many social Networking sites. One theoretical approach to this phenomenon is that internet use robs individuals of their social activities and might interfere with the progress and continuation of social relationships (Caplan, 2003; Nie & Erbing, 2000; Weiser, 2001).

In general, supporters of media innovation argue that the new technology benefits children by opening up new worlds to them, while opponents argue that new media might be used to substitute for real life in learning ethical principles, understanding children's morality and causing them to engage in illicit sexual and criminal behavior. In the beginning films came, the intension was to educate children as well as to entertain. But after some time it became immoral for exposing violence and sex to the children (Ellen. A. Wartella & Nancy Jennings, 2000). A like internet has also its advantages as well as disadvantages. It's up to the user that how he or she is using it.

Limitations of the study

This study was exploratory in nature; therefore, there are several limitations to acknowledge. First, because of the small sample size of the 300 male teenage students in comparison with the millions of Internet users worldwide, results cannot be generalized. An additional limitation is that Internet competences are still in progress. Technology is continuously advancing; therefore, uses and gratifications of the Internet are ever-changing and could be quickly outdated.

Secondly the sample was just taking from the male population, moreover females are also using internet for gratification of their needs.

Although there were several limitations presented with this study, results may provide additional information for future researchers to build on past uses and gratifications studies. The results in this study provide an idea of why and how this study's audience actively used the internet to gratify their needs. Any information of an audience' motivations or gratifications sought from the Internet will help to better serve the audience and will aid in the betterment of the Internet industry.

Significance of the study

This study is very significant regarding uses of internet by teenage students.

1. This study creates awareness that what is the purpose of teenage student behind using the internet.
2. The study makes attentive those people who don't have any knowledge about how their children are actually using the internet to gratify their social, cognitive and affective needs.
3. This study also shows that how internet has taken place the other developmental activities of the teenage students.

Scope of the study

This study is very wide and it has a lot of dimensions that can be carry out for further studies.

1. In this study there were just sample of males. So in future there can be conducted a study by using female sample. Or there can be a comparison between the results of male and female.
2. This study can be replicate by using social class of samples.
3. This study was just carried out in Islamabad city. So the further study can be conducted in other cities.

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