CHAPTER I

INTRODUCTION

1.1. Background

Social media, source of information, communication, the use of email and internet are growing rapidly in urban society. The main impact of internet can be seen on teenager's phase of human life. Inspite of the poor economy internet service in parts of urban Nepal are comparable with the rest of the world, but internet does not have an easy access on rural areas of Nepal. But this is 21st century and is the era of science and technology so easy access to rural area is also not so far.

However, one need not look far to find problems associated with social networking sites. There is a lively debate about whether Internet addictions are real. It appears to be a real problem with which people have to contend. Some assert that these Web sites contributed to cheating on significant others, often leading to divorce. People have been fired from their jobs or put under pressure because they use these sites at work or because something is posted on a site that undermined the person's professional standing (Balakriashnan, & Raj, 2012).

There is multiple use of internet. Internet has affected the social life and activity of people in various ways. With its availability on many mobile devices, laptops and others. It allows users to continuously stay touch with friends and relatives by different social sites, increase the knowledge and different updates. Nowadays the accessibility of internet is also increasing day by day and it becomes necessary for human life.

Although divorce and loss of employment are serious issues, perhaps they are not as common as other problems that have the potential to stem from social networking sites. Creating meaningful relationships is often about sharing our lives with others, and internet can allow us to do so through photos, videos, text, and music. Perhaps overcoming a sense of isolation is one of the greatest features of online communities and virtual worlds. Someone might feel like an untouchable in their own community or family but might find someone online with similar hobbies, pursuits, and interests. However, simply sharing common

interests and pursuits with people through technology does not necessarily have a positive impact on social skills and social development. The evolution of internet is going to change the sociological aspects and human relationship and this research tries to explore the impacts on teenagers and family.

1.2 Statement of the Problem

Internet as a Social Agent

Today's generations of children and youths are absolutely naturally familiar with modern information and communication means and they cope with them spontaneously and without troubles .Communication rapidity and access to the large amount of information are positives which new living environment provides to teenagers. On the contrary virtualization of human relations and digitalization of the needs belong to the weak points of this development. Through digitalization of the human being and "through interaction in cyberspace, those component of a man's personality that are functional, active and needful in this interaction are developed. That is why the young generation communicates and lives its social relations in another way than the previous generations.

The Internet allows a new level of socializing. It means that people can get in touch with friends at any time of day or night and interact as a group throughout the day with social networking sites such as Facebook and Twitter. They make it easy to share links, views, opinions and new-found trends, music and films in a matter of seconds.

There are various agents in socialization. Society is a group of families and family is the group of different members related biologically, psychologically and emotionally. Different age group constitutes a family and nowadays internet is also becoming a inseparable part of the family and a community.

In recent years there has been a large and diverse body from scholars in the social sciences who have been studying changes brought about by new communication technologies in general and the internet in particular. Few studies and inconsistent findings render uncertain whether using the Internet has any influence on teenagers social outcomes. On the one hand, time spent online is time not spent elsewhere, including participating in social activities and communicating with family and friends. On the other hand, the Internet facilitates

communication with geographically distant family and friends, and makes it easier to communicate frequently with those nearby. Two independent reviews of this research (Becker, 2000).

The Internet creates new ways for citizens to communicate, congregate, and share information of a social nature. It is obvious that the Internet has and will continue to change the way we live. How it is changed, and how it will continue to change our lives, is the reason for so many conferences on the topic. One of the great debates about the internet is what it is doing to the relationships that teenagers have with friends, relatives, neighbors.

On the one hand, many praise the internet's abilities to extend our relationships we can contact people across the ocean at the click of a mouse; we can communicate kind thoughts at two in the morning and not wake up our friends. Back in the early years of the internet, some prophets felt that the internet would create a global village, transcending the boundaries of time and space (Jones, 2002).

As these questions continue to be debated, research is showing that the internet is not destroying relationships or causing people to be anti-social. To the contrary, the internet is enabling people to maintain existing ties, often to strengthen them, and at times to forge new ties. The time that most people spend online reduces the time they spend on the relatively unsocial activities of watching TV and sleeping. Moreover, the relationships maintained through online communication only rarely are with an entirely new set of individuals who live far away. Instead, a large amount of the communication that takes place online is with the same set of friends and family who are also contacted in person and by phone. This is especially true for socially close relationships the more close friends and family are seen in person, the more they are contacted by email.

Socialization can be defined as the type of social learning that occurs when a person interacts with other individuals. While some believe that this process is limited to the childhood years, others argue that socialization is a continuous process that stretches over a person's lifetime.

The socialization process enables one to develop a sense of self and of how to relate to society at large. This connection is secured via the internalization of the

values, beliefs, and norms of one's environment and culture. Socialization plays a major role in identity formation and social functioning. Through it, people learn the behaviors appropriate to their cultures as well as how to interact with other people within their cultures (Morahan Martin, J. & Schumacher, P., 2003).

Easy and continuous access to the Internet provides tremendous opportunities for adolescent socialization, allowing them to connect with their peers as well as with complete strangers from across the world. Clearly, the Internet is transforming the social world of adolescents by influencing how they communicate, establish and maintain relationships, and find social support. Therefore, it is essential to gain awareness of both the potential benefits and risks of teen Internet use, and provide strategies to guide safe and positive practice.

Pokhara is one of the developed cities of Nepal. It is a beautiful place with almost every facility available. With the development there have also changes in the life style of the people. Especially, the young people have influenced by the western culture. Beside this, communication and information sector in big cities of Nepal like Pokhara have developed so quickly than any other sector. Nowadays young generation has easy access to mobile phones, laptops and other electronic gadgets. In the same way different telecommunication companies like Nepal telecom, Ncell also provides different attracting packages for the purpose of internet access. It is known that with the rise of internet facility it also brings the disadvantages to the society. Internet also brings the cyber-crime and hampers the study of the students if they use excessive use of internet.

Many internet users do not know or are may be are concerns about their online privacy. They update different personal information which can be seen by all the internet users this could possibly become cause of social and family conflict. People have become so much heavy internet users that there physical interaction with friends, colleagues and family members have drastically decreased.

Nowadays due to internet, lesser students play physical games. Of course online games and other video comforts have their impact too but due to internet more people have stopped their physical activities. Being online on social sites, playing online games for long times has ruined peoples eye sight, mental and physical health.

Many studies have suggested that the internet has both positive and negative impact in the society. Further it is also believed that if it is used properly it has more merits than demerits. The assumptions that when people are highly educated they tend to have a more positive or cooperative attitude towards internet. Although internet is being the part of social interaction, it has come up with lots of challenges and creates problem in the society, family, school and teenagers.

Different agencies and the scholars had carried out different works about the internet. So this will be an attempt by the researcher to find out all those possible un answered questions in relation to use of internet by students. For this the researcher has designed and developed certain research questions which are listed below.

- Is internet important tool for the students?
- What are the purposes of students for surfing the internet?
- How frequently student use internet in their daily life?
- What is the social networking status of the students?
- What is the impact of internet on relationship with family members and with peers?

1.3 Objectives of the Study

The general objective of the study is to assess the impact of the internet on students with reference to study, games, social relationships.

The specific objectives are

1. To identify the parents response on use of internet by their children.

2. To identify the accessibility of internet in students and its impacts on study.

1.4 Significance of the Study

In modern age, technological advance is given credit for the changes and modification in all aspects of human life. Moreover the advancement in the field of information and technology has been bringing about unpredictable changes in human life style and access to information. Inspite internet play a vital role for developing economy and social life, it has also some hidden problems which can

be appear in student life. Hence this thesis is useful to disclose some hidden problems and trend among students of the schools regarding internet use.

This thesis helps to identify and establish the relations with variables and seeing the impact of variable with one another, which help us to know about the most influencing variables and recommendation can be made as per the result.

This thesis also will be useful to parents, students to know about different aspects of internet use and taking some action. This research will explore the impacts of internet on students.

1.5 Limitation of the Study

This study is an academic study and has been carried out within the limited time, budget and other resources. Thus, the findings and conclusion drawn from this study may not be widely generalized exactly in the same manner for other individuals view. Obviously, some generalization can be made up to some extent while considering the impacts of internet on the social relationship and teenagers. This study is based on small sample size and particular area.

1.6 Organization of the Study

This study is organized in six different chapters including introduction to conclusion. The first chapter includes introduction, the background of the study, and limitation of the study. The second chapter include literature review of internet, information and technology in different perspective. The third chapter is research methodology, research design, Rational of the selection of study area, selection of the sample (Field and population), tools and techniques of data collection, tools of primary data collection. Fourth chapter is about respondent's demographics characteristics and fifth chapter includes the discussion on the accessibility and its impact of the internet to the students and data presentation and analysis is mentioned and conclusion will be assembled in sixth chapter.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Review

Modernization Theory

The integration of different element from this system with those of local societies happened slowly and gradually .today, no groups remain worldwide which are not influenced by structures of global and often western models thanks to international migrants, internet and mass media. The sort of changes that occurred was dependent on different local system and particular social structures. these societies resisted to different ways and /or change important aspects of the social system necessary for their survival because of growing influence of the predominant model of development.at the same time, these local societies let very different cultural model coexists inside their particular societies(i.e. the important cultural differences between africa and asia); models that maintained and maintain ambivalent links with social structures imposed from outside their societies that later on scientists analysed as situations chacterized by global elements (schuerkens,2004).

Bendix (1979) offers another variant of modernity that tempers Western European rationalism with realism. He notes the loss of the Western feeling of superiority, which had lasted for centuries, and argues that excesses in the developments that brought about modernity are responsible for that loss. With these excesses in mind, Bendix writes that "the harnessing of nuclear power marks the beginning of a scientific and technical development that for the first time in the consciousness's of many people calls into question the 350-year-old equation that links knowledge with progress". This evaluation is consistent with Bendix's stress on the twofold nature of the value of modernity and his rejection of an exclusively optimistic or pessimistic interpretation. Above and beyond these different assessments there is general agreement that modernity involves both rapid and all-encompassing change and that the origins of this process go back several centuries. There are, however, some differences in identifying the decisive turning points. He argues that the beginning of modernity can be seen in Erasmus of Rotterdam, whose era fell "between the autumn of the Middle Ages

and the first traces of the Protestant ethic and the spirit of capitalism, that is, the turning point of the fifteenth and sixteenth centuries, the key period of the modern world". Parsons also places the beginning of modernity in the Renaissance and Reformation, but in addition he stresses the salience of the industrial and democratic revolutions and the educational revolution that followed. He stresses the impact "of industrialization, urbanization, and political democracy on essentially rural and autocratic societies." More specifically, he identifies the place and time as "Europe in the half of the nineteenth century." Bendix also describes modernization as emerging from the changes in the social structures in England and France that were associated with the industrial, technological and political revolutions in these societies.

As a modernization theory describe the concept of modern and new technology involvement in the society which brings more changes in socialization process as well as life style of the individual. This research is trying to explore the access of internet on students and response of parents on children's behavior.

2.2 Conceptual Review

In this part concept and meaning of internet describes by various people, history of internet, its implication in academic field are presented below

The internet is a global system of interconnected computer networks that use the standard internet protocol suite (TCP/IP) to serve several billions users worldwide. It is a network's of network's that consist of millions of private, public, academic, business and government networks of local to global scope that are linked by brad array of electronic wireless and optical networking technologies. The internet carriage an extensive range of information resources and services, such as the interlinked hyper texts documents of the World Wide Web (www), the infrastructures to support email and peer to peer networks.

A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols: the guide is also available on the Internet [as modifier]: Internet access an Internet connection.

2.2.1 History of Internet in Nepal

The e-mail services provided by Royal Nepal Academy for Science and Technology (RONAST) can be regarded as the first instance of the use of Internet technology in Nepal. The credit of introducing Internet amongst Nepalese people however goes to the private sector. It was with the initiative of Mercantile Office Systems that commercial e-mail service was first provided in June 1994. A year later, Mercantile Communications, a branch of Mercantile Office Systems started Internet Services. Mercantile had, at that time, established connection to Singapore Telecom, Singapore via a 64 kbps leased line through Nepal Telecommunications Corporation (NTC), the only basic telecom service operator. ISP, being a new concept in Nepal then, there was no provision for its regulation. Later, when two other ISPs, World Link Communications and Computer landCommunications System came forward with their proposal to start Internet services, the Ministry of Information and Communication decided to issue license to all three of them. In September 1997, license to operate Internet Services was finally issued to the three ISPs by the Ministry. In 1998, Nepal Telecommunications Authority (NTA), a telecommunications regulatory body was formed as per Telecommunications Act, 1997. NTA holds the power to issue license to Internet Service Providers and has so far issued 15 licenses. At present the total Internet bandwidth exceeds 10 Mbps (Gyawali, 2009).

Impact of Internet on Family

Most researchers have focused on broad descriptions of trends in the use of the Internet, such as time spent using computers and the Internet and the ways in which children and adults use these technologies. Few researchers have examined the ways in which the Internet has altered family functioning.

One area of speculation is whether computer technology strengthens or damages relationships among family members. One of the earliest studies on the role of the Internet in family life monitored a group of parents and their teenagers over their first 1 to 2 years of Internet use. Parents and adolescents used the Internet more often to interact (e.g., sending and receiving e-mail) with non-household members than to seek information or entertainment. They also spent less time communicating in the household with family members than they did before

gaining Internet access. These results give credibility to the fears that Internet use damages family relationships; however, a follow-up study 2 to 3 years later found that these initial declines in family communication did not persist (Kraut., 1998).

The Internet can be used to help families when it is used to create new ways of providing peer support, family life education, and family therapy. For example, there is numerous news groups online devoted to family issues such as divorce, death, or children with special needs. Additionally, family life educators and family therapists have begun to create online opportunities to provide help to families.

Impact of internet on students

For a student, it can help their studies enormously. The Internet makes research quick, simple and easy, but more importantly, it makes it enjoyable. Young people love to use computers due to the interactivity it provides. Web pages are much more up-to-date than old text books that were previously used for studying, so not only is the information accurate, but it is also designed to engage students in a way that they find entertaining. Trends change so quickly that the style of a text book becomes outdated within a few years, but the Internet has the capabilities to update pages continually, so they are always appealing for the intended audience. The Internet allows students to research and learn about topics that would previously be unknown to them due to lack of resources. Some schools do not stock every single book on a particular subject, but with the Internet, the learning possibilities are limitless. The Internet provides immediacy; something that today's generation desire. Young people often want something to happen quickly once they have thought of it. They do not want to wait a week for a book to arrive, they want to jump on the Internet right away and research it. If they send a letter, they want an immediate response, which is something that an email permits (Kraut., 1998).

Unnikrishnan (2008), noted a significant relationship between the study and the purpose of Internet use. Majority of the students preferred internet over text books because it accessed the latest knowledge. Majority of the students wanted that computer and internet use among students should be encouraged in

institutions. The researchers also observed that most of the final year students spent less than three hours with their computer and went online in one week.

There is so much that students can do with the Internet. Not only can they communicate with international students, they can gain from others' knowledge and experiences, participate in chat rooms, share ideas and solutions and learn about the many diverse cultures out there.

While the Internet does a lot for students, there are also benefits for parents and teachers. The interactive learning that the Internet provides can help students and parents with little or no English skills to learn English. Parents can become more involved in their children's education by connecting the school with homes, libraries or other access ports.

The Internet has had an enormous impact on education, streamlining access to information and making it easier for individuals to engage in online learning. Distance education programs make it easier for students from a variety of backgrounds to attend classes remotely, cutting down the need for travel and reducing the resources required for education. The Internet has also made access to information and communication far easier. Rather than searching the library, users can access vast amounts of information from home computers. Internet access has a huge impact on businesses, allowing employees to work remotely from home and communicate more efficiently. Healthcare is another field greatly affected by the advent of the Internet. Improvements in online connectivity and communication technology allow physicians much greater access to medical resources. Doctors in rural areas can also use the Internet to communicate with experts all over the world, improving the quality of patients' diagnoses and treatments.

It is described how people from individualistic cultures focus on meeting new people and being seen by many people, rather than maintaining their already existing relationships. On the other hand, peoplefrom collectivistic cultures utilize social network sites to "maintain close relationships with asmall number of ties instead of creating new connections with people". (Rosen., Foehr, & Ride out, 2010).

According to Vygotsky (2004), human cognition creates tools and then, in turn, is influenced by those tools. The Internet is the most sophisticated tool that humans have yet to create and, as such, it may ultimately have greater cognitive impact than any previous cultural tool. As always, new technology is associated with apprehension and anxiety. For example, in the 19th century, "the telegraph enabled a young woman, against her father's wishes, to maintain a flirtation with a number of men on the wire". The majority of households currently have Internet access and those that do not are disproportionately characterized by low socioeconomic status. The majority of children and youth spend a significant amount of time online and those that do not are disproportionately characterized by low socioeconomic status (National Center for Educational Statistics, 2003). Current anxiety surrounding children's Internet use should be for those whose cognitive processes are not influenced by the cultural tool (Henry J. Kaiser Family Foundation, 2004).

According to a study carried out in Turkey by Ruzgar in 2005, "36 percent of the students spent 1-10 hours per week on the Internet. In terms of activities online, sending/receiving e-mail topped the list followed by reading news and sports information research for school-related work."

Vidyachathoth, Kodavanji B, Kumar NA, Pai SR (2014) noted and reviewed that excessive Internet use was evolving as a major negative consequence in adolescent and youth and they were at most risk in terms of mounting problematic internet use. The internet addiction was associated with the academic performance, dullness, the lack of time and pursuing hobbies. Among the other students group, medical students appeared to be a group of specific concern because they spent more time on the internet. The study also confirmed a strong association between the number of hours using internet every day and the harmful affect score. Frequent use of the internet and spending a significant volume of time online might be a medium of lowering the anxiety that personifies withdrawal.

The accessibility of internet
Sanni et al (2009) in a recent study observed that there is a gender difference in internet use and thus adequate attention should be paid to ensuring equal access between male and female students. The study also establishes that the present

level of capabilities for internet-assisted research is encouraging and that improving internet facilities in our universities will enhance academic research in Nigerian tertiary institutions if strategically embarked upon. Today, access of Internet and its use among students has become a common thing in India. According to the Internet and Mobile Association of India (IAMAI), almost 213 million people use internet in India in which youth account maximum and the numbers are increasing swiftly every year. The report also projects that by June 2014, India to have 243 million internet users. Children use the internet for a number of purposes and in different places. But researchers argue that internet has changed the social, psychological and academic life of children and making them over smart and mature before their age. Experts also raise the questions that do this technology help to solve children problems and satisfy their various needs or it is just confusing their mind and destroying their moralities. About 30 million people in India were victims to cybercrime and the India witness eda loss of 4 billion dollars. Internet Addiction and excessive internet use are evolving as one of the more negative aspects of young people. Despite these threats and risks, the study also argued that the Internet can be beneficial for students. It provides a platform to promote social, cognitive, physical development for the youth.

In another study carried out by Ayub et al. in 2014, showed that 44.8% of Internet users worldwide are from Asia. For example in Malaysia, which has the highest Internet penetration in Asia (61.7%), the majority of Internet users (19.2%) are 15-19-year olds.

Parent's response on their children for internet use

According to Valcke (2010), education, age, and minority status are demographic characteristics that relate to Internet access in homes. These demographic characteristics are also linked to the number and type of Internet restrictions that parents employ. Education is an important demographic factor in Internet access and restriction. He found an association between parental education levels and Internet restrictions. Higher education levels were associated with more Internet restrictions and lower education levels were associated with fewer Internet restrictions. Age is a relevant factor for both parents and children. First, younger parents often have more knowledge about the Internet and therefore use more Internet restrictions. The opposite is true for older parents who tend to have less

knowledge of the Internet and more lenient Internet restrictions. Second, the age of the child is important when it comes to Internet restrictions. Younger children tend to have more restrictions than older children because it is expected that children become more responsible with age.

From the perspective of Lee (2013) it is states that the parents often implement more diverse restrictive strategies on the younger child (e.g. limiting time spent online, restricting website access). People of color and immigrant families are less likely to have Internet access in their homes. Because minorities are more likely fall into a low socioeconomic category than White families, this could also impact their Internet access and knowledge. It is found that minority status, living within a rural area, and being from a lower income is related to less Internet use and access. Lower use of Internet access may also relate to a lower rate of Internet knowledge, which means that parents may be less likely to regulate or monitor their child's Internet use outside the home. There is a digital generation gap between parents and children in economically disadvantaged families, meaning that children who are exposed to the Internet and technology at school often know more than their parents about the Internet.

In a survey conducted by Bagget and Williams (2012), students agree that social media is a means to connect between individuals and is used as means to share common interests. Social media represents useful tools for communication and education, and provides an opportunity for networking in any profession. With time constraints and demanding class schedules, social media helps students to multitask because they do not want to spend time creating multiple individual messages. They commonly use Facebook, watch television or a video, talk, email friends and family, and write papers or conduct research all at the same time.

Undoubtedly, there are several other benefits of the use of internet. Anyone can get any information on any subject at anywhere within seconds, can watch live telecast,can read online newspapers, one can do lots of activities without spending money.But, we all know that there are several other websites also available on the internetwhich provides unhealthy and anti-social contents to the children. We have evidencethat excessive use of social networking sites lead to the depression and anxiety. Now there is a flood of social networking sites. Psychiatrists say they receive more thanfive to six cases of psychological

problems caused by the overuse of internet most every day. The problems include lack of attention or focus, difficulty in processing real time information, anxiety and mood swings. It leads to irregular sleeping habits, which can cause other health problems. ''Parents should monitor the use of internetby children and help them communicate real time as much as possible. For grownups, there is a need to first identify the problem and accept it. Self-assessment canhelp and in extreme cases counseling may be required,'' said another expert.

A study by Velenzuela Park and Kee (2008) supports the notion that both the medium technological capabilities as well as the actual content it transmits influence people's attitudes and behaviors. In this study two major general observations were made: a) online social networks are effective structures for connecting people, allowing them to create content and participate in public affairs in a meaningful way; and b: social networks are not just a place to spend time in but are useful tools for collective action.

Thanuskodi, S, (2013) found that internet were used by boys and girls to some extent. Both boys and girls had equal access to Internet but there was a difference in usagepattern. The access was similar in boys and girls because both had high exposure tothe internet because of their educational experience. The boys and girls used internetin different ways at their home because girls were not given same freedom as given toboys by their parents. The researcher also noted that most of the male students (37%) used internet for less than two hours while most of the female students (31%) had lessthan two hours of access to the internet.

A study done by Jali, (2010) showed an increase in internet knowledge among students which was better than that observed in Nigeria, Malaysia and UK studies. Most of the respondents used internet at home and their hostel. Students preferred internet for getting new information and a majority of the student chose computer for learning curriculum program. Students preferred internet instead of textbooks due to its update nature. 10% of students used internet every day in 10.6% and 2‑3 times per week for dental objectives that was higher than students of Dental in Turkey and lesser to the students of Britain. They also suggested that computers should be additional medium and not should be substituted to traditional education. Hence, computer education among students should be improved and encouraged.

Sumit Kochhar. (2013) revealed that engineering students used internet more thantheir other colleagues because they had no accessibility of internet at the institution. The study argued that awareness, availability of internet service and skill for computer use were needed to best utilization of digital resources by students. Approximately, half of the students stated that they preferred to use the internet at home and they also reported difficulty in finding appropriate information on internet. Most of the students used internet for Facebook, Orkut etc. and e-mail. Only about 20% of the students favored internet use for clearing their doubts relating to their studies. Less than half of the respondents used internet to download electronic booksof their syllabus.

Adithya Kumari, H. and Mahadevamurthy, M. and Hydarali, (2013) argued that internet was a most common and useful instrument for all students. The results of the study showed that students used the internet for several objectives, and most of the students also faced many problems while surfing the Internet. A large population used the internet every day. The researchers recommended the teaching institutes to educate and advise students to use Internet.

Shashi Kumar. (2012) discovered that internet use among students could stimulate their sexual attitude, behavior and influences their premarital sex position. Further, they also came to know that internet use influenced their study and academic performance. They also found a significant association between sexual interaction and use of internet. Most of the boy shad an unmonitored internet service and they use it for sexual activity while no such relationship was found in girls. It was common for students to be exposed to sexual content on internet. The study showed noteworthy relationship of having sexual interaction with academic performance and achievement specifically in boys. No significant relationship was found between the duration of watching television and using internet on academic achievement and sexual activity.

Rajeev Kumar and Amritpal Kaur (2006) revealed in their study that majority of students were using Internet for more than 2 years. They found that almost half of the respondents used internet for 2-3 times in a week while only 5 percent used it everyday. Most of the respondents used the Internet for educational objective while half ofthe respondents used it for research purpose and least number of students used the Internet for entertainment aims. A majority of the students also

faced some difficultywhile surfing the internet such as slow internet speed, slow download speed, difficulty in getting relevant and reliable information and some privacy difficulties. Thestudents found internet information more valuable and it helped them to improve their professional competence. Due to the update and instant availability of information, their dependency on internet was increased and 44.8 percent respondents felt that the Internet had improved their professional aptitude. Whereas some students also claimed that no doubt internet had revolutionised their life but it could not replacelibrary.

Sampath Kumar and G. Manjunath, (2013) researched to find out the academic impactof internet on teachers and researchers. This study found a high use of the internet by teachers and research students in university. Most of respondents used internet serviceto support their study, research and teaching. They accepted that they learnt to use theinternet with the help of friends. The results of study also showed that internet use hasimproved their academic performance. The internet helped them write to goodresearch papers and more papers. The researchers recommended that universityshould provide internet facility to its research scholars and motivated the student's touse the internet for their research and academics. The study also advocated that thereshould be training on how to use the internet for academic and research.

Singh Dhyan and Nutan Sharma (2013) viewed that most of the students used interneton the direction of their teachers for educational purposes and the use of internetamong college students was increasing swiftly day by day. The students who had nointernet service at their homes, they used it at colleges and cyber cafes. It was alsodiscovered that internet had changed the activities of playing, reading, outgoing, andwatching television since they started accessing the internet. The authors also foundsome positive impacts of internet use in students. If the internet was used for one-two hours in a day, it made students energetic and fresh. But, who spent much times on internet feel some anxiety, irritation in their behavior, pain in eyes, and otherdisorders. They also concluded that internet was making student's dull, passive anduncreative because they found readymade information on internet.

Applications to Teenagers

Parents, educators, and sociologists have all argued that uncritical media consumption can be harmful to children (Hadley & Nenga, 2004). Uncritical consumption, these groups say, can "socialize children into an adult culture that consists of sexist and racist stereotypes, sexuality, violence, and commercialism" (Hadley & Nenga, 2004, p. 515). Their research has largely consisted of content analyses and effect studies. Researchers employing content analysis have shown that media content targeting children is often of a violent or sexist nature. Effect studies have found that as children are exposed to greater amounts of media, they become more likely to develop stereotypical beliefs about race and gender roles, be aggressive, and gain adult knowledge about sex. However, both of these approaches are based on the premise that children only consume media passively, and never actively. They explains that "both content analyses and effect studies have focused on the deterministic model of socialization, in which children passively internalize and then re-enact sexist, racist, and violent mass media messages from the adult world" (Hadley & Nenga, 2004, p. 516). In recent years, researchers have challenged this assumption by studying how children interpret media messages and incorporate media into their daily lives.

Student-Teacher Relationships

Relationship between students and teachers is essential to learning. Learners need to make a connection between the knowledge they receive and the person presenting it. The connection is especially important to second-language acquisition. With out a connection, learners can struggle to make sense of what they are trying to learn. However, more and more learners are turning to the internet to develop their language skills. Online communities mean that learners can support each other with a tutor taking a more detached role. But many writers who look at Computer Mediated Communication (CMC) feel that the 'power' relationship between student and teacher is being eroded and that the internet is creating an equal and more anonymous relationship. In other words, the student-teacher relationship is changing dramatically with fewer barriers and less distance than before.

Benefits of Teen Internet Use

As a complex medium of communication, the Internet provides the possibility of small, intimate social environments geared towards faster or "instant" communication. At the same time, the networks can be very large offering global access to its users. This global network allows for American teens to connect with those in Botswana or any "wired" area in the world. This propels the development of youth leadership, communication, socialization, information, and learning to an international scale. For example, teens in Accra, Ghana use the Internet as a source of health information in order to gain the necessary information on both sexual and general health issues that they would probably not have access to in their own local environment (Cassell., 2006).

Research on American youth shows that the Internet serves as a powerful resource for information about socially sensitive topics such as sex and interpersonal relations (Suzuki & Calzo, 2004) it also serves as a community building tool providing information on civic engagement and political participation. Studies have shown that through Internet communication, youth are given the opportunity to exercise leadership skills and become stakeholders in communities that they themselves have created. This encourages autonomy and identity construction free of norms and expectations. Despite fears of stalkers and inappropriate sites, parents are beginning to recognize the Internet as a powerful tool for both networking, and academic enhancement for their children. A recent study found that low-income youth who consistently used the Internet exhibited higher grade point averages over the course of time (Jackson, 2006) than less frequent users.

Risk Factors of Teen Internet Use

Although the Internet has consistent positive impacts on modern society, it has also caused various societal concerns about privacy, security, pornography, Internet crime, and virtual community (Greenfield & Yan, 2006). Its easy accessibility poses greater risks and dangers for youth as compared to other forms of media. According to the National Altitudinal Poll, the number one media concern for parents has shifted from television to the Internet: 85% of parents reported that among all forms of media, the Internet posed the greatest risk to their children (Common Sense Media, 2006). Parental concerns are valid,

especially considering that teens are essentially free to view and post whatever they choose and communicate with whomever they want.

Hand in hand with this, the Internet has become a highly effective and profitable means of distributing sexually explicit material, as well as a sophisticated channel for compulsive sexual behavior, sex trafficking, and sex crimes. According to a survey performed by the London School of Economics (2002), 90% of children between ages 8 and 16 have viewed pornography on the Internet. In most cases, the sex sites were accessed unintentionally when a child, often in the process of doing homework, used an innocuous word to search for information or pictures. Such free access and exposure to this information by adolescents who have not yet developed a full maturity could pose negative impacts on adolescent development and could potentially manifest in their social interactions with peers, their sexual activity, and their emotional development (Subrahmanyam., 2006).

Moreover, creating fake identities deters from "real life" social situations as it allows for individuals to create any image of themselves with little or no social repercussions. Thus, although the Internet may serve as a catalyst for communication and may increase social competence of socially anxious teens, it may also encourage fake identities and a false image of real life situations. These socially anxious teens may have a tendency to resort to computer communication as a substitute for real life interactions (Subrahmanyam., 2006).

2.3 Nepalese Context Studies

The study by CWIN-Nepal shows that the situation of Internet penetration in the inner city of Kathmandu is similar to the situation in a developed country such as Malaysia. However, people living in rural areas have limited access to the Internet and it is likely that the number of teenagers who use the Internet in rural locations is relatively low. The studies mentioned above justify the selection of the target age group of Internet users for this study. These studies also show that the majority of Internet users are teenagers. Therefore, it is very likely that the majority of Internet users in Kathmandu valley are also from this age group. Furthermore, today, teenagers between the ages of 15 and 17 are the first generation of people to grow up exposed to the Internet and are likely to be more eager than other age groups to use the Internet. These factors encouraged me to

investigate the Internet habits of 15-17-year olds attending different schools in Kathmandu.

Additionally, a study conducted by CWIN-Nepal in which 1430 students from the inner city of Kathmandu participated, showed that in April 2009 94.7% students from private schools and 58.3% from public schools use the Internet. Of those interviewed, 59.5% were spending 1-4 hours a week on the Internet. This shows that, although the overall penetration of Internet in Nepal was about 2%, even in 2009 the urban population, were making the greatest use of the Internet in particular students attending private schools.

2.4 Research Gap

Most of the previous research works were conducted in various parts of the world, but this research is conducted in Nepal and trying to see the changing behavior of Nepalese teenagers, families and its impact in study through the internet use.

2.5. Conceptual Framework

Demographic Features of students
Age, Gender, Parents Occupation

Household Characteristics
Family size, Parents Education level

Accessibility of internet
Use of electronic gadget, Internet access in house

Impact on study

Impact on socialization process

Social and family conflict

Parent's response

Independent Variable   **Dependent Variable**
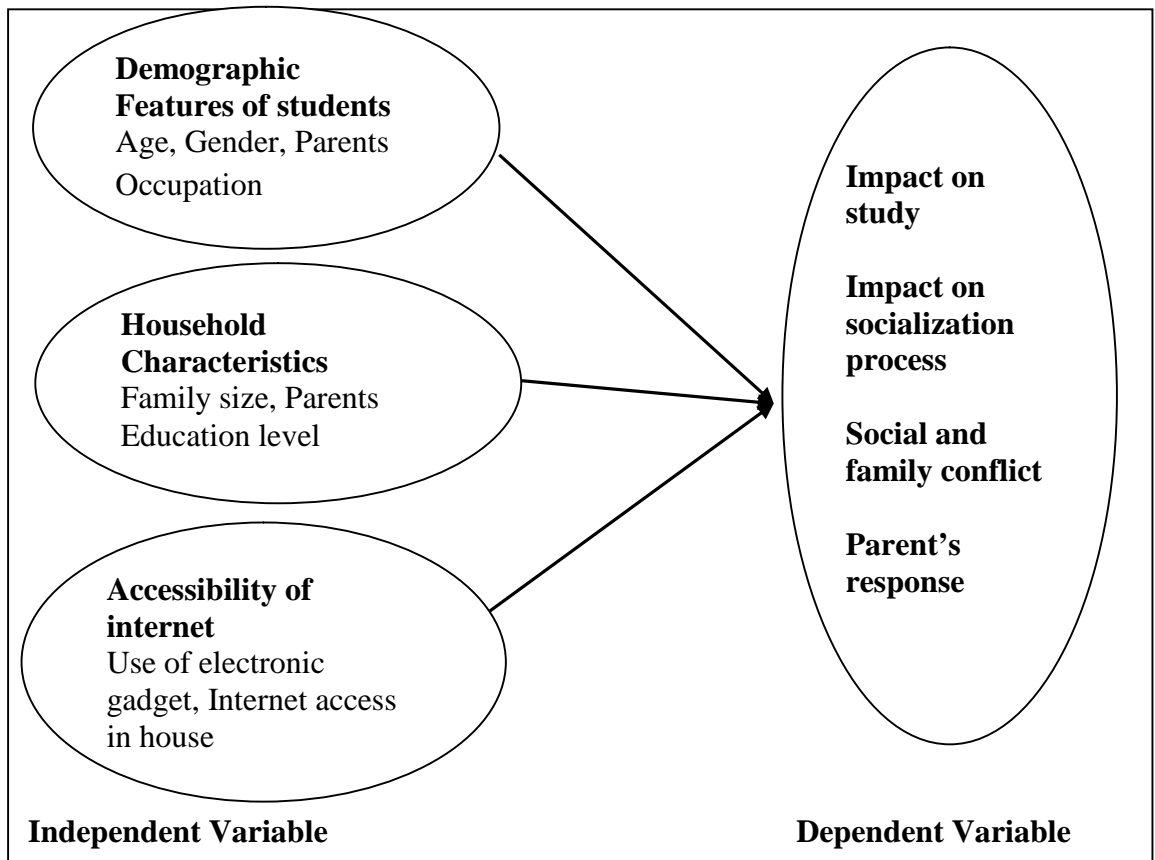
Fig 1.1: Conceptual Framework of Accessibility of Internet and Its Impact on Students Life

The above framework shows that use of internet determines the social status of the students. The update in the latest information technology is often regarded as the use of internet. The framework also shows that the impact of internet in social life as well. Every coin has two sides. So the framework also tells that if properly used the internet have more merits, but if misused it has more drawbacks.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes various methodology used in this study. Different methodologies like research design, nature and sources of data, population and universe, sampling, data collection techniques and instruments and data analysis and presentations are analyzed here under.

3.1 Study Area

The site is selected for the study in Pokhara city of Kaski district. The respondents from age from 14 to 22 of grade 11 and 12 from Srijana Secondary School located at Srijanachowk-8 and Motherland Secondary School located at Masbar-7 were selected. Similarly the parents respondents were chosen from the major area of Pokhara city which includes 4 wards i.e. Srijanachowk, Prithvichowk, Malepatan, and Maasbar. These areas are selected because these areas are center places of Pokhara and residency of more family and students so that it is easy for field study and to spend more time with parents and students in the process of questionnaire filling. On the other hand due to the limited time, areas nearby of each other are selected and it is not possible to select far distant places. These areas are focused for a research because of the high accessibility of internet.

3.2. Research Design

The research design is an overall framework or plan for the activities are undertaken during the course of research. It describes the general process and plan for collecting, analyzing and evaluating data. This study aimed at the perception of youth, family and society people towards the access and impacts of internet. Thus, the nature of the study suggests and demands are both descriptive and analytical research design. There is used of both open and closed ended questions are asked for the study which made the study approaches qualitative and quantitative, thus the study is based on descriptive and analytical and was employed to observe the accessibility and the adverse impacts of internet on students.

3.3 Nature and Source of Data

As per the requirement of the study, primary data were collected. These primary data were both qualitative and quantitative. Priority was given more to quantitative than qualitative by employing survey, structured questionnaire and key informants interview. Most of the characteristics of the data are nominal, interval and ordinal.

3.4 Sampling, Population and Universe

Students from grade 11 and 12 of Srijana secondary school studying in science faculty and Motherland secondary school studying in management faculty were taken. There are altogether 260 students studying in different faculties in above sampled schools. Total 100 sample were distributed that is 50 samples were distributed to Motherland secondary management students and 50 were distributed to Srijana secondary science students and out of them 9 students had no access to the internet facilities at home therefore 91 samples were collected.

There are 33 ward offices in Pokhara Lekhnath Metropolitan city and among them study has been conducted in ward no 5, 7, 8 and 9. In the case of parents 91 parents has been taken as sample for the study.

3.5 Primary Data Collection Techniques

On the basis of research objectives, question and types of data required, following techniques was adopted to collect primary data.

3.5.1 Interview Schedule

This technique was the main tool for the collection of primary data for this study. This method was also used in getting special insight on certain aspects regarding internet use. And collecting more important quantitative data, key informant interview was carried out with the key persons. To carry out interview with key informants a checklist was prepared from essential data, which may both quantitative as well as qualitative was gathered. These tools were used to 91 students and 91 parents. (See Annex I and II)

3.6 Secondary Data and Sources

The secondary data is collected from the published and unpublished sources such as the journals, articles, magazines, newspapers etc.

3.7 Validity and Reliability of the Data

The validity of the instrument is maintained by consulting with supervisor, expert, and concerned persons. Extra emphasis is given to maintain the objective of the data and data error is avoided by comparing them with different data collected from different sources like wise, reliability of the data is ensured by the careful planning of the question.

3.8 Data Analysis and Presentation

Data which was collected was analyzed both qualitatively and quantitatively using computer program SPSS and MS-Excel process and analyze .The quantifiable raw data gathered from the field study. Few simple statistical tools like frequency and percentage were used. Moreover tabulation and graphic representation was made to present data. The qualitative data was managed manually and analyzed descriptively. In order to pretend some qualitative data figures, charts and diagrams were used. Efforts were made to maintain the objectivity of data and avoid data error by comparing them with different data collection from different sources. Likewise most importantly, efforts were made to interpret data as sociologically as possible.

In the process of data analysis and interpretation mainly demographic feature of the respondent are presented in the graphical form that is bar chart and other data and variables are shown in cross table and interpretation is made through this table. Mostly data are converted in the percentage and data were interpreted and trying to find out the relationship between various variables.

CHAPTER IV

BACKGROUND OF THE RESPONDENTS

4.1 Demographic feature of the Respondent (Parents)

In this part different demographic feature of the respondent are presented, while collection of the data. In this research there are two groups of respondent who are interviewed through the questionnaire and their feature is presented. Age has a direct influence on individual's health and wellbeing. From a sociological point of view individual health status in old age is a reflection of experiences throughout their lifetime, which means that health inequalities accumulate. Ageing is increasingly viewed in social sciences from the perspective of the life course, which can be described in stages based on biological and cognitive development such as childhood, adulthood and old age (Larkin, 2013). In this segment different parents and family's demographic feature are presented. There are 91 parents data are collected during the process of research.
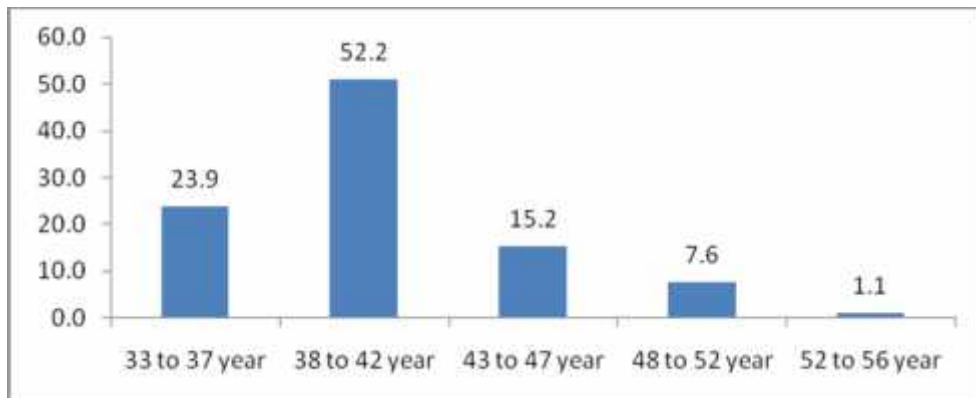
Fig: 4.1 Age of the Parents Respondent in Percentage

Age is the major factor affecting the behavior of the respondents for using internet in their daily life. Above graph represent the age group of 33 years to 56 years parents. 23.9% of the parents belong to 33 to 37 years of age group. Furthermore, the graphs shows 52.2% parents belong to 38 to 42 year, 15.2% parents belongs to 43 to 47 year, 7.6% parents belongs to 48.52 year and 1.1% of respondents are 52 to 56 year. This table shows that the respondents of age group 38 to 42 year are fond of internet which is secondly followed by age group of 33 to 37. From this fact, we can say that there is a difference between the

respondents in the case of their age and all types of age groups are represented in this study.
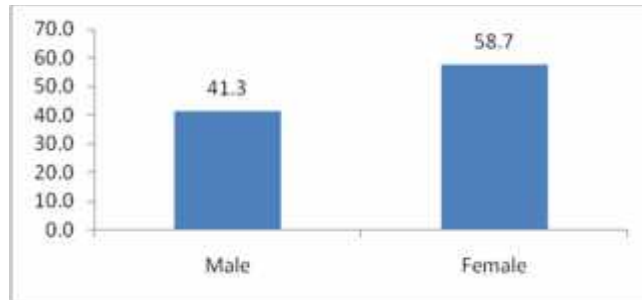

Fig: 4.2 Gender of the Parents Respondent in Percentage

Information on gender composition is essential to analysis and compare with other demographic variables. Out of 91 respondents female respondent show high participation while conducting this research. There are 58.7% female whereas 42.3% male respondents.
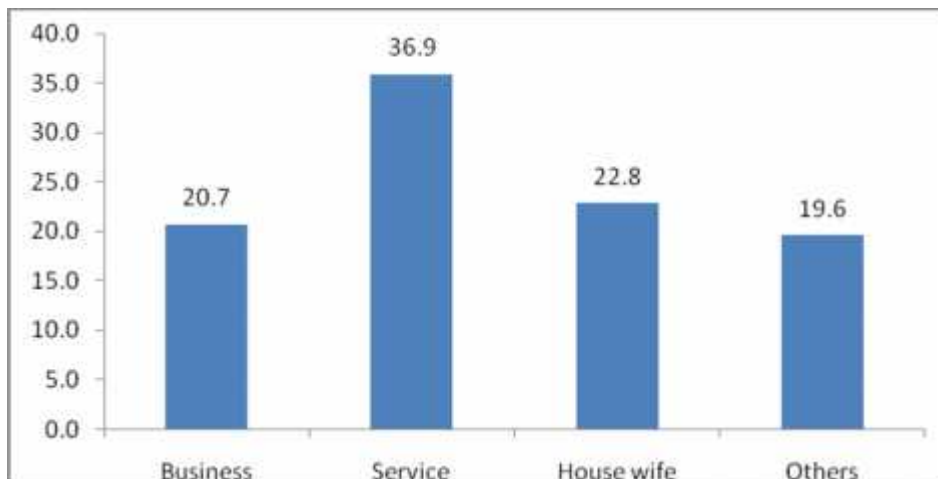
Fig 4.3: Profession of the Parents Respondents in Percentage

Profession is a major factor affecting the economic status of the family. Parents play an important role in shaping the adult life of the children. They invest their time and money in activities that affect their wellbeing. Parents employment patterns can have long term consequences for their children's development and own perspectives regarding something. Out of 91 respondents, it was found that 20.7% of the respondents involved in business. Furthermore graph shows, 36.9% of the respondents are found to be involved in services.22.8% of the respondents are found to be involved in housewife and there are 19.6% respondents who are involved in other extra services. It shows the largest profession is job holder.
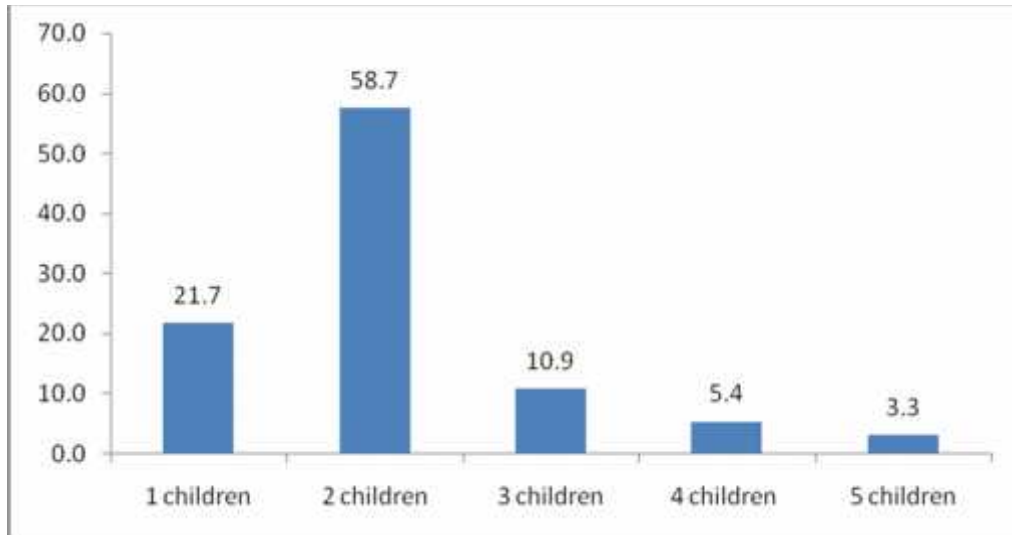
Fig 4.4: Distribution of No. of Children of Respondents in Percentage

The difference in family size or number of children in a family affects the way of developing the childhood of the children. Out of 91 respondents, the respondents having 1 child are found to be 21.1%. The respondents having 2 children are found to be 58.7%. The respondents having 3 children are found to be 10.9%.The respondents having 4 children are found to be 5.4% and the respondents having 5 children are found to be 3.3%. Most of the respondents have 2 children in their family.
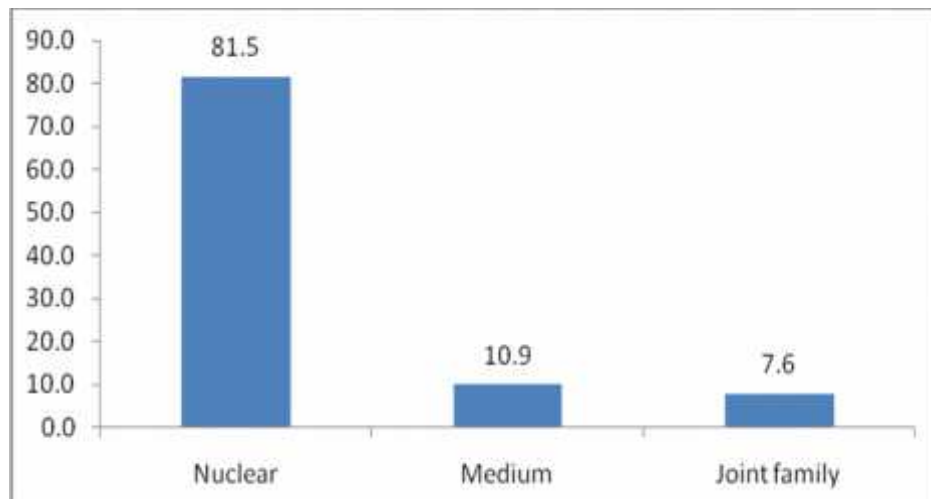
Fig 4.5: Family size of the Respondent in Percentage

The nuclear family refers to such families where only four family member or less than four members live together. Similarly, medium family consist four to six members in a family and joint family refers to the family where more than six members live together. Out of 91 respondents, the respondents having nuclear

family are found to be 81.5%. The respondents having medium sized family are found to be 10.9% and the respondents having joint family are found to be 7.6%.As nuclear family is a happy family, so as educated parents they choose a nuclear family.
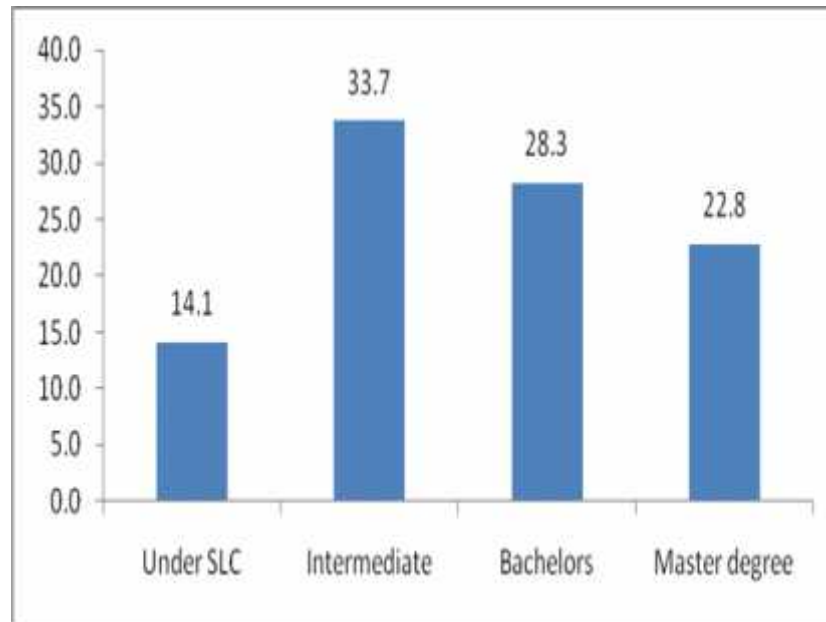
Fig 4.6: Education level of the Parents Respondent in Percentage

Education is the most important factor regarding the opinion and perspective that they give regarding something. Parent's education level also determine their behavior regarding the use of internet by their children and themselves. Out of 91 respondents 14.1% of the respondents have academic qualification under SLC. 33.7% of the respondents have academic qualification of intermediate level .28.3%of the respondents have academic qualification of bachelors level and 22.8%of the respondent have academic qualification of master degree.

4.2 Demographic Feature of the Respondents (Students)

In this part various demographic feature of the respondent are shown. Demographic feature of the respondents also determines the opinion and their judgment regarding the use of internet in their daily life and how they believes that internet make an impact on their study and social life.
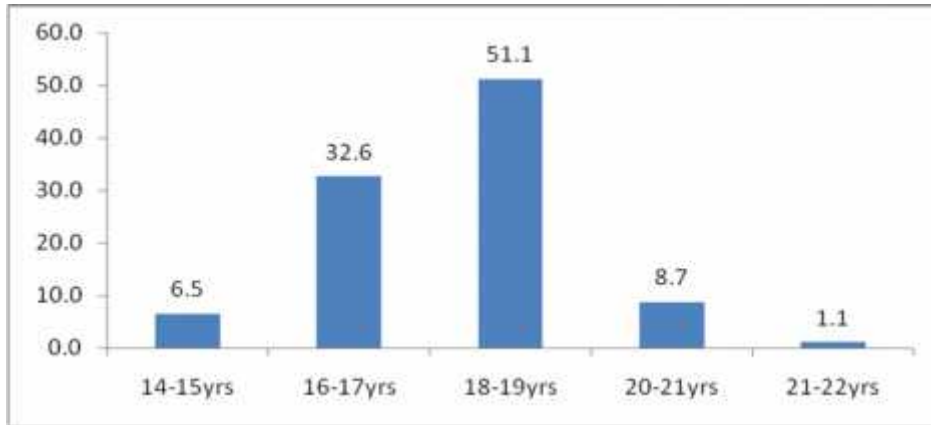
Fig 4.7: Age group of the Students

This study has mainly focused on the teenage life of the students because, in this phase of the life they can shape their adulthood and can have more impact on new culture and socialization process which have long term impact in their life. Out of 91 students, 6.5% of students belong to 14-15 years of age groups. 32.6% of students belong to 16-17 years of age groups. 44.6% of students belong to 18-19 years of age groups. Similarly, 8.7% of students belong to 20-21years of age group. Finally 1.1% of students belong to 21-22 years of age groups.
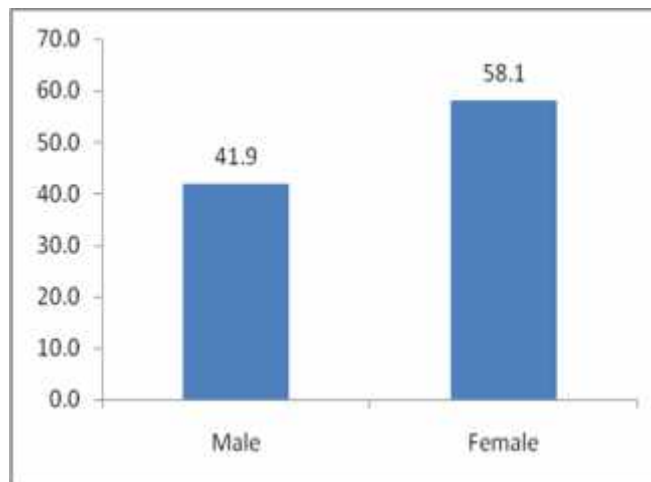
Fig 4.8: Gender of the Students in Percentage

Gender of the students also creates the different opinions regarding the use of the internet. Out of 91 students, 41.9% of the students were found to be male and 58.1% of the students were found to be female respondents. It indicates more female students have the participation in this research than male students.

CHAPTER V

ACCESSIBILITY AND IMPACT OF INTERNET

5.1 Accessibility of the Internet at House

Pokhara is the second developed city of Nepal which is regarded as a city of very high literacy rate. In spite of the development in communication and information there is also a high level of accessibility of internet.
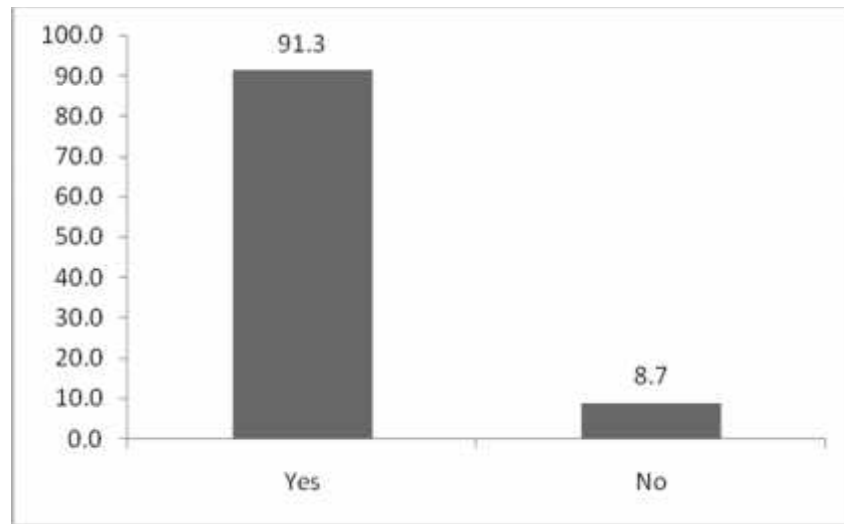
Fig 5.1: Internet Access Status of Parents in Percentage

In modern age, internet is the most important tool of human in their life. Out of 91 respondents 91.3% of the respondents are found to be internet user and remaining 8.7% are found to be non-internet user**.** This proves that the internet is the very important aspects and the activities doing by using internet is now essential to the different family and persons. In their daily lives they cannot avoid the use of internet hence more than ninety percent family use internet in their house for various purposes.

5.2 Device and Accessibility of Internet by Students

Nowadays there are lots of gadgets and devices available to access and surf the internet facilities for the students. Generally students surfs the internet with the device which can be easily handled and of low cost.
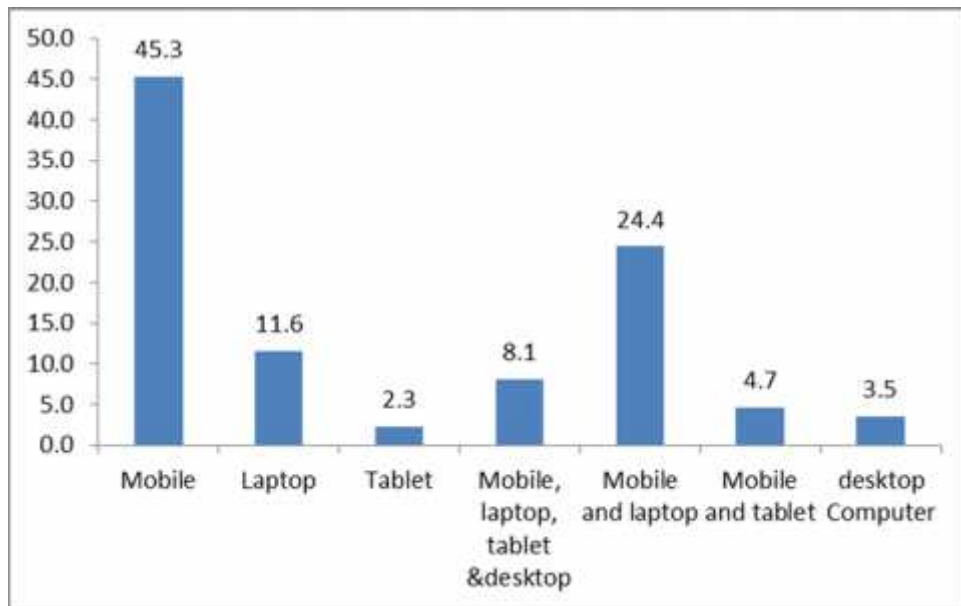
Fig 5.2: Internet Accessibility and device used by Students in Percentage

In the above figure, it is observed that the preferences device to surf internet is the mobile phone because it is easy to handle and it is low cost device. There are 45.3% of students who use mobile only for the accessibility of the internet. Similarly, 24.4 % use mobile and desktop computer as the device of surfing the internet. Only 11.6% use the laptop to access the internet in their daily lives.

5.3 Gender wise Distribution of Email Account Holder Students

As we know that the internet has vital role in the field of communication and having the email account represent that they are using internet in the form of communication and sharing information. Having the email account of the respondents represent the use of the internet in their daily lives. This part is trying to see that which gender are more active in the communication and information sharing activities by using email and internet.

Table 5.1: Gender wise Distribution of Email Account Holder

Email account?	Gender	
	Male	**Female**
Yes	37 (97.2%)	38 (72.0%)
No	1 (2.8%)	15 (28.0%)
Total	38	53

Source: Field Survey 2017

Out of 91 students, 97.2% male students of the respondents are found to be e-mail account holder whereas only 72% female students use email account. It indicates that male students are also busy in the case of email and communication by the use of internet than the female students.

5.4 Amount Expenditure for Accessibility of Internet

The amount paid for the internet and its accessibility has the negative relationship i.e when price is low there is higher accessibility of internet and high price leads to the lower access of the internet.
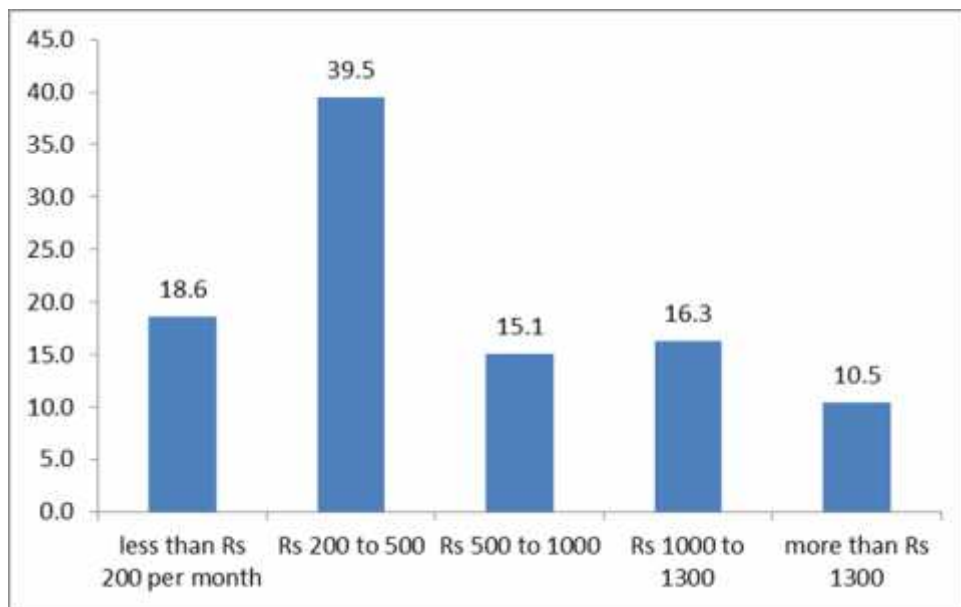
Fig: 5.3 Amount Expenditure for the Accessibility of Internet

From the above figure, it can be concluded that there are 39.5% students who generally spends Rs 200 to 500 per month for the purpose of internet accessibility. 10.5% students spend more than Rs 1300 for the purpose of internet accessibility in each month. It shows that students are also affected by the use of internet and nobody can stay far from the use of internet as there is huge advantage of internet in their daily lives.

5.5 Parents Reaction on Gender wise of the Students

Parents are those people who are interrelated with their children and they can show various kind of reaction while they use internet at home. Nowadays, internet has become the integral part of the society but all of the family may not still digest it completely hence their opinion may be different with one another.

The reaction of parent while using internet by their children is classified as positive, neutral and negative. Positive reaction means they agree that internet has more benefit and support in their children life and education .similarly negative reaction means they are not happy with the children's academic, social and other intellectual performance due to the excess use of internet by their children.

Table 5.2: Parents Response and Gender of the Student

Parents Response	Gender	
	Male	Female
Positive	12 (33.3%)	17 (32. %)
Neutral	21 (55.6%)	33 (62%)
Negative	5 (11.1%)	3 (6%)
Total	38	53

From the above table, it is seen that, in the case of positive reaction there is no difference between the parent's reaction according to the gender of the children and that is near to 33% of both. On the other hand, in the case of negative reaction there is slightly male students get the negative reaction from their parents while using the internet and that is 11.1% and female students has only 6%. In the case of neutral reaction there are female students have higher than the male students by their parents.

5.6 Gender wise Distribution on Online Game craze of students

Online games can be played only where there is access of internet. Teenagers spent most of the time while playing online games. Spending more time on online games represent the student's addiction towards internet and games which make an negative impact on their study as well as in the perception of the parents which creates negative reaction regarding the use of internet.

Table 5.3: Online Games Played and Gender

Average hour per day to play online game	Gender	
	Male	Female
less than one hour	14 (36.1%)	14 (26.0%)
1 to 2 hour	14 (36.1%)	15 (28.0%)
2 to 3 hours	2 (5.6%)	4 (8.0%)
More than 3 hours	2 (5.6%)	3 (6.0%)
Not played	6 (16.7%)	17 (32.0%)
Total	38	53

The table indicates that the male respondents seem most busy in playing online games rather than female students. Only 16.7% of male students seem not playing online games. 32% of female who are twice than the male do not play online games which indicates male are more crazy and addicted to online games and internet rather than female students.

5.7 Priorities of the Students by using Internet

By the use of internet many activities can be performed. Students ranked activities according their priorities and preference while they use the internet. Giving the priorities represent what kind of direction they are holding through the use of internet.
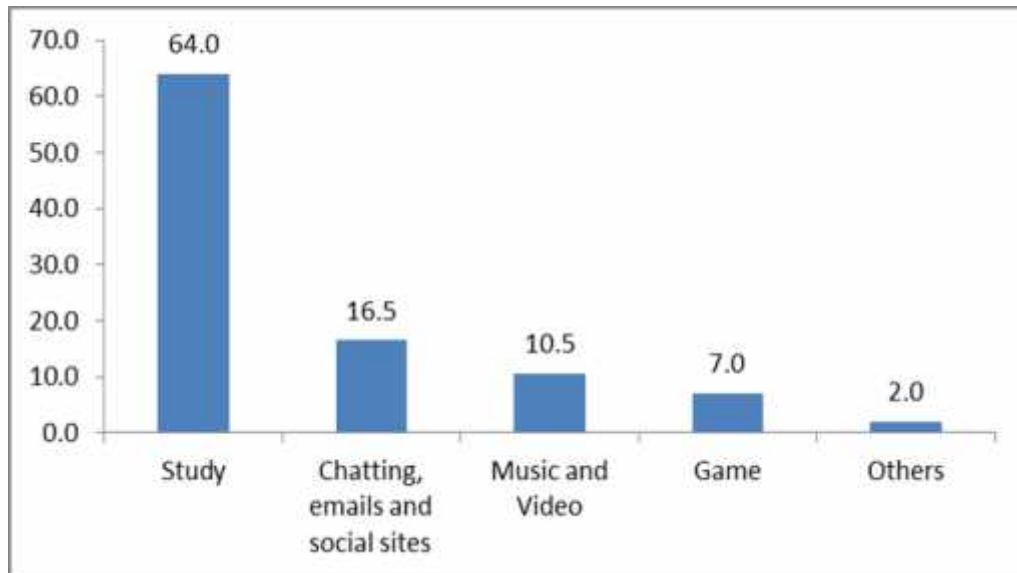
Fig 5.4: Priorities of Students by using Internet in Percentage

From the above figure, out of 91 students, 64.0% of the respondents use internet for study purpose. They give first priority to their study. Similarly 16.5% of the respondents use internet for chatting, emails and social sites. They give second priority to emails, chatting and other social sites like Facebook, twitter, viber and we chat. 10.5% of the respondents use internet for music and video. They give third priority to music and videos. 7.0% of the respondents use internet for entertainment to play games. 2.0% of the respondents use internet for other various purposes.

5.8 Initiation of Internet and Ability to Gain Friends

Internet helps to connecting people and making friends from different places either they are closely known or not. This also plays a vital role in the context of socialization process of the children because they can learn various kind of culture from other friends and their different opinion regarding something. In this part it is trying to see that either they are able to gain more friends or not by using internet and they are helped to use internet by others like friends or family members.

Table 5.4: Initiation of Internet and Ability to Gain Friends

How did you start internet?	Able to gain more friends by internet	
	Yes	No
Started yourself	36 (45.6%)	2 (14.3%)
By friends	31 (39.2%)	6 (57.1%)
By family members	13 (15.2%)	3 (28.6%)
Total	80	11

Source: Field Survey 2017

Study suggest that the student who started themselves to use the internet are able to gain more friends. 45.6% of students started using internet themselves. But students who are assisted by others that may be by friends or family member to use internet are able to gain limited friends. It indicates that using the internet through their own learning process helps in better use of internet and being more social through the internet.

5.9 Overall Impact of Internet on Students

In this part it is trying to analyze the overall impact of the internet by gender wise on their life. They can do multiple activities by using the internet and its impact can be positive, neutral or negative.

Table 5.5: Overall Impact on Students

Impacts of internet on students	Gender	
	Male	Female
Positive	14 (36.1%)	28 (52.0%)
Neutral	22 (58.3%	25 (48.0%)
Negative	2 (5.6%)	-
Total	38	53

Source: Field Survey 2017

36

positive impact of internet is seen higher in the case of female students rather than male students and that is 52%, and male students argue that internet bring the negative impact towards them and they are 5.6% and there is nobody female students who has negative impact by the use of internet. In the case of neutral impact more male students are seen and they are 58.3% whereas female students are 48% only.

5.10 Perception of Students on Important Tools of the Study

As we know that internet can be used for various purpose and gender wise it can be used for various purposes.

Table 5.6: Perception of the Students

Internet is becoming an important tool for study	Gender	
	Male	Female
Yes	37 (97.2%)	33 (100.0%)
No	1 (2.8%)	
Total	38	53

From this table we can easily analyze that internet is an essential element for the students to study whether they are male students or female students. 100% of Female students believe that internet is the most important tool for the study whereas male respondents are 97.2% who believe so.

5.11 Age Group and Their Priorities of Study

In this study various age group are considered while collecting the data. Different age group of students is showing different perception regarding the study by using internet. In this study the age group of 14 years to 22 years is considered and their opinion regarding the use of internet for the study purpose and priorities are as follows.

Table 5.7: Study Priority and Age Group

Priority of Study	Age of the Students				
	14-15yrs	16-17yrs	18-19yrs	20-21yrs	21-22yrs
First priority	4 (66.70%)	21 (70.00%)	23(56.10%)	10 (75.00%)	2 (100.00%)
Second priority	1 (16.70%)	4 (13.30%)	10 (24.40%)	1 (12.50%)	
Third priority		5 (16.70%)	4 (9.80%)	1 (12.50%)	
Fourth priority	1 (16.70%)		3 (7.30%)		
Fifth priority			1 (2.40%)		
Total	6	30	41	12	2

In the table, it is observed that all the age group of students prefers study as the first priority of using internet. When the age of the students is growing similarly the use of internet are widely use in the priority of study. 21 to 22 years students feel that 100% internet provides the support for the study whereas 14 to 15 years age group students are 66.7%, which makes clear that the growing age group in the student's life prefer more use of internet in the case of study.

5.12 Parents Profession and their Opinions

From the point of parents it is trying to see the opinions of them on a particular statement. On a various statement different opinion can be shown by the parents and it is also analyzed on the basis of their profession. Because profession always helps to shape their opinion regarding something.

Statement: Excessive use of internet harm your children

Table 5.8: Parents Profession Wise Opinion

Excessive use of internet harm your children	Profession			
	Business	**Service**	**House wife**	**Others**
Strongly disagree	2 (10.5%)			
Disagree		1 (3.0%)	3 (14.3%)	2 (11.1%)
Neutral	2 (10.5%)	7 (21.2%)	3 (14.3%)	6 (33.3%)
Agree	7 (36.8%)	12 (36.4%)	7 (33.3%)	4 (22.2%)
Strongly agree	8 (42.1%)	13 (39.4%)	8 (38.1%)	6 (33.3%)
Total	19	33	21	18

Source: Field Survey 2017

The main queries was "Excessive use of internet harm your children" and their response can be seen from the table it can be seen that there is contradiction between the business family, parents from them mostly agree on the statement that excessive internet harms their children but 10,5% family from business background are strongly disagree on the statement that means their opinion is that excessive internet does not harm their children's. On the other hand service oriented parents are seen more agree. But in the case of house wife it is seen that excessive use of internet does not affect their children's too much.

Statement: Internet is important part for human life

Table 5.9 Parents Profession wise Opinion

Internet is important part for human life	Profession			
	Business	**Service**	**House wife**	**Others**
Strongly disagree			2 (9.5%)	
Disagree	1 (5.3%)		1 (4.8%)	
Neutral	4 (15.8%)	3 (9.1%)	3 (14.3%)	
Agree	6 (36.8%)	16 (48.5%)	11 (52.4%)	14 (77.8%)
Strongly agree	8 (42.1%)	14 (42.4%)	4 (19.0%)	4 (22.2%)
Total	19	33	21	18

Source: Field Survey 2017

The main queries was "Internet is important part of human life" and their response can be seen that business conducting parents, serviced parents and other type of parents are more agreed on the statement of internet is important part for human being. But the house wives parents are more disagree on this statement, 9.5% house wife are strongly disagree. It is assumed that the education level their outside working experience is lacking in terms of other professions parents so that they are believed that the internet is not the important part of the human beings.

Statement: Internet does not help in socialization

Table 5.10 Parents Profession Wise Opinion

Internet does not help in socialization	Profession			
	Business	**Service**	**House wife**	**Others**
Strongly disagree	3 (15.8%)	5 (15.2%)	4 (19.0%)	1 (5.6%)
Disagree	12 (63.2%)	25 (75.8%)	11 (52.4%)	15 (83.3%)
Neutral	3 (15.8%)	2 (6.1%)	4 (19.0%)	1 (5.6%)
Agree	1 (5.3%)	1 (3.0%)	1 (4.8%)	1 (5.6%)
Strongly agree			1 (4.8%)	
Total	19	33	21	18

Source: Field Survey 2017

The main query was "Internet does not help in socialization". As we know that internet is the important tool for the part of the socialization and same kind of opinion is found by conducting this research parents background either they are from business sectors, service sector or other sectors they believes that internet is the tool which is helpful in the socialization process. On the other hand house wife parents who are always busy in doing their household activities so that they

have the different opinion and they have been seen that slightly agree on that internet is not helpful in the process of socialization of the people.

Statement: Internet Creates Social and Family Conflict

Table 5.11 Parents Profession Wise Opinion

Internet creates social and family conflict	Profession			
	Business	**Service**	**House wife**	**Others**
Strongly disagree	3 (15.8%)	1 (3.0%)	2 (9.5%)	1 (5.6%)
Disagree	5 (26.3%)	20 (60.6%)	10 (47.6%)	6 (33.3%)
Neutral	7 (36.8%)	6 (18.2%)	2 (9.5%)	5 (27.8%)
Agree	1 (5.3%)	3 (9.1%)	5 (23.8%)	4 (22.2%)
Strongly agree	3 (15.8%)	3 (9.1%)	2 (9.5%)	2 (11.1%)
Total	19	33	21	18

Source: Field Survey 2017

In this research another query was "internet creates social and family conflict". By this table we can conclude that the internet use has the two faces in the society that means it has the important part of the social process and changes for human being and on the other hand it is seen that the internet so creates the social and family conflict. On the basis of respondents experience most of the business conducting and serviced parents believe that internet does not creates the social conflict but 21.1% business conducting parents believes that and there can be the chance of conflict due to the use of internet. Other family parents and house wives are found that majority of them are disagree on this statement.

5.13 Parents Education Level and Reaction

Education level of the parents also determines the opinions and their reaction in the case of use of internet by their children's. Education level is categorized in four levels from under SLC to master's degree. The opinion and reaction comes differently accordingly their qualification background.

Table 5.12 Parents Education Wise Reaction

Parents Reaction	Education level			
	Under SLC	**Intermediate**	**Bachelors**	**Master degree**
Positive	2 (16.7%)	9 (27.6%)	10 (40.0%)	8 (40.0%)
Neutral	11 (83.3%)	21 (69.0%)	15 (56.0%)	7 (35.0%)
Negative		1 (3.4%)	1 (4.0%)	6 (25.0%)
Total	13	31	26	21

Source: Field Survey 2017

By analyzing the above table it is seen that the educational level of the parents have the impact on the reaction of their toward their children's in terms of the use of the internet. It is identified that parents who have the higher qualification level they shows the positive responses but parents who have the low level of education they shows the negative reaction on the use of the internet.

5.14 Family Togetherness and Main Communication Medium

It is believed that internet also plays an important role in the field of communication. There is less use of internet when family members are live together and when they are far from their family they use of more internet as a communication medium to communicate with each other. Although family members live far from each other internet provide facilities to share their opinion, ideas and information with each other which is always beneficial for to develop social relationship.

Table 5.13 Family Togetherness and Communication Medium

Internet is main communication medium of your family	Family togetherness	
	Yes	No
Strongly disagree	1 (1.5%)	3 (11.5%)
Disagree	7 (10.8%)	3 (7.7%)
Neutral	5 (7.7%)	11 (46.2%)
Agree	38 (58.5%)	4 (15.4%)
Strongly agree	14 (21.5%)	5 (19.2%)
Total	65	26

Source: Field Survey 2017

By seeing the above table it is seen that the internet are taken as a main means of communication tool for those family who are not live together. That means to communicate with their family members either they are far from their own city or they are live outside the country they prefers to use the internet. Family who are lives together that means their family members are not far from them they believes that internet is not the main medium of communications. It is concluded that internet is also the means of communication as well it brings the close relationship and builds the good bonding among the family members although they are live far and separate from each other.

5.15 Internet Facilities and Family Size

Placing internet facilities in a house is also depends upon the family size. We have been categorized family size in three categories and seeing the relationship with internet facility of their home.

Table 5.14 Internet Facilities and Family Size

Internet facility in house	Family size		
	Nuclear	**Medium**	**Joint family**
Yes	69 (92.0%)	7 (77.8%)	7 (100%)
No	6 (8.0%)	2 (22.2%)	
Total	75	9	7

Source: Field Survey 2017

It is seen that nuclear family has 92% internet facility whereas joint family has 100% internet facility. That indicates that joint family members are more need the communications and they demands internet. Medium family size has 77.8% internet facility in their houses.

5.16 Satisfaction with Children Education and Influencing Factors

Table 5.15 Satisfaction with Children's Educations

No of Children			Internet facility in house	
			Yes	No
1 Child	Satisfaction with children education	Yes	75 (81.3%)	4 (50.0%)
		No	8 (18.8%)	4 (50.0%)
	Total		83	8
2 Children	Satisfaction with children education	Yes	78 (94.0%)	5 (66.7%)
		No	5 (6.0%)	3 (33.3%)
	Total		83	8
3 Children	Satisfaction with children education	Yes	75 (88.9%)	8 (100.0%)
		No	8 (11.1%)	
	Total		83	8
4 Children	Satisfaction with children education	Yes	83 (100.0%)	
		No		
	Total		83	
5 Children	Satisfaction with children education	Yes	83 (100.0%)	
		No		
	Total		83	

Source: Field Survey 2017

In this table three variables are analyzed at a time that is no of children, internet facility and satisfaction of parents with children education. From the table it is identified that if house has the internet facility there is more satisfaction from children educations. By referring the figure 4.4 there are 90.2% parents have equal and less than three children, and especially it is more focused up to having three children rather than having more than three children. As it is seen that having one child there is low satisfaction from the parents but having two children and 3 children there is more satisfaction from the parents. So that having the internet facility in a house allows improving the study but if there is more than one child then there would be more discussion among the children, junior child can learn from the senior child and educational level can be improved. So that it can be conclude that internet has the positive impact on study and having two or three children has the better result in the educational level

5.17 Advantages of Internet from the Perspective of Students

It is asked to students as open ended question in the questionnaire and they have filled as their knowledge and experience and following table is developed by categorized them.

Table 5.16: Distribution of Student Perspective on Internet Advantages

Advantages	Frequency	Disadvantages	Frequency
Enhance knowledge power, build up intelligent, research	77	Time Consuming, waste of time	60
Communication	34	Have negative impact like hamper of study, increase crime, conflict	40
Entertainment	30	Health issue	32
Develop relation	29	Costly	27
Being up to date	10	More dependent	6
Independent	3	Miss use	6
Save time	2		

Source: Field Survey 2017

From the perspective of students it is shown that internet has the two side of the same coin as advantages and disadvantages. As an advantages of internet can be

seen as enhancing of knowledge, helpful for study and research and second advantage as communication medium and so on.

On the other hand there is disadvantages of internet is more time consuming and waste of the time and another disadvantage is related with negative impact like hamper of the study, increase of crime, increase conflicts and so on.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the overall summary is presented so as to give a bird eye view to this research work. The succeeding section presents the major findings in detail where the results of the study are discussed and, where important, the quantitative data obtained from other methods of data extraction i.e. structured questionnaire is integrated.

6.1 Summary

Internet has become an addiction for many. Instead of students concentrating on their homework or any other activities, they are spending hours looking through social media, playing games and seeing music and videos through internet. Basically, this study has the objective to see the impact internet in student's life and internet accessibility by them and their parent's response. Descriptive and exploratory designed. In order to fulfill the purpose of the study, a questionnaire was developed as a data collection tool and techniques used for collection of qualitative and quantitative data. Thus the data collected for the study are primarily based on the primary resources when needed.

The participants of the questionnaires were students of grade 11 and 12 of secondary schools of Pokhara. Similarly, parents were from four wards from the Pokhara. The collected data have been analyzed by using statistical tools like SPSS, MS-Excel and qualitative data have been analyzed manually. Result of the data has been analyzed by using various tables and bar diagram.

➢ Upon asking the respondents on their age out of 91 parents 23.9% of the parents are 33 to 37 years of age group. Furthermore, 52.2% parents are belongs to 38 to 42 year, 15.2% parents are 43 to 47 year, 7.6% parents belongs to 48.52 year and 1.1% of respondents are 52 to 56 year.

➢ Out of 91 students, 6.5% of students belong to 14-15 years of age groups. 32.6% of students belong to 16-17 years of age groups. 44.6% of students belong to 18-19 years of age groups. Similarly, 8.7% of students belong to 20-21years of age group and 1.1% of students belong to 21-22 years of age groups.

- Out of 91 parents there is 58.7% female whereas 42.3% male respondents. Similarly, out of 91 students, 41.9% of the students were found to be male and 58.1% of the students were found to be female respondents.

- Upon asking the respondent upon the profession, out of 91 respondents, it was found that 20.7% of the respondents are involved in business. Furthermore, 36.9% of the respondents are involved in services. 22.8% of the respondents are housewife and there are 19.6% respondents who are involved in other extra services.

- Out of 91 respondents, the respondents having 1 child are found to be 21.1%. The respondents having 2 children are found to be 58.7%. The respondents having 3 children are found to be 10.9%. The respondents having 4 children are found to be 5.4% and the respondents having 5 children are found to be 3.3%.

- Out of 91 respondents, the respondents having nuclear family are found to be 81.5%. The respondents having medium sized family are found to be 10.9% and the respondents having joint family are found to be 7.6%.

- Out of 91 respondents 14.1% of the respondents have academic qualification under SLC.33.7% of the respondents have academic qualification of intermediate level.28.3% of the respondents have academic qualification of bachelors level and 22.8% of the respondent have academic qualification of master degree.

- Out of 91 respondents 91.3% of the respondents are found to be internet user and remaining 8.7% are found to be non-internet user. Similarly, 100% students are internet user, because this questionnaire are asked only who are the internet user in the case of students.

- Out of 91 students there is 45.3% students use mobile only for the accessibility of the internet. Similarly, 24.4 % use mobile and desktop computer as the device to surf the internet. Only 11.6% use the laptop only to access the internet in their daily lives. On the other hand out of 91 students, 97.2% male students of the respondents are found to be e-mail account holder whereas only 72% female students use email account.

- Out of 91 students. 39.5% students generally spends Rs 200 to 500 for the purpose of internet accessibility and 10.5% students spend more than Rs 1300 for the purpose of internet accessibility in each month.

- In case of parent reaction, there is no difference between the parent's reaction according to the gender of the children and that is near to 33% of both. On the other hand in the case of negative reaction there is slightly male students get the negative reaction from their parents while using the internet and that is 11.1% and female students has only 6%.

- Out of 91 students, there is not playing male are 16.7% but female are twice than the male and that is 32% which indicates male are crazier about online games by using internet rather than female students.

- Out of 91 students, 64.0% of the respondents use internet for study purpose. They give first priority to their study. Similarly 16.5% of the respondents use internet for chatting, emails and social sites. They give second priority to emails, chatting and other social sites like Facebook, twitter, viber and we chat. 10.5% of the respondents use internet for music and video. They give third priority to music and videos. 7.0% of the respondents use internet for entertainment to play games. 2.0% of the respondents use internet for other various purposes.

- Out of 80 students who are able to gain more friends 45.6% are stared to use the internet by themselves are able to gain more friends rather than assisted by friends or family member to use internet and they are able to gain limited friends.

- There is higher positive impact of internet is seen in the case of female students rather than male students and that is 52%, and male students argue that internet bring the negative impact towards them and they are 5.6% and there is nobody female students who has negative impact by the use of internet. In the case of neutral impact more male students are seen and they are 58.3% whereas female students are 48% only.

- There is slightly female students are higher who believe that internet is more important tool for the study and it is 100% whereas male respondents are 97.2%.

- Out of 91 students, 21 to 22 years students feel that 100% internet provides the support for the study whereas 14 to 15 years age group students are 66.7%, which makes clear that the growing age group in the student's life prefer more use of internet in the case of study.

- Out of 19 business parents, 10,5% from business background are strongly disagree on the statement that means their opinion is that excessive internet does not harm their children's. On the other hand service oriented parents are seen more agree. But in the case of house wife it is seen that excessive use of internet does not affect their children's too much.

- On the basis of different profession, business parents, serviced parents and other type of parents are more agreed on the statement of internet is important part for human being. But the house wives parents are more disagree on this statement

- Parents background either they are from business sectors, service sector or other sectors they believes that internet is the tool which is helpful in the socialization process. On the other hand house wife parents have different opinion and they have been seen that slightly agree on that internet is not helpful in the process of socialization of the people.

- Parents who have the higher qualification level they shows the positive responses but parents who have the low level of education they shows the negative reaction on the use of the internet.

- From the perspective of students as advantages of internet can be seen as enhancing of knowledge, helpful for study and research and second advantage as communication medium and so on. On the other hand there is disadvantages of internet is more time consuming and waste of the time and another disadvantage is related with negative impact like hamper of the study, increase of crime, increase conflicts and so on.

6.2. Conclusion of the study

The internet is a global system of interconnected computer networks that use the standard internet protocol suite (TCP/IP) to serve several billions users worldwide. The use of internet particularly offers significant advantages for its users for example sharing and collection information, searching for a jobs, helps

to be updated, communication and entertainment. In addition, the internet is free of cost and huge information can be available in internet. Nowadays, internet has become the basic needs of individuals and family's so that they want to have easy and continuous access with the internet. Either they are in home, school, college, restaurant etc. they want to be easy access of internet.

Internet usage has been associated with both positive and negative impact to different aspect of people's lives, including positive impacts such as improving relationship between friends and family, enhancement of knowledge and academic performance and negative impacts such as low interest on study, health problems, personal relationship problems, fake news and information sharing, social and family conflict etc.

6.3 Recommendations

- ➢ Findings from this study suggest that more research should be conducted on internet use and its impact among college, school and universities, particularly how internet should be treated.
- ➢ Larger size sample should also be surveyed, and it is also worth exploring how different geographical, sociological and economic factors potentially impact result.
- ➢ For future research, it may be more helpful to measure the social presence like motivation and pressure.
- ➢ This study is conducted only on plus two level students. It will be also interesting to expand the research and include bachelors, master's level students. Similarly this research is conducted on urban area like Pokhara so it can be conducted in urban areas to see the different impact.

6.4 Suggestions

- ➢ Parents need to closely look after their children on the use of internet as they are wasting their time on unnecessary things or not.

- ➢ Students must use internet for academic purpose rather than other purposes like entertainment.

- ➢ Proper use of internet always be fruitful to the students but the misuse of internet and communication system always disturb the society and may bring social and family conflict.

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APPENDIX I

I hope you will cooperate with me to complete my thesis by filling this question schedule.

Are you a internet user?

     i. Yes   ii. No

If you use internet then go for the following questions and select the options or fill the answers.

Questionnaires for Internet Users Students

Name ……………………………………………… (Optional) Age: ………………...

Sex………………… Class ………………… Latest class Percentage ………………

Views and Opinions (Please trick (√)

1. In your opinion which means of communication is more applicable for you?

   i. Phone   ii. Radio   iii. T.V.   iv. Internet

   v. Newspaper

2. What do you think about impact of internet on students like you?

   i. Positive   ii. Negative   iii. Neutral

3. Do you think internet is becoming an important tool for study?

   i. Yes   ii. No

4. For how many hours per day an average do you play online game?

   i. Less than one hour   ii. 1 to 2 hour

   iii. 2 to 3 hours   iv. More than 3 hours   v. Not played

5. How frequently do you use the internet per day?

   i. Less than one hour   ii. One to two hour   iii. Three to four hour

   iv. Four to five hour   v. More than five hour

6. From which device you use the internet? (You can trick multiple option)

    i. Phones   ii. Laptop   iii. Tablet   iv. Desktop Computer

7. Tentatively how much money (cost) do you spend per month?

    i. Less than Rs. 200   ii. Rs. 200 to 500   iii. Rs. 500 to 1000

    iv. Rs. 1000 to 1300   v. More than Rs. 1300

8. How did you started to use internet?

    i. Started yourself   ii. By friends   iii. By family members

9. Please write some advantages and disadvantages of internet for students?

          Advantages   Disadvantages

    1. ………..……………............…..….

       …..……..……………...........…….

    2. ………..……………...........…..….

       …..……..……………..........…….

    3. ………..……………...........…..….

       …..……..……………..........…….

    4. ………..……………...........…..….

       …..……..……………..........…….

    5. ………..……………...........…..….

       …..……..…………….........……

10. Why do you prefer internet rather than other reference books?

…………………………………………………………………………………………

11. Do you have your own profile on a social networking site like Facebook?

    i. Yes   ii. No

11. Do you use internet as a communication tool?

    i. Yes   ii. No

12. Are you able to gain more friends by using internet?

    i. Yes   ii. No

13. How many online contacts do you have that you have not met in the real world?

……………..

14. With how many different people do you communicate regularly via the Internet?

…………………

15. Which social networking site do you use? If you use more than one, please name the one you use most often?

      i. Face book   ii. Viber   iii. Yahoo

      iv. What sup   v. Skype   vi. Other Specify

16. For what purpose do you use internet, please rank them

      i. Study   …………

      ii Game   …………

      iii. Music and video   …………

      iv. Chatting and emails, social sites …………

      v. Other Specify   …………．

17. Do you have email account?

      i. Yes   ii. No

18. How the parents react with you while using the internet?

      1. Positive react   2. Negative react   2. Neutral

Thank you for your valuable time.

APPENDIX II

I hope you will cooperate with me to complete my thesis by filling this question schedule.

Section 1

Name: (Optional)……………………………………………………….

Age:.....................

Gender: 1. Male   2. Female

Profession   1.Business   2.Service   3.House wife   4. Others (Specify)

No of children ……………

Family size..................

Education   1.Under SLC   2. Intermediate

                 3 Bachelors   4 Master Degree

Section 2

Q1. Is there internet facility in your house?

           1. Yes   2.No   3.Don't know

Q2. Since when u r using this facility……………………………………

Q3. Why do you use internet

…………………………………………………………………………..

Q4. Do all family in this area have internet facility?

           1. Yes   2. No/   3. Few in number   4. More in number

Q5. Do your family members live together?

           1. Yes   2. No

if no where do they live?

           1. In Nepal (other City)   2. Abroad

Q.6. what is your internet tools?

           1. Mobile   2. Laptop   3.Desktop   4.Tablet   5. Others

Q.7 Do your child is also a fond of internet?

           1. Yes   2. No   3.Don't know

Q.8Iin an average how much time do your child spent in internet (Per day)?

           1. Less than one hour   2. 1 to 2 hour   3. 2 to 3 hour

           4. 4 to 5 hour   5. More than 5 hour

Q.9 Are you satisfied with your children education?

           1. Yes   2. No

If no what would be the cause?

1. Intensive use of internet   2. Others ……………………………

Q.10. Please (√) tricks your opinion regarding this statement.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Excessive use of internet harm your children.					
b. Nowadays internet is the important part of human.					
c. Internet does not help in the socialization process					
d. Internet is the main communication medium of your family					
e. Internet create social and family conflicts					
f. Internet has become the important tool for study					
g. In your view what is your children criteria on internet?					
h. Children are very much impressed by internet					

Q.11. Do you know in which area your child is busy in internet?

     a. Face book

     b. Online games

     c. YouTube (film, videos, music)

     d. others…………………..

Q.12 What is the response of your children towards your internet use?

     1. Positive response   2. Negative response   3. Neutral

Thank you for your valuable time.