

How Technology Affects Our Life: The Case of Mobile Free Minutes in Jordan

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Abstract: In this paper, we investigate the effects of the free minutes offered by mobile line service providers on the mobiles customers (users) in Jordan; we analyzed the data collected from 298 users. Each user completed a survey (questionnaire) with 22 questions. For the purpose of analysis, the survey questions are grouped into three categories; the negative effects, the fairness of rules and the cost. We studied the effects based in these three categories based on four main users' merits; the age, the gender, the qualification and the work nature. We found that for the age and the gender, there was no statistically effect on the negative effects, the fairness of rules and cost while depending on the work and qualification; there is an impact of work (housewives) on the fairness of the applied rules and on the total responses, and the university degree users have an impact on the negative effects, fairness of rules, and cost.

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1. Introduction

Communication technology affects at two levels; first; it affects the planned efficiency or productivity gains that justify the investment in new technology. Second, the new technology leads people to pay attention to different things; that it allows users to communicate with different people and causes a change in the social interaction and social roles.

The technology becomes key important means for human to interact and communicate with others; each technology can have positive and negative effects on our lives. The mobile technology is continuously evolving at an accelerating rate of innovation and adoption. The use of mobile devices has increased greatly in recent years allowing users to perform more tasks; it is one of the technologies that affect the people's lives in many different aspects. A lot of people of all ages use mobile phones, users include adults, teenagers, old people, and children; they are all using mobile phones all the day long; when they are watching TV, cooking, having their meals, and driving car. It makes people become much closer so they can keep in touch with family and friends from anywhere around the world with each other through video or voice phone calls, text messages, applications downloading, accessing the Internet, playing games, and it is good for emergencies.

In spite of mobile benefits, the mobile technology also has its disadvantages and side effects, for instance people use them while driving which is

very dangerous and could increase the rate of car accidents. In addition, mobiles have shifted the real communication to virtual communication which has negatively affected the generation gap. In particular, this shift may lead to poor family and social relationships. It has been observed that students tend to waste much of their time calling or texting their friends; this distracts them from doing important things especially their studies, they are more interested in wasting their time on mobile phones rather than spending it on studying. Moreover, some scientific studies have investigated the mobile radiation effect on the human brain and memory; it might have the potential to cause certain types of cancer or other health problems (Takebayashi et al., 2008; Kumar et al., 2008; Kumar et al., 2010; Khurana et al., 2010).

In Jordan, the telecommunication companies offer; for the customers; different voice plans such as the prepaid plans so the subscribers can get free minutes, free local messages, free mobile Internet and other benefits by monthly subscription fees which are encouraging (see appendix B). In fact these offers are attractive to the customers who want to gain additional free calls and additional free messages, but these offers increase the usage of the mobile phones. This paper studied the effects of the free minutes offered by the mobile line service providers on mobiles users.

In this research, we studied the social and psychological impacts of mobile free minutes. 316

questionnaires were distributed to users with different ages, qualifications, and work. We rejected 18 questionnaires due to their invalidity fill, so this study uses answers from 298 users. The 298 users are distributed as follows: 234 University of Jordan students, 37 employees and 27 housewives. We used the data to examine the effects of the using the free minutes on social involvement and psychological well-being.

The major research questions investigated in this paper are as follows: Do the free minutes negatively affect the users' family and their social lives? Does the use of the free minutes reduce the burden of living costs significantly? Are the free rules applied on different categories of users fairly?

This study is very important because by investigating the free minutes subscription users opinions we can show another sides effects of using the mobile technology whether they are positive or negatives.

The rest of this paper is organized as follows: section 2 reviews some related studies about using the mobile and its effects. Section 3 presents the research method; it describes the purpose, participants and the questionnaire. The results and the analysis are discussed in section 4. Finally, the conclusion is drawn in section 5.

2. Literature Review

The studies in the literature focused on the mobile effects in general but their main focus was not to investigate or study the effects based on the subscription type or the subscription free minutes effects.

(Kiesler and Sproull, 1992) provide a simple framework for thinking about communication technology and group decision making, they compare behavior in electronic meeting with the behavior of the same people in face-to-face meeting, and they offer suggestion for thinking about technology in research on decision making. So the electronic meetings sometimes can be more appropriate than face-to-face, also face-to-face decisions making probably is the best when decision needs complex thinking and long discussion.

Many previous studies focused on the fears of using the mobiles on health and some certain diseases related to using them (Takebayashi et al., 2008; Kumar et al., 2008; Kumar et al., 2010; Khurana et al., 2010), other researches focused on issues of the mobile effects on the security and privacy (Racherla and Saha, 2000), and many studies have revealed the effects of cell phones in interactions and relationships in social life (Kraut et al., 1998; Exantus, 2011; Gant and kielser, 2001).

A study based on 800 American young people with ages between 12 and 17 years-old (Lenhart et al., 2010) revealed that texting is the most common use of the cell phone among teenagers, they send and receive a very large number of text messages. The typical text messaging teen sends and receives is 50 texts a day, or 1500 text messages a month, and the teens with pre-paid plans are less likely to use text messaging. Girls are more likely than boys to call friends every day.

A number of studies have examined the effects of mobile phone dependency among adolescents, (Igarashi et al., 2008) showed that the text message dependency does not affect or lead to psychological or behavioral symptoms, (Kenichi, 2011) study focused on how patterns and motivations are associated with the negative effects of mobile phones by a survey on 311 high school students aged 14 years, the research revealed 2 factors underlying the mobile phone use: emotionality and instrumentality, the results showed that the effect of mobile emailing on delinquency and school grades is not significant when the motivation factors are controlled and the adverse effects of mobile phones are not supported.

In (Exantus, 2011) research, the author studied the effect of cellular phone usage on society and how this usage affects the social interaction with other people; the study showed that the cellular phone has a huge effect on people and the way they interact with others.

(Wajcman, et al., 2008) studied the social impact of mobile phone on work/life balance the data collected from our sample of 2185 individuals, comprising 1905 individuals from 1435 on-line, households and 280 individuals in 280 off-line households. Some of the study's key findings were that the majority of users are subscribers and pre-paid use is concentrated among those under 25 years, Logs of actual calls made and SMS texts sent show that the predominant use of the mobile is for contacting family and friends, with work-related reasons far less important. Men make more calls for business purposes, while women use the mobile for social connectivity, over two-thirds of the respondents report that the mobile phone is an important medium for maintaining kinship ties, especially for women. It is very well suited to maintaining intimate relationships at a geographical distance, and carrying a mobile phone makes most people (75%) feel more secure.

Other researches examine the effects of mobile phones on driving. (David et al., 2003) examined the effects of mobile phone on driving, for instance, they found that the performance of driving of both younger and older adults was impaired by cell phone conversation as compared to single task

conditions. They found that the reactions of cell phone drivers were 18% slower and they took 17% longer to recover the speed that was lost following the braking.

(Ling, 2002) provided the readers with information about how this new form of technology is changing people's social dynamics in public life; the presence of a cellular phone automatically restricts users from non-verbal communication. Instead, the use of cell phones in public spaces creates a need for users to establish the distinct nature of their activity.

3. Method

The purpose of this research is threefold, first to study whether the free minute affect negatively or not or if they affect on the relationships problems. Second, to assess the user's satisfaction about the rules applied to mobile phone service subscribers. Third, to find out whether the free minutes play a role in reducing the burden of the living cost.

For this purpose a sample of 316 were asked to answer a set of 22 questions (see Appendix A). After reviewing all the filled questionnaires, 18 invalid questionnaire were rejected for the following reasons: (1) Some important information is missing such as the faculty, student level, gender, etc. (2) Some questionnaires have been filled carelessly by selecting strongly agree or strongly disagree or I don't know for the whole set of the 22 questions. (3) One side of the questionnaire is filled and the other one is left blank. Tables: 1, 2, 3, and 4 show the sample distribution according to work nature, gender, age, and qualification respectively.

Table 1. The description of the sample based on the work nature

Work Nature	Frequency	Percent	Valid Percent
Student	234	78.5	78.5
Employee	37	12.4	12.4
House wife	27	9.1	9.1
Total	298	100.0	100.0

Table 2. The sample based on gender

Gender	Frequency	Percent	Valid Percent
Female	182	61.1	61.1
Male	116	38.9	38.9
Total	298	100.0	100.0

For the purpose of analysis, the questions are grouped into three categories; for each question, the respondents have to select one of five answers. Table 5 shows the answers that were available for respondents to select from and their weights. Table 6

summarizes the categories and the questions that belong to them.

Table 3. The sample based on the ages

Age	Frequency	Percent	Valid Percent
less than 25	254	85.2	85.2
25 and above	44	14.8	14.8
Total	298	100.0	100.0

Table 4. The sample based on qualification

Qualification	Frequency	Percent	Valid Percent
Below Tawjihi	8	2.7	2.7
Tawjihi	20	6.7	6.7
Diploma	16	5.4	5.4
University	248	83.2	83.2
Graduated	6	2.0	2.0
Total	298	100.0	100.0

Table 5. Answers and their weights

Answer	Weight
Strongly Agree	4
Agree	3
I don't know	2
Disagree	1
Strongly disagree	0

Table 6. Categories of questions and their covered areas

No	Category	Questions	Covers
1	The negative effect (disadvantages)	1,2,3,4,12,15,19	Effects on study and work, may cause family or friends problems, decrease or increase the collaboration
2	Fairness of the rules	6,7,10,11,14,16	Rules to sell the free minutes line to specific age or specific group of people, the goodness of the service quality
3	Cost	5,8,9,13,18,20,21	the role of the free minutes line on cost reduction

4. Results and Analysis

The t-test is used to give indications about the free minutes for user satisfaction level of the various categories under study. The significant level is set to 5% (i.e. $\alpha < 0.05$). Since the *average weight* for all answers is 2 (calculated as the summation of all weights and divided by their count: $(4+3+2+1+0)/5$), a value of 2 or above (of course when $\alpha < 0.05$) indicates a satisfaction level and any value below 2 indicates that users are not satisfied. When $\alpha \geq 0.05$,

however, it means that any conclusion cannot be drawn from the survey.

As shown in Table 7, there is no statistically impact of the gender on the negative effects, fairness and cost at $\alpha = 0.05$.

Table 7. T-Test: Gender

	gender	N	Mean	Std. Deviation	t	sig
Negative Effects	Male	116	16.6810	3.11685	1.886	.060
	Female	182	15.9505	3.34776		
Fairness of Rules	Male	116	13.3621	3.20976	.748	.455
	Female	182	13.0495	3.70050		
Cost	Male	116	19.4397	3.31345	.925	.356
	Female	182	19.0989	2.95661		
Total	Male	116	49.4828	5.96873	.070	1.38386
	Female	182	48.0989	6.67817		

As shown in Table 8, there is no statistically impact of the age on the negative effects, fairness and cost at $\alpha = 0.05$

Table 8. T-Test: Age

	Age	N	Mean	Std. Deviation	t	sig
Negative Effects	less than 25	254	16.3543	3.26686	1.516	.131
	25 and above	44	15.5455	3.26685		
Fairness of Rules	less than 25	254	13.2756	3.46222	1.233	.218
	25 and above	44	12.5682	3.79349		
Cost	less than 25	254	19.1575	3.06562	-.991	.322
	25 and above	44	19.6591	3.29159		
Total	less than 25	254	48.7874	6.23344	.965	.335
	25 and above	44	47.7727	7.52628		

Table 9. One way ANOVA : Work

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Negative Effects	Student	234	16.3120	3.26263	.21328	15.8918	16.7322	7.00	26.00
	Employee	37	16.2973	3.62756	.59637	15.0878	17.5068	9.00	25.00
	House wife	27	15.4815	2.86048	.55050	14.3499	16.6130	8.00	20.00
	Total	298	16.2349	3.27400	.18966	15.8617	16.6081	7.00	26.00
Fairness of Rules	Student	234	13.2479	3.37348	.22053	12.8134	13.6824	4.00	23.00
	Employee	37	14.0811	3.93262	.64652	12.7699	15.3923	6.00	22.00
	House wife	27	11.2593	3.56902	.68686	9.8474	12.6711	5.00	18.00
Cost	Student	234	19.2308	3.10443	.20294	18.8309	19.6306	12.00	26.00
	Employee	37	19.8108	3.13438	.51529	18.7658	20.8559	14.00	27.00
	House wife	27	18.4444	2.93956	.56572	17.2816	19.6073	13.00	25.00
	Total	298	19.2315	3.09938	.17954	18.8782	19.5849	12.00	27.00
Total	Student	234	48.7906	6.06571	.39653	48.0094	49.5718	30.00	67.00
	Employee	37	50.1892	7.64794	1.25731	47.6392	52.7391	36.00	68.00
	House wife	27	45.1852	6.82212	1.31292	42.4864	47.8839	33.00	62.00
	Total	298	48.6376	6.43665	.37287	47.9038	49.3714	30.00	68.00

Table 10. ANOVA : Work

		Sum of Squares	df	Mean Square	F	Sig.
Negative Effects	Between Groups	16.860	2	8.430	.785	.457
	Within Groups	3166.697	295	10.735		
	Total	3183.557	297			
Fairness of Rules	Between Groups	130.706	2	65.353	5.447	.005
	Within Groups	3539.566	295	11.999		
	Total	3670.272	297			
Cost	Between Groups	29.143	2	14.571	1.522	.220
	Within Groups	2823.881	295	9.572		
	Total	2853.023	297			
Total	Between Groups	416.370	2	208.185	5.166	.006
	Within Groups	11888.489	295	40.300		
	Total	12304.859	297			

Table 11. Post Hoc Tests :Work

Dependent Variable	(I) work	(J) work	Mean Difference (I-J)	Std. Error	Sig.
Negative Effects	Student	Employee	.01467	.57965	1.000
		House wife	.83048	.66592	.460
	Employee	Student	-.01467	.57965	1.000
		House wife	.81582	.82928	.617
	House wife	Student	-.83048	.66592	.460
		Employee	-.81582	.82928	.617
Fairness of rules	Student	Employee	-.83322	.61283	.398
		House wife	1.98860*	.70404	.020
	Employee	Student	.83322	.61283	.398
		House wife	2.82182*	.87674	.006
	House wife	Student	-1.98860*	.70404	.020
		Employee	-2.82182*	.87674	.006
Cost	Student	Employee	-.58004	.54738	.571
		House wife	.78632	.62884	.459
	Employee	Student	.58004	.54738	.571
		House wife	1.36637	.78310	.220
	House wife	Student	-.78632	.62884	.459
		Employee	-1.36637	.78310	.220
Total	Student	Employee	-1.39839	1.12313	.461
		House wife	3.60541*	1.29028	.021
	Employee	Student	1.39839	1.12313	.461
		House wife	5.00400*	1.60679	.008
	House wife	Student	-3.60541*	1.29028	.021
		Employee	-5.00400*	1.60679	.008

As shown in Tables: 9, 10, & 11; there is no statistically impact of the work on the negative effects, and cost at $\alpha = 0.05$ whereas there a statistically impact of the work on the fairness of the applied rules and on the total responses of the sample on the questionnaire. By conducting a Post Hoc test to the find out which of the three categories; negative effects, fairness and cost, has impact on the work, the results of the comparisons test (Post Hoc) indicated that there is an impact of work (housewives) on the fairness of the applied rules.

As shown in Tables: 12, 13, & 14 and by using one way analysis of variance (ANOVA), the results revealed that there is a statistically impact of the qualification on the fairness and on the total response of the sample at $\alpha = 0.05$ whereas there is no

statistically impact of the qualification on the negative effects and the cost. By conducting a Post Hoc test to the find out which of the five categories of the qualification (Below Tawjihi, Tawjihi, Diploma, University, and Graduate) has impact on negative effects, fairness of rules, and cost. The results of the comparisons test (Post Hoc) indicated that the University degree users have an impact on the on negative effects, fairness of rules, and cost.

Table 12. ANOVA: Qualification

		Sum of Squares	df	Mean Square	F	Sig.
Negative effects	Between Groups	11.893	4	2.973	.275	.894
	Within Groups	3171.664	293	10.825		
	Total	3183.557	297			
Fairness of	Between Groups	130.860	4	32.715	2.708	.030
	Within Groups	3539.412	293	12.080		
	Total	3670.272	297			
Cost	Between Groups	76.204	4	19.051	2.010	.093
	Within Groups	2776.819	293	9.477		
	Total	2853.023	297			
Total	Between Groups	428.717	4	107.179	2.644	.034
	Within Groups	11876.142	293	40.533		
	Total	12304.859	297			

Table 13. Oneway ANOVA : Qualification

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.	
					Lower Bound	Upper Bound			
Negative Effects	Below Tawjihi	8	15.8750	2.41646	.85435	13.8548	17.8952	13.00	20.00
	Tawjihi	20	18.2000	2.68720	.60088	14.9424	17.4576	12.00	21.00
	Diploma	16	15.8125	4.03681	1.00920	13.6614	17.9636	9.00	25.00
	University	248	18.3024	3.29170	20902	15.8907	16.7141	7.00	26.00
	Graduated	6	15.1667	3.81663	1.55813	11.1614	19.1720	8.00	18.00
	Total	298	16.2349	3.27400	18966	15.8617	16.6081	7.00	26.00
Fairness of Rules	Below Tawjihi	8	10.0000	2.39046	.84515	8.0015	11.9985	6.00	13.00
	Tawjihi	20	11.8000	4.52395	1.01203	9.6818	13.9182	4.00	20.00
	Diploma	16	13.6875	4.60027	1.15007	11.2362	16.1388	7.00	22.00
	University	248	13.3548	3.31404	21044	12.9403	13.7693	5.00	23.00
	Graduated	6	13.0000	4.00000	1.63269	8.8023	17.1977	8.00	18.00
	Total	298	13.1711	3.51537	20364	12.7704	13.5719	4.00	23.00
Cost	Below Tawjihi	8	16.2500	1.16496	.41188	15.2761	17.2239	14.00	18.00
	Tawjihi	20	19.0000	3.82512	.85532	17.2098	20.7902	12.00	27.00
	Diploma	16	19.1875	3.08153	.77038	17.5455	20.8295	13.00	24.00
	University	248	19.3387	3.06445	19439	18.9554	19.7220	12.00	26.00
	Graduated	6	19.6667	2.33809	.95452	17.2130	22.1203	17.00	22.00
	Total	298	19.2315	3.09958	17954	18.8782	19.5849	12.00	27.00
Total	Below Tawjihi	8	42.1250	3.44083	1.21652	39.2484	45.0016	38.00	47.00
	Tawjihi	20	47.0000	6.00877	1.34360	44.1878	49.8122	34.00	62.00
	Diploma	16	48.6875	8.70799	2.17700	44.0473	53.3277	33.00	65.00
	University	248	48.9960	6.25407	39713	48.2138	49.7782	30.00	68.00
	Graduated	6	47.8333	7.85918	3.20850	39.5856	56.0810	33.00	55.00
	Total	298	48.6378	6.43665	37287	47.9038	49.3714	30.00	68.00

Table 14. Post Hoc Tests: Qualification

Dependent Variable	(I) qualification	(J) qualification	Mean Difference (I-J)	Std. Error	Sig.
Negative Effects	Below Tawjihi	Tawjihi	-.32500	1.37633	1.000
		Diploma	.06250	1.42466	1.000
		University	-.42742	1.18184	.998
		Graduated	.70833	1.77686	.997
	Tawjihi	below Tawjihi	.32500	1.37633	1.000
		Diploma	.38750	1.10353	.998
		University	-.10242	.76478	1.000
		Graduated	1.03333	1.53146	.978
	Diploma	below Tawjihi	-.06250	1.42466	1.000
		Tawjihi	-.38750	1.10353	.998
		University	-.48992	.84864	.987
		Graduated	.64583	1.57502	.997
	University	below Tawjihi	.42742	1.18184	.998
		Tawjihi	.10242	.76478	1.000
		Diploma	.48992	.84864	.987
		Graduated	1.13575	1.35933	.951
	Graduated	below Tawjihi	-.70833	1.77686	.997
		Tawjihi	-1.03333	1.53146	.978
		Diploma	-.64583	1.57502	.997
		University	-1.13575	1.35933	.951
Fairness of rules	Below Tawjihi	Tawjihi	-1.80000	1.45395	.821
		Diploma	-3.68750	1.50499	.202
		University	-3.35484	1.24848	.128
		Graduated	-3.00000	1.87705	.635
	Tawjihi	below Tawjihi	1.80000	1.45395	.821
		Diploma	-1.88750	1.16576	.624
		University	-1.55484	.80790	.449
		Graduated	-1.20000	1.61781	.968
	Diploma	below Tawjihi	3.68750	1.50499	.202
		Tawjihi	1.88750	1.16576	.624
		University	.33266	.89649	.998
		Graduated	.68750	1.66382	.997
	University	below Tawjihi	3.35484	1.24848	.128
		Tawjihi	1.55484	.80790	.449
		Diploma	-.33266	.89649	.998
		Graduated	3.5484	1.43598	1.000
	Graduated	below Tawjihi	3.00000	1.87705	.635
		Tawjihi	1.20000	1.61781	.968
		Diploma	-.68750	1.66382	.997
		University	-.35484	1.43598	1.000
Cost	Below Tawjihi	Tawjihi	-2.75000	1.28783	.338
		Diploma	-2.93750	1.33303	.305
		University	-3.08871	1.10583	.102
		Graduated	-3.41667	1.66258	.379
	Tawjihi	below Tawjihi	2.75000	1.28783	.338
		Diploma	-1.87500	1.03256	1.000
		University	-.33871	.71559	.994
		Graduated	-.66667	1.45297	.995
	Diploma	below Tawjihi	2.93750	1.33303	.305
		Tawjihi	.18750	1.03256	1.000
		University	-.15121	.79407	1.000
		Graduated	-.49117	1.47372	.999
	University	below Tawjihi	3.08871	1.10583	.102
		Tawjihi	.33871	.71559	.994
		Diploma	.15121	.79407	1.000
		Graduated	-.32796	1.27191	.999
	Graduated	below Tawjihi	3.41667	1.66258	.379
		Tawjihi	.66667	1.45297	.995
		Diploma	.47917	1.47372	.999
		University	.32796	1.27191	.999
Total	Below Tawjihi	Tawjihi	-4.87500	2.65332	.302
		Diploma	-6.56250	2.56800	.228
		University	-6.87097	2.28693	.063
		Graduated	-5.70833	3.48333	.600
	Tawjihi	below Tawjihi	4.87500	2.65332	.302
		Diploma	-1.68750	2.13540	.960
		University	-1.96597	1.47889	.769
		Graduated	-.83333	2.96347	.999
	Diploma	below Tawjihi	6.56250	2.56800	.228
		Tawjihi	1.68750	2.13540	.960
		University	-.30847	1.64218	1.000
		Graduated	.85417	3.04775	.999
	University	below Tawjihi	6.87097	2.28693	.063
		Tawjihi	1.99597	1.47889	.769
		Diploma	.30847	1.64218	1.000
		Graduated	1.16263	2.63038	.996
	Graduated	below Tawjihi	5.70833	3.48333	.600
		Tawjihi	.83333	2.96347	.999
		Diploma	-.85417	3.04775	.999
		University	-1.16263	2.63038	.996

5. Conclusion

The primary objective of this study was to show the effects of the mobile free minutes on the users, so the research was three fold, first, to study if the free minute has a negative affects or not on the relationships or on study and work, or may cause family or friends problems, if they decrease or increase the collaboration. Second, assessing the user's satisfaction about the rules applied to subscribe in one of the free minutes' services the goodness of the service quality. Third, if the free minutes play a role in reducing the burden of living cost.

As we collected data from 298 users; each of which completed a survey (questionnaire) with 22 questions and grouping the responses into three categories; namely: the negative effects, the fairness of rules and the cost, we studied the effects based in these three categories based on four main users' merits; the age, the gender, the qualification and the work nature, we concluded that the results obtained from the statistics indicate that the free minutes doesn't have affect on people based on their age and gender in terms of negative effects, fairness of rules and cost; where as qualification and work nature have an impact on the negative effects, fairness of rules and cost.

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APPENDIX A
The Questionnaire

Questions	Scale				
	4	3	2	1	0
1. In my opinion discounted lines or similar lines such as line "Zain Mish Tabee3ee" are suitable					
2. In my opinion the free minutes long term, such as line" Zain alshhama" takes from me much time which made me remiss in other areas such as study and work					
3. I talk daily by more than two hours and this increases my communication and interaction with others					
4. I think that the free minutes plan in free minutes lines such as "Umniah Khaleek Tabi3i " may cause family problems					
5. I encourage people around me to buy lines that provides them free minutes to reduce the cost					
6. I support preventing the sale of some lines such as "Zain Mish Tabee3ee" to those who are under the age of 18 and not more than 24 years					
7. I like the idea of canceling the free minutes on the home telephone and adding them to other networks					
8. I support the idea of adding free minutes for international calls					
9. In my opinion, free packets of the Internet plan with the free minutes line such as " Umniah Khaleek Tabi3i" helps to reduce costs and the possibility to use VOIP software					
10. I support the idea of selling some types of line such as "Orange ArmyCell " for the armed forces personnel only					
11. I support the idea of offering just 100 minutes on the other networks such as "Zain Mish Tabee3ee"					
12. I support the free minutes plans for students, because they help collaboration during study					
13. In my opinion, the free minutes lines led to recession in other lines of the Companies (Zain-Umniah - Orange)					
14. I support the sale of some plans such as "Zain Mish Tabee3ee" for people not older than 24 years					
15. I think that the free minutes plans do not cause problems between family members					
16. In my opinion, the quality of communication in free minutes plans is less than other plans					
17. I support that free minutes lines are generally useful and encouraging the acquisition					
18. In my opinion the free minutes plans reduces the cost of phone calls					
19. In my opinion, service lines causes problems between friends and dear callback because of the expectation when you know that the line is free minutes					
20. In my opinion free minutes plans helps families into the need to purchase more than one line from different companies					
21. In my opinion the free minutes plan to other networks such as "Orange ArmyCell " suites my needs					
22. I support that free minutes lines are generally harmless					

APPENDIX B
Offers Examples from Different Companies

Z: is for subscribers between the ages of 18 and 24

prepaid plan allows customers to make free calls to both the Zain and other networks, in addition to free sms messages

Features of The offer	
Monthly subscription	JOD 5
On net (Zain)	3000 free minutes
Off net (other networks)	60 free minutes
SMS	60 free SMS
2 Super International numbers	17 Piasters/minute
Normal International	37 Piasters/minute

O: prepaid line offer

Features of The offer	
Orange mobile minutes	5,000
fixed line minutes	1,000
other local networks	100
local SMS	500
data bundle	2,148
monthly subscription	JD 5/month

U

Features of The offer	
Monthly subscription	JOD 5
To Umniah numbers Mobile	5000 Minutes
Other local networks	50 minutes
internet bundle	50Mb/month

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