

Effects of Internet on Juvenile in the Locality of Narayanganj City

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Abstract

This is a fact-finding study to ascertain how the Internet affects adolescents' academic, personal, and social lives and the negative consequences of the Internet on youth addiction. This study employs qualitative approaches. Qualitative data was collected from 24 randomly selected participants and discussed in focus groups using a semi-structured questionnaire. Additionally, six qualitative studies were conducted as part of this study. Almost every young person in the research, according to the data, uses the Internet to learn. Significant numbers of respondents believe that the Internet may help them improve their academic and technical skills and overall well-being. On the other hand, statistics indicate that internet addiction negatively impacts adolescent academic achievement and social life. By and large, the Internet improves juveniles' academic and technical learning capacities and their overall quality of life.

Keywords: Internet, Juvenile, Locality.

Introduction

The Internet has become a global phenomenon in the last several years. It seems that without it, humans are unable to function. It has consumed a considerable portion of our time. We now rely on the Internet for virtually all tasks, little and large. It could be anything from job hunting to music listening. Youth are more likely to be interested in Internet use. Today's youth utilize technology in a variety of ways, including texting and tweeting, as well as talking, online gaming, publishing on various Internet portals, and watching movies. These habits, experiences, and events might be beneficial or detrimental, healthy or ill, and normal or problematic. Concerns about Internet use among adolescents are now being connected to mental health problems. We'll look at research on the more negative aspects of youth online behavior, such as addiction, as well as online concerns such as harassment, cyberbullying, and sexual solicitation. Additionally, potential benefits of Internet use, such as improving interpersonal connections and strengthening health solutions, will be studied.

The purpose of this study is to better understand the relationship between Internet use and the positive and negative implications it has on a young person's thinking and everyday life. To accomplish this goal, the researcher will analyze and incorporate existing literature on the properties of social media, online portals, YouTube, general youth mental health in a specific area, and general social and individual-level approaches that may help explain the relationship between young adults' internet use and the positive and negative effects on their minds.

Significance of the Study

The study's goal is to look at both high- and low-performing Internet use, as well as the consequences of the Internet. As a result, the purpose of this study is to analyze

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and identify internet usage and how it might benefit adolescents' learning and investigate the excessive use of the Internet that leads to addiction in a specific location known as wards nos. 8, 9, and 10 under the Narayanganj City Corporation in Narayanganj city.

Objective of the Study

1. To identify the effects that daily use of the Internet has on juveniles developing necessary technical and social skills online.
2. How does "addiction" affect juveniles who randomly use the Internet?

The research questions

The goal of the research was to find answers to the following questions:

1. What is the relationship between youngsters' Internet use and their learning?
2. Is there a link between Internet use and addiction among the younger generation?

Key Concepts

Juveniles: Juveniles are biologically young or undeveloped individuals. A person under the legal age (for example, 18 years) for being charged as an adult for a criminal offense.

Internet: The Internet is a digital communications network that connects computer networks and organizational computer facilities worldwide, apart from being utilized attributively.

Social media: Social media are digital communication platforms (including social media and tweeting websites) in which users form virtual communities to exchange information, opinions, views, personal messages, and other stuff (such as videos).

Addiction: Extreme interest in something or a strong desire to do or have something.

Theoretical Underpin

According to the Cultural Lag Theory (1997) by Richard L. Brinkman and June E. Brinkman, material culture evolves and changes far faster than non-material culture. Material culture refers to tangible things like technology and infrastructure, whereas non-material culture refers to non-physical things like religion, ideas, and regulations. Material culture lags behind non-material culture because human responses are far slower than material change. Innovations and tangible items that simplify people's lives are invented; yet, faith and ideas are not. This is why there is cultural lag; if innovation is made that contradicts people's ideas, it will take some time for them to embrace and use the new creation. According to the cultural lag theory, those who do not use the Internet cannot develop their psychology or philosophy and thus create a gap between material culture and popular culture.

Literature Review

The availability of the Internet daily provides several benefits to everyone, particularly adolescents. Furthermore, the Internet is a relatively new route for scientific resources, and it has a vast volume of data with a wide range of content, purposes, target groups, and dependability, among other things. As a result, end-users must be

aware of the vast amount of information available on the Internet and be educated on the criteria for evaluating information content. The Internet and online social networking sites can influence a juvenile's academic performance. The rapid rise of the Internet has created both positive and negative prospects for both proper and improper use, and it should not be underestimated for either. There is a plethora of literature regarding juveniles' Internet usage, internet-based juvenile delinquency, etc. An attempt has been made to mention some of their works directly related to the study.

Strickland (2014) investigate the link between Internet use and its harmful impacts on the minds of young people. She underlines here that because social media is becoming more prevalent in the lives of adolescents, it is critical to understand how this usage may affect them.

Soeryanto, Soegoto, Eddy, and Tjokroadiponto (2018) research whether Internet usage significantly influences student accomplishment. This study aimed to investigate the impact of internet use on academic success, social life, and student activities both in and out of school.

Fatema, Nasreen, Parvez, and Rahaman (2020) Investigate exploratory study to determine the potential influence of internet use on students' academic, personal, and social lives. Aside from the negative aspects, their research demonstrates that the Internet plays an essential role in boosting kids' academic performance and quality of life. Students' widespread usage of social media technology can positively influence them and be a crucial element in getting a summative grade and leaving the course early (Garcia et al., 2015).

Another study showed that the Internet has a detrimental effect on adolescents (Anand, 2007). This is based on the study done by the researcher on online video games, which are a sort of non-educational online medium. This online media harms academic attainment. Dinesh and Chalawadi (2015) investigate the beneficial and harmful links between the Internet and addiction. The researchers underline that the digitized world is quick and current and that the younger generation is rapidly heading toward the digital path. The study addresses specific fundamental issues that are critical in the lives of today's adolescents, such as internet addiction and its health consequences, cyber sexual addiction, dependency on online gaming, online gambling, and other forms of cyber-relational addiction.

It is a universal truth that internet use significantly influences students' academic performance and social lives (Asdaque, Khan, & Rizvi, 2010). Even though the Internet has a favorable influence on academic achievement, research has shown that excessive internet usage has a detrimental impact on one's physical health, family life, and academic performance (Akhter, 2013).

Academic success can be improved if they learn how to utilize the Internet properly (Shahibi & Rusli, 2017). Along with the spectacular rise of the Internet and its use, there has been a growing concern about the consequences of internet overuse throughout the world. (Buchholz, 2009). According to studies, a rise in virtual

engagement reduces the number of face-to-face connections between individuals, leading to social isolation and depression (Mythily, Qiu, & Winslow, 2008).

According to Kalpidou et al. (2011), college students with more Facebook friends reported a weaker emotional adjustment to college life. Furthermore, the same study discovered that college students who spent more time on Facebook had lower self-esteem than those who spent less time on it. Additionally, students' usage of Facebook harms their academic achievement. Male pupils are more affected by these negative impacts (Haq & Chand, 2012).

According to Rosen et al. (2013), several types of research suggest that social networking platforms enhance narcissism. The researchers discovered that spending more time on Facebook and checking Facebook more frequently predicted more outstanding narcissism scores. Furthermore, according to Shuma et al. (2014), the more time spent on the Internet, the more hooked a student becomes. According to the findings, the amount of time spent on the Internet is becoming a metric of academic accomplishment. Excessive Internet usage outside of class hours is not a sign of academic achievement.

Begum and Farzana (2020) spotted that the influence of internet use on juveniles who are already addicted to the Internet was discovered to be quite significant and noticeable.

To summarize the preceding literature review, it can be stated that academics and professionals have numerous varied results about the impact of the Internet on youngsters. However, some argue that youngsters' increased Internet usage has positively impacted their education, personal relationships, and social lives. Nevertheless, a significant part emphasizes that, despite all of the benefits of the Internet, it has a harmful rather than a beneficial impact on morals, health, and education.

Thus, the purpose of this study was to evaluate how internet usage impacts juvenile education and if internet usage increases addiction among adolescents in a particular area of wards 8, 9, and 10 under the Narayanganj City Corporation in Narayanganj City, the addiction rate will increase.

Methodology

The study used a qualitative design and collected data and information using two widely used qualitative instruments. Qualitative research is characterized by an interpretive paradigm. It places a premium on comprehending the world as it is via the lens of the study subject's subjective experiences. Here, meaning takes precedence over measurement, and hence obtaining data is not the study's primary objective.

Because interpretive research necessitates a small sample size (Holloway, 1997), a small sample size is used on this particular research. However, data from several cases is "generally deemed more persuasive, and the study as a whole is thus deemed more robust" (Yin, 2009, p. 53). It establishes a sound foundation for comprehension (Levy & Powell, 2005). While there is no perfect number of cases, the following recommendation by Eisenhardt (1989, p. 545) argues that between four

and 10 instances work well in the majority of circumstances. The study was carried out using the following methods: A case study with focus group discussion (FGD).

Focus Group Discussion (FGD)

In general, a focus group is a group of people who gather together to form an opinion, express their beliefs, and share their perspectives on a common cause or event. The main goal is for group members to discuss the assigned topic among themselves, with the help of a facilitator. Scholars are increasingly employing FGD due to its benefits (Morgan, 1993; Gibbs, 1997; Barbour & Kitzinger, 1998). However, Kruger (1994) and Morgan (1988) identified some of the benefits of FGD, which aid in determining if FGD can be utilized in this study to investigate a well-known debate topic among the target group. The impact of the Internet on juveniles constitutes a significant focus of this research. As a result, using FGD as a data-gathering tool enabled the participants to express their concerns.

For this study, four FGDs were conducted with youths between 12 and 18 years of age. All the participants were chosen from various institutions ranging from English medium, English version to Bangla medium (National curriculum) in different schools and colleges in Narayanganj. In each session, six juveniles in a mixed group participated in a facilitated discussion held from September 21st to September 24th, 2021, on the Zoom platform using a personal computer.

Case Studies

The case study methodology is guided by two essential methods, one presented by Robert Stake (1995) and one advocated by Robert Yin (2003, 2006). It is in everyone's interest to ensure that the issue of interest is adequately explored and that the substance of the phenomenon is conveyed. According to Crabtree and Miller (1999), one of the benefits of employing case studies in research is the close collaboration between the researcher and the participant. This method's merit is that it allows participants to explain the phenomena. It was also stated that the case tales allow participants to convey their perspectives on reality while also assisting the researcher in understanding the participants in action. (Lather, 1992).

However, while there is no perfect number of examples to include in a single research study, Eisenhardt (1989, p. 545) argues that between four and ten cases are appropriate. Thus, for this study, the researcher intended to perform case studies with six adolescents aged 12 to 18. The case studies were carried out using the Zoom platform and administered using In-depth Interviews (IDI) with a pre-designed checklist.

Sample

Due to the nature of qualitative research, a large number of participants is not a priority, but this study has always prioritized quality participants.

Sample and sample size: Six case studies were conducted (3 male and 3 female students), and four focus groups (6 participants in each group) were conducted on the Zoom platform. A focused and realistic sample technique was employed because of a shortage of time, resources, and the COVID-19 scenario.

Research Instrument: For this study, a pre-defined FGD guide (created based on prior studies) and a Case Study temple were utilized. The study's FGD guide (together with facilitator instructions) included a fundamental and targeted question on Internet-based education, learning, and addiction potential.

Validity and reliability: It has always been challenging to ensure the validity and trustworthiness of data collected for qualitative investigations. Triangulation is a term used by academics to describe a shared concept of data validity and dependability. (Patton, 2001; Healy and Perry, 2000). The researcher used a triangulation of methods to ensure data validity and reliability in this study.

Data Collection: Four FGDs were conducted on four separate days, and case studies were conducted individually with prior arrangements with the respondents. The interview was conducted at the respondents' convenience because they were juvenile students, and social distancing is crucial. Even with adequate parents' concern, getting youngsters on the Zoom platform for an interview proved difficult.

Data Analysis: The data and information in this study were analyzed using an interpretative technique. As a result, the opinions or comments made by FGD participants or during in-depth interviews were collected, compiled, and assessed in light of the study goals.

Limitations of the Study

The study used a limited sample size and only qualitative data collection procedures. With more significant time and money, a quantitative survey might have generated some data compared across time. Due to scheduling restrictions, a sample of kids of various ages from various schools was recruited for the study. Due to the COVID-19 issue, youths from various schools and ages face parental constraints for a face-to-face interview. The inclusion of youths from non-identical fields might have made the research more intriguing and informative to readers in general and in specific areas.

Findings of the Study

The study's primary findings were briefly covered in this section, as well as where the participants identified their ages (ranging from 12 to 18), and why and how they utilized the Internet for education, enjoyment, and communication.

Age of the Respondents

The respondent's age is vital in appreciating social and cultural phenomena in various societal contexts. In this survey, respondents aged 12 to 18 were chosen. This study was conducted on high school and college students. Respondents are selected from various institutions and classes in the Narayananj area.

Accessibility of the Internet among Respondents

All the four-group studies and case discussions show that most of the respondents have their mobile or other electronic devices for internet access, and they also use the Internet regularly. Around 16 use mobile data (3G and 4G services provided by their mobile company). Six of them use a broadband connection. About 22 of the respondents are using the Internet actively, whereas 2 of the respondents are not involved in internet use randomly; they have no access to the Internet on their own.

Distributions of the Time Youths Spend on the Internet

Internet usage has grown significantly due to the rapid proliferation of many sorts of technical equipment. Youths spend a significant amount of time on the Internet, whether for academic or recreational objectives. It is essential to determine the average time of day that respondents spend on the Internet to assess the overall influence of the Internet on juveniles. Eight respondents use the Internet 0–3 hours per day, whereas 4–6 hours per day are used by 10 respondents. Four respondents said that they use the Internet 7–10 hours per day, and two of them use the Internet 1-2 hours twice or thrice a week.

Respondents' Possession of Technologies

Fourteen respondents like to use the Internet on smartphones because it is easy to bear and its functions are easy to understand. Here, 3 of the respondents use desktops, whereas 3 of the respondents use laptops. 2 of them have been found to use tablets. Only 2 of them use the Internet in cybercafés. Ten of them use both smartphones and laptops as their technological devices.

Respondents' Purposes of Using the Internet

The Internet is now a worldwide network in which humans from all walks of life are linked. Furthermore, the Internet has both beneficial and harmful effects on the lives of adolescents. Teenagers use the Internet for a variety of objectives. Previous research has found that kids primarily utilize the Internet for academic and social advancement, but they can get hooked on it when they have idle time or want emotional support. One of the primary goals of this study is to investigate why respondents use the Internet. According to the survey findings, youngsters utilize the Internet for various objectives. Twenty of the total respondents use the Internet for scholastic or academic reasons, four use the Internet solely for recreation, and all 24 respondents use social networking sites on the Internet. On the other hand, a significant proportion of the 19 respondents said they use the Internet to watch movies and listen to music. Only one of them uses the Internet for reading online book libraries.

Academic Purposes of Using the Internet

According to the findings of this study, the majority of the respondents utilize the Internet for educational reasons. There are various areas of interest for academic purposes. The study exemplifies the various goals of academic internet use. 15 of the respondents utilize the Internet to do their necessary academic assignments, and 18 of the respondents use the Internet to finish their online classes during the COVID-19 epidemic. 16 of the respondents additionally utilize the Internet to complete home tasks, assignments, and course work prescribed by their course teachers at various institutions. One of the respondents used the Internet for reading storybooks, and 12 of the respondents used the Internet for reading academic books and collecting the required study materials.

Internet Tools and Resources Used by the Respondents

According to the findings of this study, the majority of the respondents had an internet connection. They browse the Internet using a variety of tools and sites. In this study, it is found that all of the respondents use Facebook, while 8 do not have any

Instagram accounts and 12 of the respondents use Twitter, and 22 of the respondents have an email account. Google is used by 20 of the respondents. Twenty respondents use YouTube, while Skype is used by 12 of the respondents, and Google Maps is used by 10 of the respondents. Around 22 of them use the Zoom platform for study purposes.

What Type of Internet User Is Categorized by Internet Addiction?

Internet addiction has been linked to dimensionally evaluated depression and social isolation markers (Shaw, 2008). Based on past research, we divide internet users into two categories: regular internet users and addicted internet users. Because no respondents in this study used the Internet for more than 16 hours per day, it was determined that the majority of youngsters use the Internet on a casual basis or for everyday activities. However, according to this study, some teenagers are obsessed with using the Internet. The majority of respondents use the Internet for educational purposes. When people use technology for relaxation (for example, social networking sites, motivational videos, and video games), it leads to internet addiction. Among the 15 respondents, 10 use the Internet regularly, and 9 use the Internet addictively.

Excessive Internet Usage Reduces Face-to-Face Interactions with Family

Ten respondents strongly agreed that addictive internet use affects face-to-face relationships with friends and relatives, whereas eight respondents agreed with this opinion. On the contrary, three of the youths opposed, and only three did not respond.

Impact of Internet Addiction on Students' Academic Performance

The Internet is recognized as an effective medium in the current technological era. However, juveniles who abuse the Internet endanger their lives. Respondents were asked to weigh in on whether "Internet addiction harms pupils' academic progress" in this study. 14 of the respondents strongly agreed with this statement, and 3 agreed. Whereas two respondents were undecided, the remaining five were vehemently opposed.

Internet Usage Improves Social Life

The Internet impacts the quality of life because it increases communication, expands educational offerings, and improves the quality of life through human interaction. In this situation, 20 of the respondents strongly agreed that internet use enhances the quality of social life, whereas two agreed, two disagreed, and two did not agree.

Discussion of the Study

The conclusion demonstrates that the Internet has both beneficial and adverse effects on juveniles. There were 24 participants in this research. About 22 percent of respondents actively use the Internet, while the remaining two percent do not. According to the cultural lag idea, people who do not access the Internet cannot develop their psychology or ideology, resulting in a gap between material and non-material culture. Among the respondents, 15 use the Internet regularly, and 9 use the Internet addictively. According to Mark M. P. Vanden Abeele, unrestricted internet use may impair youngsters' academic and social performance (Abeele, 2015).

One of the respondents of in-depth interviews said, "I believe we are increasingly becoming disconnected from our friends and family. Previously, when we returned home, we spent all of our time with my family and friends, but today we are separated from them due to technology. It also reduces our usual social gatherings and face-to-face relationships. "The Internet plays a critical part in adolescents' academic, personal, and social lives. The Internet allows you to accomplish needed coursework, research, complete assignments, and collect resources for study in search engines, among other things. All of these things assist kids in enhancing their academic performance. On the other hand, addiction to the Internet may have had a detrimental impact on kids' academic achievement. Excessive internet use reduces face-to-face interactions with family and friends. However, the research situation determines the quality of internet use in terms of the internet accessibility, individual abilities, and user affordability.

Potential benefits of the Internet for youths

Building friendships

Many young people now converse online as if it were second nature. Gaming, social networking, and video conferencing are all efficient methods for forming and maintaining connections—and they can be perfect for children who struggle with face-to-face social interactions. This is what the majority of responders say.

Keeping in touch

Quarantine and lockdown taught us all how essential it is to feel connected to our friends and family – and technology gave us a way to do so. Most of the study participants have spent time performing video conversations or online quizzes with distant family members in recent months, and there is no reason why it should stop now. According to one of the in-depth interview respondents- "When you cannot meet in person, these are all good methods to catch up."

Making a difference

According to most participants, they will learn about societal topics ranging from climate change to racial prejudice at school. However, there will be certain subjects they will wish to learn more about. Young people may now conduct research online. They search for volunteer opportunities or other ways to participate. They also want to know what they can do to improve their town.

Exploring the world (virtually)

Some of the participants say young people are more interested in how much they can see and learn about art, science, and other cultures without leaving their homes. Many of the world's most prominent museums and galleries provide free virtual tours with in-depth descriptions of paintings and sculptures that children enjoy a lot.

Following the news

Young people are significantly more likely to obtain news from internet sites and social media posts than from television. Trusted internet news sources encourage consumers to stay up to date with international events in a way that is both engaging and easy to access. They are already aware that there is fake news and rumors on the Internet, and they understand how to tell the difference between what is actually and what is not.

Learning new skills

Teenagers often utilize the Internet for schoolwork and school projects, but there are also fantastic possibilities to acquire new and fascinating skills online. There are a variety of short video tutorials available to help kids learn everything from the most recent remarkable sporting skills to how to start their vlog (video blog). When attempting something new at home for the first time, juveniles prefer to do a quick search for tutorial videos; some common searches include how to make a handmade bouquet and how to make mocha coffee.

Getting published

According to the participants in the study, the Internet can be an excellent outlet for them to express their creative side. They have several opportunities to share their abilities and skills with others. They like to create blogs or vlogs about their favourite books, films, gadgets, sporting events, or thoughts on important topics. Aspiring photographers may share their best photographs (and even purchase them) for others to view their work.

Buying or selling things online

According to many participants, the Internet has made buying and selling used products a popular activity—or even a business. Young people who care about the environment choose to sell old objects rather than toss them away, and they prefer to acquire used books over new ones.

Adverse Effects of the Internet on Youth Addiction

Online games addiction

According to the study, today's youth can use technology for many purposes. Children are now having difficulty letting go of gadgets that are linked to active internet service in addition to routine and necessary usage. It is not uncommon to spend the entire night playing internet games. The Internet has taken over today's youngsters' heads, and they appear to be unable to function without it. It is quickly becoming an unhealthy habit that must be avoided on purpose.

Personality issues

Many young people have personality disorders due to the virtual formation of networks and relationships. They are afraid of face-to-face communication and prefer to connect through a screen. Trust, confidence, and pleasure do not exist on a computer screen. Excessive internet usage causes insomnia and feelings of uneasiness.

Avoid playing outdoor games

While spending hours on the Internet, children have limited time for other activities, such as excellent physical activity. Playing online games has grown more popular than participating in traditional sports. Household duties appear to be a strain for them as well. This wastes their valuable time and impedes their physical and mental growth. Excessive use of technology and physical activity restrictions can lead to brain abnormalities, self-esteem difficulties, and obesity, to name a few problems. Some of the participants are huge fans of online gaming.

Change of Lifestyle

When we compare today's youngsters to earlier generations, we can all agree that they are considerably happier and healthier than we are. Because this generation's kids rely only on easy jobs due to modern technology, they become increasingly averse to doing outside work. They have lost communication with their parents, grandparents, and relatives because they have become engrossed in cell phone games. Some participants even grumble about their siblings' or elders' possession of smartphones or tablets.

Suffering Relationships

If a youngster spends more time gaming than talking to or hanging out with loved ones, his or her relationships with friends and family members may suffer. According to the participants, gaming may ruin their lives. When their parents inquire about how much time they spend playing, they may only want to talk about games and may use lies to cover up the amount of time they spend playing.

Poor Performance

According to the findings of this study, long hours spent playing games might harm adolescent academic performance if they are concerned with mobile games. Teenagers may not perform at their peak because of the exhaustion caused by a late night of gaming.

Conclusion and recommendation

The conclusion that can be drawn from this research is that internet usage is the factor that affects juveniles' lives both positively and negatively, including academic-technical knowledge-based performance and personal and social life. 4, Focus group discussions and six case studies show the Internet's accessibility, hours spent using the Internet, purposes of using the Internet, and the impact of using the Internet on youths' academic-technical achievement and face-to-face relationships with their friends and families. The effects of using the Internet were proportionally equal in this study. Academic achievement (finishing course work and research work, searching on search engines for study materials, completing projects, and so on) and improving the quality of social life are examples of good outcomes. Internet addiction, a lack of face-to-face connection, a waste of time, excessive social networking sites, and sadness are all negative consequences of Internet addiction. According to the study, minors should be cautious when using the Internet because it is viewed as an essential aspect of human existence. Cultural events, seminars, conferences, and awareness campaigns should emphasize the benefits of utilizing the Internet for learning and the detrimental effects of using it on juveniles. Schools may have to set aside a counseling hour for students to learn about the influence of the Internet. Parents should be aware of what their youngsters are doing on the Internet and advise them on how the Internet may benefit or damage them. However, the quality of internet use is determined by the research situation in terms of internet accessibility, individual abilities, and user cost.

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