

**BABEȘ-BOLYAI UNIVERSITY
FACULTY OF SOCIOLOGY AND SOCIAL WORK**



**THE IMPLICATIONS OF USING THE
COMPUTER AND THE INTERNET UPON
THE SOCIAL DEVELOPMENT OF THE
YOUTH**

-Abstract of the PhD Thesis-

**Scientific advisor:
PROFFESOR MARIA ROTH PHD**

**PhD Student:
RĂDĂCINĂ OANA-ELENA**

**Cluj-Napoca
2015**

CONTENTS

Acknowledgment.....	5
Introduction: thematic structure of thesis.....	6
The relevance and newness of theme in the context of current research.....	10
Part I: Social development of youth in the context of computer and Internet use	12
Chapter 1: The digital era and the changes brought by the transition of youth from adolescence to adulthood in their social development.....	12
1.1. The social context of digital socialization at adolescents and youth.....	12
1.2. Generation Y: identity, socialization and representation.....	13
1.3. Considerations concerning social development - Terminology and implications of using computer and Internet	17
1.4. Guidelines for the analysis of social identity on the background accessing of online environment – youth and digital generation	20
1.4.1. Developing social identity in transitional context.....	20
1.4.2. Particularities of age classification related to periods of life.....	22
1.4.3. Changes during early adulthood.....	24
1.5. Premises of desirable development of young adult.....	26
1.5.1. Characteristics of the transitional period: adolescence – adulthood.....	26
1.5.2. Decisive factors of desirable development to adulthood.....	28
1.5.3. Desirability in the online environment.....	31
Chapter 2: Theories and studies concerning social development of young in the digital era.....	37
2.1. Classical theories of social development and transitional issues on the background of Internet use.....	37
2.2. Prolonged use of digital media and social development of youth.....	41
2.2.1. Computer addiction as a social problem.....	41
2.2.2. Description of explanatory sociological perspectives.....	44
2.3. Using the Internet and social development of young people.....	48
2.4. Online communication and social relationships between teenagers / young.....	51
2.5. Social networks and identity development of the young adult.....	54
2.5.1. Social networks: definition, history.....	54
2.5.2. Using Facebook among young people.....	58
2.5.3. Beneficial aspects of using social networks	61

2.5.4. Risks of using social networks among young people	64
2.6. The role of the computer/ Internet in the school preparation of youth.	65
2.7. Using Internet and professional preparation of young.....	69
2.8. Cyberbullying behaviors: risk and prevention in the online environment.....	71
2.9. Effects of cyberbullying behaviors on youth development	73
2.10. Preventive and intervention strategies in cyberbullying behaviors	76
Chapter 3: The impact of using the computer on teenagers who are in difficulty.....	80
3.1 Young people in difficulty - descriptive and categorical approach.....	80
3.2.The therapeutic role of Internet in intervention practice on vulnerable young people: direct implications of using the computer / Internet on the lives of young who are in difficulty.....	83
3.3. Risks and inequalities in the generation of digital natives.....	86
Part II: Empirical research regarding computer and Internet use....	90
Chapter 4: Systematic analysis of the scientific literature regarding computer use in the international context.....	90
4.1. Indicators of systematic analysis.....	90
4.2. The use of computers and Internet: theoretical and statistical considerations.....	91
4.2.1. Demographic data regarding computer and Internet use	91
4.2.2. Computer Practices: Analysis of variations in gender, age and social statute.....	95
4.3. Theoretical research.....	102
Chapter 5: Empirical research methodology.....	104
5.1. Terminology: definition of the approached concepts.....	104
5.2. Data collection instruments.....	105
5.3. Conceptualization of methods and techniques: The interview and observation in qualitative online research.....	106
5.4. The research design.....	109
5.5. Description of the subjects: descriptive aspects concerning Babeş-Bolyai University students.....	111
Capitolul 6: Data analysis and processing.....	113
6. 1. Data analysis and interpretation	113
6.2. Stages of data analysis and interpretation: Grounded theory - as the foundation of qualitative research.....	113
6.3 The coding of interviews - as part of the data analysis.....	114

Chapter 7: Interpretation and proper analysis of data.....	117
7.1. Descriptive elements regarding data analysis	117
7.2. Perceived usefulness of digital means by young students.....	118
7.3. Characteristics and influence of virtual communication related to "face to face" communication.....	129
7.4. Social networking and identity development.....	134
7.5. The role of computer and Internet in academic education.....	145
7.6. The Internet and the selection / professional preparation of young students.....	153
7.7 Benefits and risks perceived by young people regarding social development in the online environment	159
7.8. Comparative analysis of personal research related to national and international research.....	165
Chapter 8: Access to computer / Internet among youth brought up in residential centers.....	173
8.1. General highlights related to analysis of residential system.....	173
8.2 Difficulties encountered in the transition from adolescence to adulthood in social development of young people who are leaving residential care system.....	175
8.3. Possible implications of (non) using the computer / Internet on young people that have been beneficiaries of residential care system.....	176
8.4. Sample description in the context of population studied.....	178
8.5. Computer / Internet usage at young beneficiaries of the residential care system - Qualitative computerized analysis.....	179
8.5.1. Methodology, data analysis and interpretation	179
8.5.2. Particularities of computer / Internet usage.....	180
8.5.2.1. Patterns of computer and Internet usage.....	180
8.5.2.2. Risks and Internet resources used by young people who have received special residential protection.....	184
Chapter 9: The theory of social development in the context of the young digital generation.....	189
Chapter 10: Conclusions / recommendations.....	195
Bibliography.....	198
Annexes.....	216

Youth's social development in the context of PC and internet usage – a theoretical analysis: the thematic structure of the thesis

Key words: ommunication, online environment, young people, school preparation, professional integration, identity, social integration

In general, changing social context bring about new challenges in the life trajectory of individuals. In the digital age, using the internet and the personal computer (PC) has become for youth a common occupation having strong interferences with the majority of other fields of activity. As young people gain access to the online environment, the most important aspects of their social development acquire new dimensions, requiring in their turn novel and specific methods of approach. From the very onset of associating the concepts pertaining to the field of social development with those concerning the direct consequences produces as an outcome of using these new technological media, I have identified relevant and differential particularities which indicate the important changes brought about in the period of adolescence and youth perceived as an actual stage of life.

The present thesis approaches the problematic of the implications of using the PC and the internet on the social development of youth in a comparative manner, theoretical and empirical in nature. In the theoretical endeavor I have tried to do a sociological analysis by always making connections between the different aspects identified in the international literature regarding PC/internet usage and their effect on the youth's social development. Hence, I have structured the theoretical part of my thesis in three chapters which summarize in three directions the understanding of youth's social development in the context of PC and internet usage.

The first chapter delineates a global vision on the role of introducing information and communication technology in the realm of youth's social development. In the initial stage of configuring the theoretical framework, I have advanced a conceptual explanation of the main elements associated with the focus of the thesis: social development, the period of youth, and using new technologies. Grounded upon these inter-connected elements in the conceptual level, I have developed an analytical perspective on the changes brought about by the transition from adolescence to early adulthood in the social development of the young man or woman (understood in terms of the formation and development of social relationships, school and/or professional integration, and identity development) in the context of the digital age. The generation of youths who grew up having at their disposal new technological media

represents a generation of technological ascension which fully explores the benefits brought by this technology, but which is also exposed to the risks it entails (Rollot, 2012). In the context in which, the responsibilities increase with the diversification of challenges, today's youth differentiate themselves from previous generations in terms of increased opportunities (access to knowledge, communication, means of leisure, etc.) but also in terms of the risks and responsibilities (dissemination, selection, and patterns of internet usage) ensuing from these opportunities (Dagnaud, 2011; Ellison et al., 2007). All these variations and challenges which determine clearly visible changes in the youths' life trajectory can ground the development of some new hypothetical models of framing the various stages through which individuals progress in their life (life periods could be thus restructured and categorized differently).

The second chapter focuses especially on the theoretical and empirical evidences of the social development of different categories of youth (students, young people finding themselves in difficult situations) against the background of accessing the online environment. The thesis presents side by side classical theories of social development, insisting on the influence of PC and internet usage. The thesis proceeds, firstly, with presenting the entire development cycle followed by an individual, and then it highlights the patterns of interaction and leisure both in an online and in a real environment. Hence, for the youth of the digital age, new technology represents an important dimension of their existence. The social environment and the virtual one interacts one with each other, in the context in which the virtual world serves as a testing ground for exploring the problems of development in the physical world, such as identity, the formation and the development of relationships, school and/or profession preparation (Subrahmanyam & Greenfield, 2005). Online communication, educational and professional software, the variety of relaxation mechanisms existing in the virtual environment determine multiple consequences in the social development of youths. Also within the reach of this theoretical subdivisions, I have approached the topic of disruptive behavior in the online environment, insisting upon the cases of cyberbullying at the international level, on their associated effects, and on the means of preventing/intervention promoted at the global level. As the last theoretical aspect, in *the third chapter*, I have highlighted the impact of PC usage on the youths who find themselves in difficult situations. Besides adopting a descriptive and categorizing type of approach (within which I have insisted upon identifying the categories of vulnerable youths), I have emphasized the therapeutic role of the internet in the intervention practice concerning

vulnerable youths. Moreover, I have evaluated the direct implications of PC/internet usage on the lives of youths who find themselves in difficult situations.

The category of youths who are in situation of risk includes a vast series of problems which seem to change significantly with the passing of time. In the digital age, the risks and inequalities among youths have sharpened and diversified considerably (Brotcorne et al., 2009). The main risks of exclusion that become clear against this background can be found in four central fields: workplace, professional formation and development, access to information and online services, using the new media of communication, participation in cultural and civic life. Offline youths (those who do not have or have limited access to PC/internet) are facing visible difficulties at the level of school, professional, and social integration, because the requirements of the social-professional-educational environment do not take into account that not every young man and woman has proportional access to the new technology.

In the section comprising the empirical research of the thesis, I have structured the contents in four chapters in which I present how I have planned, gathered, analyzed, and interpreted the data – mainly qualitative data regarding the digitalization of the internet and its consequences over the social life of youths. Hence, in *the fourth chapter*, I have made a systematic analysis at the international level and I have drawn the guiding lines for a type of qualitative research based on grounded theory and computerized qualitative analysis. The systematic analysis from this chapter includes, specifically, the correlation and the analysis of the researches done in the qualitative tradition at the national and international levels, in terms of the following criteria: relevance (inter-connectivity between social development and PC/internet usage), actuality (the analysis of the most recent studies), and interdisciplinarity (the analysis of the phenomenon in an interdisciplinary perspective). The increased dynamic of accessing the internet and the PC can be observed as a central tendency at the general level. The implications of the expansion of the electronic media generate at the social level both positive and negative effects (INS, 2013; IRES, 2011, IWS, 2015).

Chapter five details the methodological section of the empirical research, drawing some descriptive elements regarding the novelty of qualitative methods of collecting online data (online semi-structured interview, research objectives, research questions, etc.).

A succinct analysis of the previous research done on the different categories of people using PC has revealed that adolescents and youths are the subjects who use most frequently the PC, the internet, and online communication media (Shield & Kane, 2011, Regan & Steeves, 2010, IRES, 2011). In this regard, the research sample has been made out of 65 subjects, with ages between 18 and 26 years. Fifty-three were undergraduate (B.A. level) or

graduate students (M.A. students) from Babes-Bolyai University, while twelve were youths who grew up in residential centers from Cluj county. Sampling was conventional, depending upon the consent and the availability of the students in answering the questions they were asked. The goal of the research was to analyze the implications of using the PC in general, and of the internet in particular, on the social development of students and youths who grew up in residential centers. The main objectives were: to highlight the purposes and specificities of using the PC/internet among the investigated youths; analyzing the types and patterns of communication forming online between students; exploring the influences of communicating online on the interaction between youths with their fellows from the social environment; analyzing the formation of youths' social identity as they were using the internet; identifying the connections between the messages posted online on various social networks and their life experiences; exploring how using the PC/internet influences students' school and professional preparation; analyzing the inter-relationship between social context of the life trajectory of youths raised in residential centers and the (non)usage of PC/internet.

Interpreting and analyzing the data with the software of computerized qualitative analysis Atlas.ti⁷ led to identifying seven categories of content: the purposes and particularities of using a PC, characteristics and influences of virtual communication in contrast to face-to-face communication, the formation and development of identity within social networks, the role of the PC/internet in preparation for school, virtual environment, and the professional preparation of youths; the risks and facilities perceived by the youth in the online environment and patterns of using the PC/internet among the youths who benefited of residential protection. Based on these content categories, in the final section of the thesis I have articulated the theoretical model of the youth's social development in the digital age. This model comprises the inter-relationships between individual particularities, environmental conditions, and their outcomes in the process of social adaptation and integration of the youth. The aforementioned particularities draw in general lines the influences the PC/internet has in the youths' social development. Hence, adequate integration of youth in the social environment (adequate educational/professional development, harmonious relationships) determines an adequate behavior pattern in the online environment, while the problems youths face in the social environment (integration difficulties, communication issues, etc.) are associated with a high risk of disruptive/vulnerable behavior in the online environment (addictive behavior, cyberbullying). The final section of the thesis specifies the limits of the research, indicates future directions of analysis, and closes down with presenting the conclusions and the recommendations developed on the basis of this research.

Interpretation and analysis of data: descriptive elements

All content of the data that entered in the qualitative computerized analysis was achieved based on the refinement and special interpretation. The process was segmented into five major categories of content: purposes and particularities of using computer at young students; characteristics and effects of virtual communication related to the „face to face” communication; social networking and identity development; the role of the computer / internet in school efficiency at young students; Internet and the vocational choice / training of young students.

We shall initiate the exposure of the results through a brief analysis of each unit accomplished in parallel through correlation with empirical evidence collected and afterwards we shall explain the concept chart obtained from the refinement of the data through qualitative analysis computer program. The motivation behind the empirical evidence emerged from the data analysis would be performed by using relevant quotations from the interviews and also listing where you can find the index lot of the paragraph in the qualitative analysis computer program Atlas.ti7 followed by the number of assigned hermeneutics unit.

Social networks and the development of identity

Social networks are the main resource of allurement for students that is eased by the internet. This chapter will try to explore how the social identity of the young adults emerged from the information they have provided as participants through the interviews and the analysis of their personal social network pages (mainly Facebook). The interference between social identity and virtual identity can be explained with relating it to the goals and motivations of social networks use.

Creating a blog, a facebook account or twitter profile and the activity within these networks enable the need for affirmation and personal expression of the young people. This challenge can be found in the college students' need for popularity. The online environment makes it easier than ever to see the new possibilities of young people' assertion in front of friends and acquaintances:„ it is on fashion, it's tempting and attractive. You can see what others are doing and posting, you can look at the photos and make new friends. Many students became "popular " due to these social networks” (16.3) The idea of self-image in the online environment is reorganized according to the personal wishes of the student, in order to accede an ideal self and the expectance of others; the nature of the messages posted via social

networks is often real, personal experiences according to lived experiences by the participants in the social environment. Thus through the messages posted in the online environment (the messages are disguisedly in quotes from authors, various songs, or plastic images) the young people externalize their thoughts, feelings or emotions often found in these emotional mechanisms discharge:., Some friends post things that represent feelings that they go through in those moments, in this way they can express their frustrations, joys or emotions. (489.3.) It mirrors my feelings, though we should not let a social network to influence us in such a manner'' (303.3).

Young people often identify in the social network an anchor, an adjustment mechanism where they have failed to adapt in the social life:., Sometimes if I want to send a message to a friend and I find it hard to do it, I post on my wall a general message in which I hope, he will see it and interpret it, as an indirect recipient'' (325.3). „I think that virtual world it is a place of refuge, a place in which you can forget the hardships of society ...'' (137.3). The premise of associating the internet with a mechanism that deals with the problematic situations that the young people are confronting, can lead to an increased time spent online, thereby to addiction of this environment. The analysis of the empirical data revealed that the social identity of the young people is formed and developed based on inherent/extrinsic perception of themselves and promoted as the cornerstone of the behaviour patterns of living. The virtual identity is building/ developing on virtual environment based on the social identity, being a precise view for the young people with a positive self-image, adapted to the social environment in which they live or on the contrary, the view they present to function as a mechanism of readjusting their social identity of the ones who face difficulties in adapting to the social environment (communication difficulties, or barriers in communicating face to face, or youth who have a low self-image, etc.). Within the social networks, the young students found the most attractive learning environment and also a place in which they can develop a virtual identity.

Building the identity in the virtual environment is achieved in the presence of self image (exteriorized in messages, photos, interests and relevant goals) in front of their virtual friend circle. Through the possibility of restructuring the virtual identity, the participants are creating a new environment in which they feel appreciated and accepted by other online members. The youth are associating to the idea of virtual identity, a new environment, identified by the members as a virtual world: „It's sad because in the virtual world you can see things that with or without your permission trigger some expectations, and in the moment you displace a person or his virtual situation into social reality, everything collapses. You do

realize that you do not even know that person, neither his problems. You realize that although in the virtual world you allowed discussions, there were even attempts to be familiar with each other, in front of you is a stranger. It is sad because you look at the people around you and you think they are very happy. I wonder if this approach does not increase the predisposition to depression, especially in the case of teenagers. The virtual identity distorts the perception you have of yourself. Before you take as a good thing what you see on the surface, you should consider that what is on the surface do not coincide with the core” (178,3). Setting up virtual reality seems to disassociate in social reality. The virtual space provides the young generation with the possibility of forming a projective dream of an ideal identity in which you bring the acceptance and recognition in the online environment. The following triad *I-real*, *I-virtual* and *I-ideal* emphasizes the opportunity to “evolve” given by the virtual environment to the young adult. We can excerpt from here three phases of the identity construction during the development of technology in our society. In the context in which technology enables new opportunities for minimizing the plausible reason between what we are and what we can be, it is easy to explain why so many teenagers and young people prefer to stay online a long period of time while they are dramatically reducing their activities carried out in the social reality. The online environment, as a resource of knowledge and friend making, becomes a mask of a false reality for young people, which can lead to disturbing consequences, in the social development of the youth, but also in the formation and development of their own identity. In other words, as long as social reality does not collaborate with the online environment in which the young adult is carrying out his activity, the identity formation and development is being built on the basis of two pawns of fundamental different personality.

Two diametrically different environments (the problematic-reality, the ideal virtuality, qualities/weaknesses of social- I, the virtual-I, the ideal-I) bring interference on the self perception and unsteady the formation of a real self image (you do not know who you are). Amid the dichotomy between what am I (in the social environment) and what I want to become (suited for the virtual environment), the young adult often confronts problems regarding appropriate personal perception of others but also his own, but also finding difficulties when accommodating in the real world, these difficulties are materialized into depression, frustration, isolation and unrealistic expectations: „On my facebook page... sometimes I reveal my frustrations in a general way, from which you can reach to a conclusion...(75,3), “The virtual world is always ”polished”. Nobody wants to be the target of critics on a social network, so people are struggling to show only happy moments from their

lives. Personally, I think it is an act of cowardliness to pretend something that you are not”(214,3). The virtual environment it is seen by the young generation from the perspective of another reality (“virtual world”) which can be divergent or convergent with the social reality (with the social reality in which they belong).

If virtual identity constitutes a niche for the development of socio-personal identity of the young people then we can say that the virtual environment constitutes an opportunity of learning and enrichment with life experiences, with positive implications in the harmonious development of their personality. But the data collected in this research shows that few young people are willing to be perceived in the virtual environment just the way they are perceived in the social one: “ We use the social networks to create a better self-image of ourselves that we share it with the people we know; to share faster all kinds of thoughts and things that we like at the moment” (0,75,3) “,... to be on trend, to show much more than in reality, it is easier to be in the back than in front stage, sometimes on the social networks takes place a transformation of what you are or what you think you are just by wanting, which is in fact a mood, a need which is necessary to be accomplished because you want others to see what do you think they want to see.”(119,3). This fact displays a lot of problems whereby the young people are confronting in the social context of life as a result of the opportunity they found in the online environment and which entailed deformation or even creating uncertainty upon their perception and their role that they should exercise in the social environment. On this basis often are build disruptive behaviour patterns, frequently encountered at teenagers and young people such as: addictive behaviour, delinquency and social mal adaptation.

The role of the computer in school preparation of young students.

School preparation is an inherent part of social development of the young students, it represents a prerequisite for a desirable development and a foundation for the professional development of the student. Along with the identification of the positive effects associated with the introduction of interactive media in the vast majority of human activities, the role of computer started to vary. Using the computer (interactive media) within the educational process, it is known to bring a positive effect in the course of time. The way the young people perceive the computer and internet in the school preparation process indicates largely the coordinates of the readjustment of school learning requirements brought by the new technology.

One of the main purposes for which students are using the computer is an educational one. The role of the computer in school preparation is perceived differently by the participants according to their educational level, displaying an important increase as the level of education is higher: “The computer is a *sine qua non* object as the Latin says - without you can not be – in nowadays, especially if you are a student. You must be always in touch with your colleagues, you must be informed or you must find useful information about your exams” (255,1). The positive effects of introducing the electronic means into the learning sphere as they are perceived by the students can be found in: the particularities of class management (professor-student interaction and restructuring the educational process), teaching means and strategies (academic resources electronic/online), improve learning process by increasing the access to documentation and information regarding scientific content, facilitating information regarding the organization of educational approach and school results obtained.

At the level of class management, students recall the importance of computer and internet use in interaction with educational actors (professor- student, student- professor) and the media resources which supports the entire educational process. The online communication between professors and students or simply between the students is perceived by the participants like a growing mechanism providing information regarding educational activities and thus as a resource of improvement in the quality of teaching: “The internet and the computer are helping me a lot. I can watch quite a few studies on projects that I am working on, I can contact professors or my smart colleagues, I can surf for pages, I can order books...”(154,4). The improvement in technology of education in the teaching strategies is seen from the perspective of educational actors as an efficient learning (the access to scholar documents in electronic format reduces the material and time costs: the internet facilitates access to various information in no time): “...the internet is much more practical nowadays in schools. We, the students, are fascinated by the computer because it helps us in finding much more quicker the information we need” (222,4). The use of computerised programs (Office suite or other educational/scholar expert software) are seen by the students as a support resource in their academic preparation, often being academic requirements imposed: “The majority of projects we work on are requiring Microsoft Office suite. Lately I used Microsoft Word and Power Point in doing home works, presentations, so I was saying, the computer is almost compulsory” (107,4). Facilitating the information regarding the organization of teaching staff and the school results obtained is carried out with both virtual interactions between the main educational actors (professors- student, student- professor) and also through new computer software (academic platforms, web pages) which allow students the access to

information: finding out the time schedule, information regarding school results, scientific conferences or any other relevant issues regarding students life:”In preparing for school I use the computer for documentation, for reading specialized articles, for reading books, to find out the schedule or other relevant information regarding courses”(141,4).

Although most participants mentioned especially positive effects of computer use on school education, the content analysis of all empirical data captured is raising some concerns by involving technological resources in teaching (felted more strongly in the learning part). The circulation of electronic information in the educational behaviour, often leads young students choosing online teaching materials. The quality of information from different websites which students are accessing is frequently not scientifically valid, which leads to inefficient learning and assuming a status of building-up inefficient information. Participants that have a rather holistic approach to computer and internet use in their academic life remind the fact that they are getting rid of the traditional educational methods (books, handwriting, etc.) these could have negative effects both in the quality of school education (shallow knowledge) as well as the psycho-social level (diminishing confidence in its own strength and poor social interactions). To impose the solution of academic requirements with computer’s help had restructured the learning process of college students and sometimes had determined the students to use it in other purposes for a long time: “I believe that for some students, the computer had a positive impact... but unfortunately for some students the computer influenced them in a negative way because spending large amounts of time in front of the it, playing or just doing stuff, they did not do anything just wasting time or taking a step back in their learning process, because the internet provided them with finite information and they only had to copy and then paste without knowing what was written in those documents, papers”(200,4)

School preparation alongside professional, social integration, maintaining and developing relationships with various actors sets the bases of social development of young people. The interference, which academic life brings to youth development, influences the whole course of the development of a future adult. The improvement in technology of education and the increasing implication of media resources in the process of education can determine the young people to substitute the exacerbated importance of computer and other aspects of day-by-day life. On this line, promoting a technological culture in school or educational institution in which the teenager or young person operates can induce an increase in importance of technological means and in other aspects of life trajectory of the young adult (communication, relations development, etc). In this direction, it is very important that the educational actors responsible with the policies and the educational curriculum to be aware of

the effects of using the internet/computer in designing the educational process. The role of teachers is to support the student into maximizing the positive effects of computer use and to mitigate the disturbances associated with the use of computers in the teaching process.

The Internet and the career choice / training at young students

One of the most important challenges for the social development of youth is adapting to the new roles that transition to adulthood undergoes, the choice for career it is one of them. For many young adults, following an academic training (by going to university) prolongs their time in which they have to deal with new challenges of integrating their vocational choice. In this research, we analyze how students perceive the influence of computer and internet in choosing, training their professional development, in terms of a projective way (a student who will look for a job) or a more implicit outlook (a student who is working).

The participants of this research often recall the role of the internet in choosing a career, especially because most participants are in the preparation stage of professional integration. College students identify the support that internet has on career choice by the various information you can find online or through the various career opportunities and job offers: „ On the internet you can easily and quickly access websites that provide jobs, and you can choose what do you want to work’’ (001, 5); „...With a single click you can find accurate details about a job and it is faster than if you would spend time going and asking about the job and the employee would not be able to answer you...’’ (118.5). Young people have a more easier contact with the labour market due to the internet use, the advantages of using the internet in searching for a job go further in the time management and reduced costs in terms of information, selection and prioritization of available jobs:„ You avoid walking to companies with a stack of resumes, so you save time. Further more, the offers are various and numerous, while giving you the possibility to obtain information on the internet or from other customers’’ (112.4)

The quality of information regarding the job offers must be checked in terms of validity and you must follow if the employer’s company is updating professional opportunities: „We are allowed to reach unlimited number of websites or posts, which you can access in order to satisfy your own desires. But beware, the information is not always true, or updated, so that failure could be close at hand in obtaining the information we need’’ (103.5).

This online environment is a real support throughout the hiring process: information about job offers and the institutions that are employing candidates, the preparation of the candidate to meet the requirements and skills for the job, facilities and development support with CV, direct connection between employer and candidate, opportunity for interviewing online, access to forums that promote training and development of professionals. The computer and the internet are seen as important resources, even compulsory in the workplace because they support the vocational training and the development of young students:., The computer nowadays is no longer a fad, but a necessity, the computer came bundled with the internet. We can observe more and more people that are communicating through social networks, reading online books or documents, writing e-mails, store documents and pictures that are important to them, working from home or from office with the computer, etc. And I find myself in every situation above mentioned , I need computer service because you have to make reports and to send them my heads,, (241.1); ,, I need the computer at work because I have to make accounts and to send them to my boss'' (241.1);

In this core of roles that computer has during students lives, we recall the one in which internet function as a financial resource:., ... I started to use the computer in 1999- 2000 in those days was just a source of entertainment, as I grew older I understood that this device can help you learn new things, but also can bring an additional income, so I started creating web pages to promote certain services'' (321.1).

The access to the online environment for young adults come up with more opportunities for their integration and training. For the majority of jobs that require a university training the computer is compulsory. Although college students recognize the importance of internet facilities throughout the selection process and vocational training. Also the fact they were faced with dangers and abuses in the virtual environment draw the attention of specialists. The information about the abuses and downfalls in the virtual environment on professional or other domains destined to young people should be the premise of prevention programs in educational institutions, employing firms or other organizations that support the socio-professional integration of young people.

A comparative analysis of the purposes and results of the national and international research

The studies that analyze the features and implications of computer /internet on individual development were broaden with the spread of technology. The concern of scholars for this new field of study is lately relevant in the context of which the computer and the online environment has become an important resource for the individual that spends a lot of time surfing.

Accessing the online environment through available technological resources (computer, phone, pad, etc.) it is for youth, today, one of the main activities through which they practice their daily tasks in social, educational or professional. The literature in this area that have assessed the influence of the Internet on social development have revealed conflicting results. We identified two trends in literature that try to explain the central role of computer/internet in the social development of young people. The first idea spread in theoretical and empirical studies on the consequences of computer use underlines the benefits brought by these digital means upon the entire process of individual and social development (Coakes & Willis, 2002; Louage, 2006; Khanchali, Zidat, 2011; Balakrishnan, 2010; Purcell Buchanan & Friedrich, 2013; Sponcil & Gitimu, 2011; Becker & Becker, 2008). Altogether, these studies capture important issues (which we shall discussed later) of the computer and internet, we can see clearly the support of the new technological devices in the integration and social development, educational or professional of the youth. The second direction in which we can study the impact of the computer / internet use in the social development of young people it is opposite from what we discussed so far. There are various studies that contain the negative effects of the online environment over the entire course of the development of individuals, especially among teenagers and young people (Huitt, Dawson, 2011; Allison et al., 2006; Gentile, 2009; Griffiths, Davies , Chappell, 2004; Hauge & Gentile, 2007; Supaket et al., 2009; Zamani et al., 2007).The negative effects of the computer / internet use are associated with a dysfunctional behaviour related on the time spent at these interactive media. The negative effects of accessing the online environment are related to a long time spent in the virtual environment or to a disruptive behaviour experimented online (addiction, abuse, bullying / harassment, etc). We can see the association of the type of effect induced by the computer is related to a functional/dysfunctional extrinsic indicator. In other terms, the positive effects of accessing the internet are related with a moderate use, while the

disadvantages of the social development of young people are felt by those who will spend an increased time or will adopt a disruptive behaviour in the interactive media.

The analysis and the interpretation of data of this research has identified a third direction of approaching the computer's implications upon the social development of young people, this approach does not exclude relevant theories like the two above discussed, but rather add up by identifying and correlating other intrinsically indicators that influence individuals. As we have discussed, it is known theoretically and empirically demonstrated that the Internet and computer has provided advantages and disadvantages to the whole process of social and individual development. The scholar studies analyzed above have focused on grasping only external issues related to the virtual environment (the time spent, the behavioural pattern). This study captured the extrinsic particularities experimented by the individual online, but also the intrinsic particularities of the individual that have an important role in shaping the pattern of implications of using internet /computer on social development. If by extrinsic pattern we understand behaviour pattern directly related to the online environment, the intrinsic pattern it stands for the individual behaviour and the impact upon the social environment. For this purpose, a better integration of young people in the social environment (proper communication, healthy relationships, academic/ professional development, etc) entails a suitable behaviour pattern in the online environment, while the issues that they are facing in the social environment (the difficulty of integration, communication problems, etc.) are associated with an increased risk of online disruptive/vulnerable behaviour (addictive behaviour, cyber-bullying). We can bring evidence, about the reliability of this theoretical statement, by referencing it to studies that showed that teenagers/young people from disadvantaged families (who are supposedly more vulnerable in social integration) have a higher risk of experiencing the negative effects of using the computer/internet by adopting an addictive or a victim behaviour in online environment (Yen et al., 2007, Radacina, 2013; Davis et al., 2013). The theoretical conclusion is based on the data of this research. In the following, we shall analyze the premises that stand on this study by comparing our results with the results of other national/international studies that aim of finding key aspects of social development of young people.

One of the most important aspects of social development is social identity. It seemed that the social networks are increasingly accessed by teenagers, the way in which they are developing their social identity within these networks is an area of interest for scholars (Boyd & Ellison, 2007; Sponcil & Gitimu, 2013 Tufekci, 2008; Sheldon, 2008; Quan-Hasse & Young, 2010; Pempek et al., 2009; Urist et al., 2009; Jiang, Bazarov, & Hancock, 2011; Allen

et al., 2010, Anderson et al, 2010; His & Larose, 2008). The virtual identity is based on social identity, it is a truthful projection for the young adults with a positive self-image, or a readjusting mechanism for the ones with difficulties in adapting to the social environment (communication difficulties, barriers in communication face to face, low self-image, etc.). There are other studies that had highlighted the importance of social networks in building the identity and social development of young adults, these studies support the results of this research (Gosling et al. 2007). Through personal profile the young adults provide information about them, this extrospection is a way of expressing identity and the way how young adults want to be perceived by others (Pempek et al., 2009). Another study showed that the ideal self projection in the virtual environment helps improve online self-esteem but also improve it in social reality (Urist et al., 2009).

As a segment of social development the academic preparation is an important step in the development of the young adult. The computer/internet use throughout the educational process is a necessity and a real support for both students and teachers. (Coakes & Willis, 2002; Jones et al., 2008; Allen & Seman, 2005; Lenhart et al., 2010).

The main functions of using the internet /computer in the educational process are found both in the skills that students acquire and the level of teaching (Balakrishnan, 2010; Charp, 2000; George et al. 2006).The findings of the current study are consistent with other research in the field. Studies have shown the main functions of the computer/internet use in preparing for school (for teenagers and students): it is an exhaustive resource of information, they can communicate without barriers, it can provide interactive online learning, online research done by electronic means, newsfeed, enhancing interest in education, it promotes a holistic education, it provides various teaching and learning methods (Lenhart et al., 2010; Khanchali & Zidat, 2011).

Altogether with the benefits associated with using the internet/computer in the educational process we have identified a number of negative factors that can create real barriers in training school students. The use of new technologies in the academic writing process creates ambiguity between the formation and the development of different writing styles (formal and informal) so that students are unsure whether using formal or informal writing (we can recall difficulties in writing official or scientific works) (Purcell, Buchanan & Friedrich, 2013). Another problem faced by students due to the use of digital resources in writing scientific works is plagiarism or avoiding the rules of writing standard works but also problems with spelling and/or grammar (ibid.). Likewise these aspects confirmed by international research, the current study identified that the disposal of traditional teaching

(books, handwriting, etc.) can have negative effects both in the quality of school education (superficial knowledge) and psychological social level (low self-confidence and little social interactions). Recording the academic requirements with computer reorganized the learning process of students and sometimes led to the use of computer for other purposes for a long period.

As a next step in the journey of the youth's life, the choice for professional education and training is an important part of social development. The internet facilitates information today more than ever, training for vocational or employment (Chao, Oslo, 2007; Davis, 2009; Becker & Becker, 2008). The internet facilitates finding/choosing a profession it provides data information about employers' expectations and other aspects. In this setting, it outlines a better connectivity between the employer and the potential employee. The employer has the option to submit the requirements of the job before a wide range of potential customers. Despite this, the current study and other international studies have shown that most youth prefer information and support provided directly (face to face) rather than through technological means (Becker & Becker, 2008). Although the internet offers many opportunities, training for vocational, research in this area shows that the employment of young adults has lower rates than in the last decade (Davis, 2009). This is due to the extension of learning background (at least university level), the continuity of parental support and the access to online information about various jobs (Chao, Oslo, 2007).

Besides the benefits that the internet provides in training and professional development, there are international research which indicates negative effects associated with skills at the workplace of young adults who are using the Internet very much. We shall discuss in parallel the negative effects of the internet in the process of choosing/preparing and developing a professional training highlighted both in the current study and in other international studies. The impact of internet addiction generates negative effects in the individual particularities and efficiency at work, young adults using the Internet in an inappropriate way recorded weaker performance at work (Davis, 2009). Many employers have recognized that unlimited Internet use reduces the potential for employment rather than to increase productivity (Davis, 2009). A particular issue identified in this research is the fact that young adults feel threatened in accessing web pages of employers via internet. Cyber abuse is perceived and described by the young students from the perspective of mistaken information about jobs or professional blackmail from which some institutions attract customers alluring them with false jobs or unrealistic job opportunities.

Youth grown up in residential centres represent a category of the youth found in difficulty confronting problems of integration determined by the risks and inequalities brought by the digital era. Thereby, the main aspects met in studies about utilizing new technologies by youth who have been/are institutionalised aim in particular, inequalities that can appear based on shortage of calculator and internet access, on the other hand, aim in particular the risks they can confront in online medium (Brotcorne et al., 2009-Helsper & Reisdorf, 2009).

Digital inequalities with the young people who have been qualified for special protection of residential type smack in the fund of disadvantages given by the socio-economic background of the medium they lived. These inequalities have been installed in the access shortage to adequate technical equipment – the presence of a computer for a large number of children, lack of internet connection, difficulties given by incomplete knowledge in informatics. There have been identified significant associations between the low educational level of individuals, low incomes and lack of standard access/usage of new technology tools of communication and information (Helsper, 2011). The upbringing of an individual in a medium which did not value the use of technological resources (as in the case of institutionalised youth) can determine low interest for computer and internet usage or can be associated with the settlement of a technologic discomfort that is smack in the incomplete fund knowledge in the field of information and communication technology (Reisdorf, Axelsson & Söderholm, 2012).

Another reference point of analysis in the usage of internet/computer among children and youth grown up in residential centres sets up the exploring of risks and the identification of mechanisms reducing negative effects provided by virtual medium. Adolescents and young people who belong to a disadvantaged family background can face with high risks regarding electronic abuses. In this sense internationally exist series preventing programs of risks and inequalities occurred in digital era that address diverse categories of vulnerable children and young people. Programs are implemented at institutional level (as example in residential centres) as at online medium within the framework of specialised websites that provides information and support in the matter of forming and developing an adequate behaviour in cyber environment. In promotion guides and practices of safe usage of the internet the accent is on the caretakers and social workers from residential centres with the purpose of preventing some inadequate behaviours that might disturb the wellbeing of children or young people. In case of caretakers the informing, preventing, supervising and recognition of cybernetic abuse cases by the social workers are successful assumptions in intervention addressed to children/youth grown up in residential mediums (Farmer & Johnson, 2012).

As for the analyses of usage features of internet and computer at youth grown up in residential centres the research has been performed on a group of 12 respondents who grew up in different residential centres from Cluj County and/or in neighbour counties. In this sense the used method of research was the qualitative semi-structured type interview. The respondents were aged between 24 and 32, having different educational, occupational and marital status. On educational standing most of them have graduated arts and crafts schools, and regarding marital status the majority of respondents were unmarried. The indicators referring to professional standing, capture the fact that most of the respondents work as labourers within factories with different specialisations. Far from willing to create a profile of the institutionalised young person, these descriptive indicators were used only to form an overview image concerning the respondents' features taken into account in the research sequence. Also we could identify the fact that even though there are young people grown-up in residential centres for a short period, most of them grew up in numerous centres throughout their lives. This section of the research sought to follow the social route defined by the mentioned indicators in correlation with implications determined by the (not) use of computer and internet on their life course until present.

The methodological approach to this part of the research is subscribed in methodological guidelines used for the extensive part of the research which analyses the implications of computer and internet usage over social development of youth: interrelations analysis between social contexts of life route of young people grown up in residential centres and (not) use of computer/internet. However, the collection type was differential, the research method and interpretation of data's are the same (use of emerging theory and data processing through qualitative analysis computerised program Atlas.ti7). Within this corpuscle of the research we have tried to answer to the question formulated initially regarding the analysis of interrelations between life route social contexts of youth grown up in residential centres and (not) use of computer/internet.

After data processing in qualitative analysis computerised program Atlas.ti7 have resulted for this segment of the research two fundamental categories of content: computer/internet usage patterns and difficulties versus contributing factors of computer/internet usage at youth benefited in residential type protection system. We present every resulted category in turn, proving the main ideas revealed through empiric evidences provided by respondents and making permanent reference to general setting of the research in a comparative view.

Computer and internet usage patterns among youth grown up in residential centres

For young people grown up in residential centres the access to computer/internet was restricted. Respondents have confronted lack of access determined either by the insufficient electronic equipment, either their inexistence in the centres they lived in:

„...at school, we had computer, later we had one in the centre in one room, where all of the children gathered and we could stay for 2 hours, we did not know the password to the computer and we couldn't stay more, because we wanted” (R1,009)

„...we did not have access to computer in the centre...” (R3, 093)

„ In the centre where I lived we did not have computer and I could not work on it. When I moved with my friend, he helped me to learn on it. He helps me very much, always encouraging me...” (R10, 443)

„ From the age of 11 I used computer, every child was allowed to stay a while in front of it.” (R12, 538)

Based on the lack of computer/internet access or reduced utilization opportunities of these new means in residential centres, two behavioural patterns have been developed by the respondents so they can facilitate access to electronic medium. For children from centres the opening of internet cafes and internet rooms represented a way to spend time, to familiarize with electronic equipment and to develop electronic skills. In case of children who had restricted access and existed only one computer or a few computers in the room they spent daily activities, to facilitate access, there were cases when children expressed violent behaviour. This fact highlights that children who have faced inequalities occurred in digital era tend to facilitate themselves the access through disruptive behaviours likewise, violence. On the base of inequalities faced by children grown up in residential centres we can also explain the existence of dysfunctional behavioural patterns. It is noticeable that the lack of computer/internet access can determine rivalry that can generate instauration of violent behaviours:

„At 9 years old, I went to club and played games, losing my nights. I went with friends, and stayed much. I was a child, dreaming to have a car, to have weapons, to run a business. Because I was playing games helped me, now I handle better the computer. After I grew up I bought laptop...” (R1, 009).

„Around 14 years old, I stood for the first time in front of a computer in an internet room. When internet rooms opened, every child were there. We did not have at the centre...” (R8, 326).

„When I was little, I liked games very much. All of us were fighting for computer. I was beating with the children just to get to stay at the computer. We had a bigger room where we had one computer. We were just a few children in group, on modules. I did not allow anyone to computer, I was playing the game Mario. I really enjoyed it, we concentrated heavily. I also felt I was moving with the little man onwards...” (R2, 033).

The incomplete informatics knowledge of youth grown up in residential centres is considered as a sparking factor of frustrations and fears that can inhibit even more the desire of further training in informatics:

„I’ve started now for the first time with internet. On the computer I was staying in the centre when they made us to draw, told us the components of the computer. It’s the first time when I work on computer at the company, printing labels, scanning. I saw from others, I checked after others, and I memorised, and now I know everything. For the first time I was afraid, but now since I learnt it is fine. I was afraid not to make a mistake, not to allow viruses on it. I have a lot more to learn on computer, to make files, a lot, but this way I learnt something...” (R11, 47)

An important characteristic of computer/internet usage at young people coming from residential centres is associated to usage motivation as consequence of facilitating what these offer (it is identified somewhat similarity with usage patterns and motivations of students). Internet perception as a coping mechanism is performed through identifying different opportunities of these electronic means (informing, relaxing, model identifying, problem solving). Very interesting fact, unlike young students who mention the support they get based on computer usage, young people who grew up in residential centres emphasises the importance of computer and online resources in overcoming problems and adaptation to social medium. Another factor of computer/internet usage associated with a coping mechanism is considered the facilitator element of ideals/dreams projection. Besides, respondents who had restricted access to computer in childhood can present tendency of extensive use which is installing on the herd effect background:

„We have learnt to stay a lot on facebook, we are all day on it. It is trendy. I feel good when I see I am helped, I come home, open up my laptop, forget troubles, very soon I'm back on my feet” (R10, 448).

In terms of risks and facility factors of internet usage with youth benefited special residential type protection it is noticeable similarity elements with hazards mentioned at young students. The difference consists in naïve attitude regarding to harmfulness of youth found in difficulty given by the unawareness of risks.

In order to elaborate the theoretical model of explicitness in social development of young adult in the context of digital generation we used the qualitative analysis soft Atlas.ti7. The model operates with 4 core concepts of social development: extrinsic indicators of the medium, individual intrinsic indicators, adaptation/integration difficulties and adequate social integration/development. Besides the concepts of social development, the elaborated theoretic model has three concepts having in view the electronic medium: digital risks/inequalities, dysfunctional behavioural pattern in online medium and desirable usage of computer/internet.

In the context of digital generation of young adult the social development theoretic model captures the interrelations between individual particularities, environment conditions and resultants of these in adaptation process and social integration of young adult who broadly directs the influences that computer/internet will have in social development. As it was mentioned in analysis and correlation part of national and international studies, an adequate integration of youth in social medium (adequate academic/professional training, balanced relationships) determines an adequate behavioural pattern in online medium, while the problems lived by youth in social medium (integration difficulties, communication problems etc.) are associated with a high risk of disruptive/vulnerable behaviour in online medium (addictive conduct, cyber-bullying type behaviour). Thereby, facilitating an adequate social development in real plan will promote implicitly computer/internet usage in purpose of desirable social development of youth.

Approaching the issue of boundaries in the conducted research there are also mentioned new directions proposed for actual research. First identified boundary is in the exhaustiveness of the topic which had direct implications throughout the data analysis and interpretation process. Social development domain of youth correlated to the issue of computer/internet usage constitutes vast elements of research and analysis. As we have noticed, social development includes a series of different aspects that are indeed correlated, but must analyse particularly (forming and developing of relationships, academic,

professional training etc.). Also, studying aspects related to computer and internet usage constitutes a large topic in actual research, due to multiple facilities offered by these means and which rapidly develops. Regarding to specific particularities (likewise social networks, use of educational soft, etc.) in terms of different person categories (children, teenagers, youth etc.) represent important factors of knowledge.

Another identified boundary is given by qualitative research pattern found at the sampling level and research method (convenience sampling, online interview and mentioned boundaries) but also at the level of data analysis and interpretation (issue of generalisation and conclusion extension for other person categories in studied population).

We have identified the necessity of proposing new directions in research that reveal the following:

- performing researches to have in view specific aspects of social development in correlation with internet usage for well-defined categories;
- conducting research that analysis effects of implanting intervention and prevention programmes in purpose of promoting a desirable behaviour in online medium.

Last part of the thesis draws out final conclusions and few recommendations resulted on the base of systematic scientific literature analysis and conducted empiric research.

Social development of youth who live in different life backgrounds has to correlate permanently with environmental factors. The new era of information and communication technology continues to translate in a galloping pace the possibilities, facilities and risks that installs as a consequence of electronic means usage. It is obvious that social development of youth has to be studied parallel with socio-cultural background in which exists. The present research captured some essential elements of social development of youth from digital generation

Conclusions:

Theoretical conclusions	Practical conclusions
<ul style="list-style-type: none"> • Fast spread of digital means leads to important changes in individuals' life route. • As nationally and internationally, youth represent the part of population that uses computer and internet on increasingly high scales. • The usage of computer/internet might represent one of the reasons for adolescence has been extended in digital era. • More diverse challenges appear, the more responsibilities will grow, youth distinguish from previous generations in their increased opportunities (access to knowledge, communication, means to spend leisure time, etc.) but also in risks and responsibilities (dissemination, informational and internet usage patterns selection) that arise from these facilities. • Social medium and virtual space interferes mutually, in the sense that online world serves as an exploration field for developing issues in physical world, likewise identity, forming and developing relationships, scholar or professional training. • The issue of disruptive behaviour in online medium is relevant if we look at the incidence of cyber bullying cases internationally and the effects associates to these disruptive behavioural patterns. • Computer and internet represent a space for youth that determines more and more controversial valences in social development sphere, especially results from dichotomy factors (benefits and risks) that arise from these. Implementing national and international programs that promote an adequate cybernetic behaviour represents an important factor in conducting a desirable 	<ul style="list-style-type: none"> • Virtual space offers more and more exploring methods for social science researchers of the reality through the internet, so that new methodological approaches seems to build a real culture of virtual research studies. • The increasing of internet usage as social medium where people form and keep social relations has diversified the number of websites for research through "virtual type" database collection. • Implementation of personal development programmes, of psych-socio-professional consultants, project organisations and activities that develop pro social behaviour at youth by the institutions they belong ought to be a priority, which obviously would lead to beneficial results as personally (self-esteem growth, psycho-social abilities improvement, etc.) as macro-socially (social integration, academic performance also at work place, increasing living standards, social solidarity etc.). • Adequate use of communication through internet that supports social development of young adult involves respect of certain parameters: safe online communication, reporting more favourable ratio of virtual communication towards to face-to-face type communication, sent/received message characters in virtual medium and analysis of relation type formed through online communication. • Safety in online communication refers to risk prevention associated to virtual medium and awareness of young people about the identity of the persons they communicate with. • More favourable report of virtual communication towards face to face type communication implies a controlled time management. • In order to capitalize positive effects and minimize the problematic aspects associated to social networks usage it is important, that teenagers, young people and even children to benefit in prevention programmes and

<p>social development at youth.</p> <ul style="list-style-type: none"> • Classical theories over social development (initiated by Erikson, Vygotsky, Bowlby and Bandura) approached parallel with influences of computer and internet usage reveal new particularities that installs in youth lives in digital era. • Extensive use of computer/internet represents a new vulnerability situation met among children and youth can be explicit in the light of traditional sociological theories addressed to understanding social problems. • Anomy theory, social disorganisation theory and social learning theory can be used to prove a possible sociological explanation in the existence of a new dependency form, likewise computer or internet addiction. • Information and communication technology can facilitate autonomy of some young people, but in same time it can contribute to exclusion of disadvantaged youth groups by creating digital inequalities. • On long term, the lack of computer/internet use or restricted access to new technological means , determines inequalities given in scholar, professional training sphere, that have direct effect over social development of young people. • However the spread of digital means is evident and in galloping pace, more and more statistic dates and studies (some of them presented in this writing) show that we assist an unequal spread, that determined multiple risks and brings in attention a new type of inequality (digital inequalities). 	<p>nurture forming an adequate cybernetic behaviour.</p> <ul style="list-style-type: none"> • Research development in cybernetic type behaviour can lay the groundwork to some specific theories that will explain the adequate or disruptive behavioural conducts in terms of access and usage of new electronic means. • The presence of inequalities in digital era and the increasing harmful incidents associated to use of internet among vulnerable youth should be considered as a point of interest nationally and for actual research. • Increasing identification methods for facilities and reducing risks of inadequate computer/internet usage among adolescents and young people is a challenge for researchers in domain. Implementing prevention programmes in cybernetic abuse and internet addiction becomes support for young people through facilitating social integration. • Youth information about abuses and traps of virtual medium as in professional domain so in other areas of concern should constitute in training assumption the prevention programs on educational institutional level, at employing companies or other organisations that support socio-professional integration of young people.
--	---

Recommendations:

- ❖ To create a cybernetic educational culture for every youth category (within institutions where they run their activities: schools, universities, NGOs, work places)
- ❖ To create a national research platform to facilitate the interaction between researchers and different categories of electronic medium users;
- ❖ To conduct researches which would have in view specific aspects of social development in correlation with internet usage for well-defined categories;
- ❖ Research conducts to analyse effects of implementing the intervention and prevention programs in purpose of promoting some desirable behaviours in online medium.
- ❖ Introduction of subjects in school/university curriculum that follow to promote risk prevention in online medium;
- ❖ To form a special institution that makes available a free phone number where cybernetic abuses can be reported (according to European countries model);
- ❖ To open organisations and institutions where youth can benefit of information, support, assistance and intervention to prevent risks and digital inequalities;
- ❖ To facilitate electronic means especially for vulnerable young adults (young adults coming for impoverished families, young people grown up in residential centres, young people with disabilities);
- ❖ Informing and forming “unconnected youth” about training and developing digital competences.
- ❖ Developing and distributing guides and informational materials, supports and practical resources to promote a safe internet surfing;
- ❖ To organise training programmes on forming desirable behaviour in online medium within schools/universities/residential centres/special institutions;
- ❖ The presence of a special resource (telephonic/online/institutional) to enable youth (vulnerable youth) the report cases of digital abuse and to offer consult and support for electronically harassed victims;
- ❖ Promoting and developing online resources that support vulnerable youth (online information on special websites for youth with disabilities, young people grown up in residential centres, etc.).

Bibliographie:

1. Ainsworth, M. D. S. (1989). *Attachments beyond infancy*. American Psychologist, 44, 709-716.
2. Albrecht, K. (2006). *Social intelligence: The new science of success*. San Francisco: Jossey-Bass.
3. Albu, Emilia (2007). *Psihologia vârstelor*. Universitatea Petru Maior, Târgu-Mureș
4. Allen, I. E., & Seaman, J. (2005). *Growing by degrees: Online education in the United States*. Needham, MA: Sloan Consortium
5. Allison, S.E., Con Wahldt, L., Shockley, T., Gabbard, G.O. (2006). *The development of the self in the era of the Internet and roleplaying fantasy games*. Am J Psychiatry, 163, 381-385.
6. Anderson, Butcher, D., Ball, A., Brzozowski, M., Lasseigne, A., Lehnert, M., & McCormick, B.L. (2010). *Adolescent Weblog Use: Risky or Protective?* Child Adolescent Social Work Journal, 27, 63-77
7. Anvazini, (1978). *Le temps de l'adolescents*, Ed. J.-P. Delarge, Paris, 6e
8. Arnett, J.J. (2000). *Emerging adulthood: A theory of development from the late teens through the twenties*. American Psychologist, 55(5), 469-480. doi: 10.1037/0003-066x.55.5.469
9. Arnett, Jeffrey. (2004). *Emerging Adulthood: The Winding Road from the Late Teens through the Twenties*. Oxford: New York, New York.
10. Aronson, Elliot (2003). *The social animal*, Worth Publishing, London
11. Assouline, David (2010). *Impact des nouveaux medias sur les jeunes*. Commission des affaires culturelles, no 46 (2008-2009), Paris, France
12. Bach, Jean-Francois, Houde Olivier, Lena Pierre, Tisseron, Serge (2013). *L'enfant et les ecrans- Un avis de l'Academie des sciences*; Hors Collection Le Pommier, Paris.
13. Baker, L., Oswald, D., (2010). *Shyness and Online Social Networking Services*, accesat la data: 14.06.2014, de pe site-ul http://epublications.marquette.edu/cgi/viewcontent.cgi?article=1000&context=psych_fac
14. Balakrishnan, M., (2010). *Academic Use of Internet among Undergraduate Students: A Preliminary Case Study in a Malaysian University*, International Journal of Cyber Society and Education, Vol. 3, No. 2, 171-178.
15. Bandura, A. (1977). *Social learning theory*. New York: General Learning Press.
16. Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Upper Saddle River, NJ: Prentice-Hall.
17. Barak A, Sadovsky Y. (2008). *Internet use and personal empowerment of hearing-impaired adolescents*. Comput Hum Behav; 24:1802-1815.
18. Barnett, D. (2012), *Constructing New Theory for Identifying Students with Emotional Disturbance: A Constructivist Approach to Grounded Theory*, The Grounded Theory Review, Volume 11, 47-58.
19. Baumard, M., (2008) „*Generation Digital natives*„, Le Monde de l'éducation, no 368, 76-83.
20. Baym, N., Zhang, Y., Lin, M.-C. (2004). *Social interaction across media*, SAGE Publications London, Thousand Oaks, CA and New Delhi Vol6(3):299-318, DOI: 10.1177/1461444804041438
21. BearingPoint (2011). *Le fossé numérique en France : rapport du Gouvernement au Parlement*, accesat la data 23.05.2013, <http://www.education.gouv.fr/archives/2012/refondonslecole/wp->

- content/uploads/2012/07/rapport_du_centre_d_analyse_strategique_le_fosse_numerique_en_france_2011.pdf
22. Becker, F. and Becker, S. (2008) *Young Adult Carers in the UK: Experiences, Needs and Services for Carers aged 16-24*. London: The Princess Royal Trust for Carers.
 23. Belanger, R., (2011)., „A U-shaped association between intensity of Internet use and adolescent health,, ,Pediatrics 127; e 330
 24. Belsey, B. (2008). WWW.cyberbullying.org: *Always on, always aware*. Disponible la data: 13.06.2014, pe site-ul: <http://www.cyberbullying.org/>.
 25. Bernabeu, Y., Siegrist, D., (2002). *L'accueil des publics en difficulte*, Les Editions DEMOS, Paris
 26. Bierman, K. L. (2004). *Peer rejection: Developmental processes and intervention*. New York: Guilford Press
 27. Blaya, Catherine (2013). *Lest ados dans le cyberspace*, De Boeck Superieurum Bruxelles
 28. Borich, G.D, Tombari, M.L. (1997). *Educational psychology: A contemporary approach*. NY: Longman.
 29. Bowlby, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.
 30. Boyd, D. M. & Ellison, N. B. (2007). Social Network Sites: Definition, History and Scholarship. *Journal of Computer-Mediated Communication*, 13(1),
 31. Brinbaum, M., H. (2004). *Human research and data collection via the Internet : Annual Review of Psychology*, 55, 803-832
 32. Broderick, P., & Blewitt, P. (2010). *The life span: Human development for helping professionals* (3rd ed.). Upper Saddle River, NJ: Pearson/Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
 34. Brotcorne, P., Mertens, L., et Valendue L., (2009). *Les jeunes off-line et la fracture numerique. Les risques d'inegalites dans la generation des natif numeriques,,*, Service public de programmation federal, Integration social,, Bruxelles
 - Brown, J. M., & Miller, W. R. (1993). *Impact of motivational interviewing on participation in residential alcoholism treatment*. *Psychology of Addictive Behaviors*, 7, 211-218. doi: 10.1037/0893-164X.7.4.211
 36. Buhrmester, D., & Prager, K. (1995). Patterns and functions of self-disclosure. In K. J. Rotenburg (Ed.), *Disclosure processes in children and adolescents*. Cambridge: Cambridge University Press.
 37. Bujala, A., (2012). *Gender differences in internet usage*. Acta Universitatis Lodzensis. Folia Sociologica), issue: 43 / 2012, pagini: 4967, disponibil pe www.cceol.com.
 38. Cardon, Dominique (2008). *Le design de la visibilite*, Reseau 158, Paris
 39. Cassell, J., Huffaker, D., Tversky, D., & Ferriman, K. (2006). The language of online leadership: Gender and youth engagement on the Internet. *Applied Developmental Psychology*, 42, 436-449
 40. Chao, Georgia, Gardner, Philip, (2007). *Today's Young Adults: Surfing for the Right Job*, Monster Trak, Michigan State University, accesat in data de 01.03.2015
 41. Charmaz, K. (2006). *Constructing grounded theory*. Thousand Oaks, CA : Sage.
 42. Charp, S. (2000). *The millennium classroom*. T.H.E. Journal, 27(10), 10-12.
 43. Coakes E., & Willis D., (2002) *Computer Mediated Communication in Universities and Further Education Establishments – a comparison of use and utility*, in E.J. Szewczak & C. Snodgrass (eds) *Human Factors in Information Systems* Hershey: IRM Press pp106-130 ISBN 1-931777-10-1.
 44. Cohen, A. (1986). *Deviance and control*, Prentice Hall, Englewood Cliffs, New-Jersey;

45. Cohen, E., (2000). *Accountant's guide to the Internet*. John Wiley and Sons, Inc., New York, NY, USA; London, UK; Sydney, Australia, second edition, 2000. ISBN 0-471-35834-7.
46. Courtney, Mark E., (2009). The difficult transition to adulthood for foster youth in the U.S.: Implications for the state as corporate parent. *Social Policy Report* 23(1): 3-18.
47. Crutzen R, de Nooijer J, Brouwer W, et al. (2008) *Internet-delivered interventions aimed at adolescents: a Delphi study on dissemination and exposure*. *Health Educ Res* 2008; 23:427-439.
48. Dagnaud, Monique (2011). *Generation Y. Les jeunes et les reseaux sociaux de la derision a la subversion*, Presses de la Fondation Nationale des Sciences Politiques, Paris
49. Davis, K., Reich, J., & James, C. (2014). *The changing landscape of peer aggression: A literature review on cyberbullying and interventions*. *Journal of Youth Development*, 9 (1), 130-142.
50. Davis, Maryann (2009). *Employment and careers in young adults*, accesat la data : 28.04.2014, http://www.iccd.org/images/17is_plenary_speeches/TRANSITION%20AGE%20YOUTH%20Maryann%20Davis.pdf
51. Dămean, D., (2008). *Profilul adolescenților utilizatori de internet din Cluj Napoca*, in Diaconescu, Maria, Barbovschi, Monica, Baci, Cristina (ed.), *Beneficii și riscuri ale utilizării internetului în rândul copiilor și adolescenților*, Cluj-Napoca, Presa Universitară Clujeana.
52. Didier, L., (2009). *Internet, plusions et lien social* in Molinier, P., Puyuelo, R., Guandron, C., H. (coord), *Revue Trimestrielle EMPAN*, No 76, *Reseaux Internet et lien social*, ARSEAA, Toulouse, 22-30
53. Donat, Oliver (2009). „*Enquete sur les pratiques culturelles des Francais a l'ere numerique*„, *La decouverte/ministere de la Culture et de la Communication*, Paris
54. Drussel, John. (2012). *Social networking and interpersonal communication and conflict resolution skills among college freshmen*, accesat la data: 21.07.2014 http://sophia.stkate.edu/msw_papers/21
55. Dye, M., Bavelier, D., (2010). „*Differential development of visual attention skills in school-age children*„, *Vision Research*, Vol. 50, 452-259.
56. Elias, M. J., & Arnold, H. (Eds.). (2006). *The educator's guide to emotional intelligence and academic achievement: Social emotional learning in the classroom*. Thousand Oaks, CA: Corwin Press.
57. Ellison, N., Steinfield, C., Lampe, C., (2007), „*The benefits of Facebook 'friend': exploring the relationship between college students's use of onlinr dovisl networks and social capital*„, *Journal of Computer-Metiaded Communication*, Vol 12 No3, disponibil la data: 24.10.2014 pe siteul: <http://jcmc.indiana.edu/vol>
58. Engels, R., Finkenaur, C., Meeus, W., & Dekovic, M. (2005). *Parental attachment and adolescents' emotional adjustment: The associations with social skills and relational competence*. *Journal of Counseling Psychology*, 48(4), 428-439.
59. Erikson, E. (1950). *Childhood and society*. New York: Norton.
60. *Europene Young- Investing and Empowering* (2009), accesat la data 12.06.2013, de pe site-ul http://pjp-eu.coe.int/documents/1017993/1406769/eu-youth-report_en.pdf/e792359c-e033-4625-8c1b-f17c6e695527.
61. Fabre, Christine (1991). *Adolescents en difficulte: vers une psycho-pedagogie de l'expression picturale*, Prix Michel Fontan/CTNERHI.
62. Fallows D. (2005), *How Women and Men Use the Internet*; Pew Internet & American Life Project, Washington D.C.

63. Farmer, I., Johnson, J., (2012). *Internet safety policy for adopters, foster carers & staff in children's homes*, accesat în 09.09.2014, accesat in 25.03.2014, disponibil pe https://www.derbyshire.gov.uk/images/V1%20%20FINAL%20COPY%20-%20Internet%20Safety%20Policy_tcm44-155542.pdf
64. FEAEM (2008). *Comprendre le comportement des enfants et des adolescents sur internet pour les protéger des dangers, étude menée par Fréquences écoles*, association s'éducation aux médias, financée par la Fondation pour l'enfance
65. Feinstein, L., & Bynner, J. (2004). *The importance of cognitive development in middle childhood for adulthood socioeconomic status, mental health, and problem behavior*. Child Development 75: 1329-1339.
66. File, Thom, Ryan, Camille (2014). *Computer and Internet Use in the United States: 2013*, American Community Survey Reports, accesat in 15.02.2013 <http://www.census.gov/content/dam/Census/library/publications/2014/acs/acs-28.pdf>
67. Flicker S, Maley O, Ridgley A, Biscope, S., Lombardo, C., (2008): *Using technology and participatory action research to engage youth in health promotion*. Action Research; Volume 6(3): 285–303
68. Foreman N, Boyd-Davis S, Moar M, et al. (2008). *Can virtual environments enhance the learning of historical chronology?* Instr Sci 36:155-173.
69. Fragonard, B., Trohl, H., Devys, C., Priestley, T., Ratouis, A., Sassier, M., (1993). *Cohesion sociale et prévention de l'exclusion*, Commissariat général du Plan, La Documentation Française, Paris
70. Freinberg, M., (2012). *The virtues of gossip: reputational information sharing as prosocial behaviors*, J.Pers. Soc.Psychol., vol 102, no 5
71. Funatsuka M, Fujita M, Shirakawa S, Oguni H, Osawa M. (2001) *Study on photo-pattern sensitivity in patients with electronic screen game-induced seizures (ESGS): effects of spatial resolution, brightness, and pattern movement*. Epilepsia. ;42:1185-1197.
72. Galland, Olivier (2009). *Les jeunes*, Collection REPERE, La Découverte, Paris.
73. Gardner, H. (2006). *Multiple intelligences: New horizons in theory and practice*. New York: Basic Books
74. Garrel, Helene, Calin, Daniel (2000). *L'enfant à l'ordinateur. Une pratique d'aide aux enfants en difficulté. Observations et réflexions*, L'Harmattan, Paris
75. Genta, M., Brighi A., Guarini, A., (2009). *Bullying and cyberbullying in adolescence*. Rome, Carocci.
76. Gentile, D.A. (2009). *Pathological video-game use among youth ages 8 to 18*. Psychological Science, 20, 594–602
77. George, C., Bright, A., Hurlbert, T., Linke, E.C., St. Clair, G. & Stein, J. (2006). *Scholarly use of graduate students' information seeking behaviour*. Information Research, 11(4). Accesat in februarie 2015, de pe <http://InformationR.net/ir/11-4/paper272.htm>
78. Gheorghe, M., (1998). *Impactul calculatorului asupra educației*, Revista Informatică Economică, Nr.5, Editura Universitară, București, 63-68.
79. Gil-Orlate, M., P., Martin, P., R., Brackett, M. (2006). *Relating emotional intelligence to social competence and academic achievement in high school students*. Psicothema 2006. Vol. 18, .118-123
80. Glaser, B., Strauss, A., (1967). *The Discovery of Grounded Theory*. Aldine Publishing Company, Hawthorne, NY
81. Glasser, Barney G & Strauss, Anselm L., (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Chicago, Aldine Publishing Company
82. Goleman, Daniel (2007). *Inteligența socială*, Curtea Veche, București

83. Gosling, S. D., Gaddis, S., & Vazire, S. (2007). *Personality impressions based on Facebook profiles*. Paper presented at the International Conference on Weblogs and Social Media, Boulder, CO.
84. Gosling, S. D., Gaddis, S., & Vazire, S. (2007, March). *Personality impressions based on Facebook profiles*. Paper presented at the International Conference on Weblogs and Social Media, Boulder
85. Goupil, D., Geoffroy, J., Charrier, F., (2008). *Les personnes vulnérables*, Colection Trames, Paris
86. Gray, N., (2008) *Health information on the Internet: a double-edged sword?* Journal of Adolescent Health; 42:432-433.
87. Greenfield, P. & Yan, Z. (2006). Children, adolescents, and the Internet: *A new field of inquiry in developmental psychology*. Journal of Applied Developmental Psychology, 42 (3), 391-394
88. Greenfield, P. & Subrahmanyam, K. (2008). *Online Communication and Adolescent Relationships*, Children and Electronic Media, 18 (1) 119-46
89. Greenhow, C., Robelia, E. (2009), „*Old communication, new literacies: social network sites as social learning resources*„, Journal of Computer-mediated Communication, Vol.14, pp.1130-61
90. Griffiths, M. D., Davies, M. N. O., & Chappell, D. (2004). *Online computer gaming: A comparison of adolescent and adult gamers*. Journal of Adolescence, 27, 87–96.
91. Griffiths, M., & Wood, R. (2000). Risk factors in adolescence: *The case of gambling, videogame playing, and the internet*. Journal of Gambling Studies, 16, 199–225.
92. Griffiths, M.D. *Friendship and social development in children and adolescents: The impact of electronic technology*. Educational and Child Psychology (1997) 14:25–37;
93. Griffiths, M.D., Davies, M.N.O., & Chappell, D. (2004). *Online computer gaming: A comparison of adolescent and adult gamers*. Journal of Adolescence, 27, 87–96.
94. Guibert, J., Jumel, G., (1997). *Methodologie des pratiques de terrain en sciences humaines et sociales*, Armand Colin, Paris.
95. Hauge, M.R., & Gentile, D.A. (2003, April). *Video game addiction among adolescents: Associations with academic performance and aggression*. Paper presented at Society for Research in Child Development Conference, Tampa, FL
96. Hawkins, David, Sabrina Oesterle, Karl G. Hill (2004). *Successful young adult development*, Social Development Research Group, University of Washington, accesat la data 05.01.2014, de pe <https://docs.gatesfoundation.org/Documents/SuccessfulDevelopment.pdf>
97. Heitner, E. (2002). *The relationship between use of the Internet and social development*. Unpublished doctoral dissertation, Pace University
98. Helsper, E.J. (2011): *The emergence of a digital underclass. Digital policies in the UK and evidence for inclusion*. In: *LSE Media Policy Project: Media policy brief 3*. London: London School of Economics.
99. Herring, S.C. (2002). *Computer-mediated communication on the Internet*. Annual Review of Information Science and Technology, 36, 109–168.
100. Hinduja, S. & Patchin (2009). *Bullying beyond the schoolyard*. Preventing and responding to cyberbullying. Thousand Oaks. Corwin Press, ISBN 1412966892.
101. Hu T., Zhang P., Zhang X., Dai H. (2009), *Gender Differences in Internet Use: A Logistic Regression Analysis*, San Francisco, AMCIS Proceedings Paper 300. <http://aisel.aisnet.org/amcis2009/300>, accesat în 25.10. 2015).
102. http://cache.media.eduscol.education.fr/file/09_septembre/58/6/guide-cyberharcelement_190586.pdf
103. <http://ceri.msu.edu/publications/pdf/yadultswk3-26-09.pdf>

104. <http://ec.europa.eu/eurostat/data/database>
105. <http://www.internetworldstats.com/>
106. http://www.mmuncii.ro/j33/images/buletin_statistic/copii_2014.pdf.
107. <http://www.proiectcercetare.co.nf/cercetare.php>
108. <https://my-digitallife.att.com/dl/#/login>
109. Huesmann LR, Taylor LD (2006). *The role of media violence in violent behavior*. *Annu Rev Public Health.* ;27:393-415.
110. Hugon, Stephane (2010). *Circumnvations. L'imaginaire du voyage dans l'experience internet*, Edition du CNRS
111. Huitt, W., Dawson, C. (2011). *Social development: Why it is important and how to impact it. Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/papers/socdev.pdf>
112. IFOP (2010). *Etude IFOP sur le reseaux sociaux*, accesat la data de 19.02.2014, http://www.ifop.com/media/poll/1279-1-study_file.pdf
113. Ilut, Petru (1997). *Abordarea calitativă a socioumanului*, Iași, Polirom.
114. INSE, (2013). *Accesul populației la tehnologia informațiilor și comunicațiilor în anul 2013* Cercetarea statistică privind accesul populației la tehnologia informațiilor și comunicațiilor în gospodării (TIC), accesat la data 15.06.2014, de pe siteul: http://www.insse.ro/cms/files/statistici/comunicate/com_anuale/tic/tic_r2013.pdf
115. Internet World Stats, (2009): Retrieved from: <http://www.internetworldstats.com/stats4.htm>, on 12.08.2011.
116. InternetWorldStats (2014). *Internet users in the world*, accesat la data 23.08.2015, <http://www.internetworldstats.com/stats.htm>
117. IRES (2011). *Românii și Internetul - studiu privind utilizarea Internetului în România și comportamentul internautic al românilor -* http://www.ires.com.ro/uploads/articole/ires_romanii-si-internetul-2011_analiza.pdf
118. i-Safe National Assessment center (2006). *At risk online:national assessment of youth on the internet and the effectiveness of i-safe internet education safety education* ([hppt://www.isafe.org/imgs.pdf.NAC:summay.pdf](http://www.isafe.org/imgs.pdf.NAC:summay.pdf)).
119. Ivory, James, (2004), *Addictive For Whom? Electronic Games, the Third - Person Effect, and Contributors to Attitudes Toward Addiction* at the 54th annual conference of the International Communication Association (ICA),New Orleans, LA, May;
120. Jackson, L.A., Von Eye, A., Biocca, F.A., Barbatsis, G., Zhao, Y., &Fitzgerald, H.E. (2006). *Does home Internet use influence theacademic performance of low-income children?* *Journal of Developmental Psychology*, 42, 429-435.
121. Jamrozik, A., Nocella, L., (1998). *The Sociology of Social Problems: Theoretical Perspectives and Methods and Interventions*. Cambridge. Cambridge University Press,
122. Jehel, Sophie (2011). *Parents ou medias, qui eduque le preadolescents? Enquete sur leurs pratiques TV, jeux video, radio, Internet*, CEMEA; Toulouse
123. Jiang, L. C., Bazarova, N. N., & Hancock, J. T. (2011). The disclosure-intimacy link in computer-mediated communication: An attributional extension of the hyperpersonal model. *Human Communication Research*, 37(1), 58-77. doi:10.1111/j.1468-2958.2010.01393.x
124. Jones, Steve (2008), *The Internet Goes to College: How Students are Living in the Future with Today's Technology* at 2 (Pew Internet and American Life Project) available at <http://www.pewinternet.org/reports/toc.asp?Report=71>
125. Jorgensen, D. (1989). *Participant Observation*. London: SAGE
126. Juleff, Lauren, (2008). *"A Study of Romantic Relationships."* Missouri Western State University.

127. Kapatzia, A., Sygkollitou, E., (2009). *Cyberbullying in middle and high schools: Prevalence, gender and age differences*, in B.Sapio, L. Haddon, E. Mante-Meijer, L. Fortunati, T. Turk, E. Loos (eds). *The Good, the Bad and the Challenging*. Conference Proceedings. Vol. II.pg.1032-1040.
128. Kenneth, W. (2009), *Computer Gaming Addiction in Adolescents and Young Adults, Solutions for Moderating and Motivating for Success*, Computer Gaming Addiction Treatment Services; Psychological Science, 20, 594-601;
129. Khanchali, Mohamed, Zidat, Ayeche (2011). *The Impact of the internet on the development Of students' writing*, Revue des Sciences Humaines – Université Mohamed Khider- Biskra No: 21, 51-63
130. Kim, D., Jeong, J., Zhong, H. (2010). *Preventive role of parents in adolescent problematic internet games us in Korea*, Retrieved on 14.06.2012 at <http://www.kjs.re.kr/download/06Doo%20Hwan%20Kim.PDF>
131. Kota, R., Schoohs, S., Benson, M., Moreno, M., (2014). Characterizing cyberbullying among college students: Hacking, dirty laundry, and mocking, *Societies*, 4 p. 549-560
132. Kredens, E., Fontar, B., (2010). *Comprendre le comportement des jeunes et adolescents sur internet pour les proteger des dangers*. Rapport pour Frequences Ecole pour l'Education aux medias. Fondation pour l'enfants
133. Kubey, R. W., Lavin, M. J., & Barrows, J. R. (2001). Internet Use and Collegiate Academic Performance Decrements: Early findings. *Journal of Communication*, 51(2), 366–382.
134. Kupersmidt, J.B., Coie, J.,B., & Dodge (1990). The role of a poor relationships in the development of disorder in S.R. Asher, J.D Coie (Eds.). *Peer rejection in childhood*. Cambridge studies in the social and emotional development, 274-305. New York, Cambridge University Press.
135. Lardellier, Pascal, Moatti, Daniel (2014). *Les ados pris dans la Toile. Des cyberaddictions aux tehno-dependances*, Ediction Le Manuscrit, Paris
136. Lee, Pugh, J. (2010). A qualitative study of facebook social network
137. Lenhart, A., et al. (2010). *Social media & mobile internet use among teens and young adults*. Pew Internet & American Life Project. Retrieved from <http://pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx> .
138. Lenhart, A., Madden, M., & Hitlin, P. (2005). *Teens and technology: You are leading the transition to a fully wired and mobile nation*. Accesta în august 2013, from www.pewInternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf
139. Lenhart, A., Purcell, L., Smith, A., & Zickuhr, K. (2010). *Social media and young adults*. Pew Internet and American Life Project. Retrieved June 20, 2011, from <http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults.aspx>
140. Lenhart, Amanda, Lee Rainie, Oliver Lewis (2001). *“Teenage Life Online: The Rise of the Instantmessage Generation and the Internet’s Impact on Friendships and Family Relationships.”* Pew Internet & American Life Project, Connecticut Avenue, NW – Suite 710 Washington, D.C. 20036 202-296-0019.
141. Liang, Xim (2004). *Using E-Observation to Conduct Qualitative Research Online- A Research Note*, accesat la data 10.09.2014 de pe <https://www.uakron.edu/pages/colleges/educ/docs/e-observation.pdf>
142. Louge, N., (2006). *Adolescents and the Internet*, accesat la data: 13.02.2014, de pe <http://www.actforyouth.net/resources/rf/>
143. Lui, X. & LaRose, R. (2008). *Does using the internet make people more satisfied with their lives? The effects of the internet on college students' school life satisfaction*. *CyberPsychology & Behavior*, 11(3), 310-320. doi: 10.1089/cpb.2007.0040

144. Margineanu, I, Chelcea, S., Cauc, I. (1998). *Cercetarea sociologica – metode și tehnici*, Editura Destin, Deva;
145. Masselot-Girard, Maryvonne (2004). *Jeunes et medias: Ethique, socialisation et representation*, L'Harmattan, Paris
146. Mazalin, Dennis, Moore, Susan (2004). *Internet Use, Identity Development and Social Anxiety Among Young Adults in Behaviour Change*, Volume 21, 90-102;
147. McKenna, K.Y.A., Green, A., & Gleason, M. (2002). *Relationshipformation on the Internet: What's the big attraction?* Journal of Social Issues, 58, 9-31.
148. McNeely C., Blanchard, J., (2009). *The teen years explained : a guide to healthy adolescent development*, accesat la data: 16.03.2013,
<https://drive.google.com/file/d/0B4UxTbktSXBtODkzMGZIYTUtMmJmMi00ZjNhLTThmMDEtODBiMDc4ZDYxM2M1/view?ddrp=1&pli=1&hl=en#>
149. Meho, Lokman I. E-Mail Interviewing in Qualitative Research: A Methodological Discussion. *Journal of the American Society for Information Science and Technology*, 2006, vol. 57, n. 10, pp. 1284-1295
150. Meho, Lokman I., (2006), E-Mail Interviewing in Qualitative Research: A Methodological Discussion. *Journal of the American Society for Information Science and Technology*, 6, vol. 57, n. 10, pp. 1284-1295
151. Menesini, E., Nocentini, A., Palladiono, B., Frisen, A., Berne, S., Ortega, R. Calmaestra, J., Scheithauer, H., Schultze-Krumbholz, A., Luik, P., Naruskov, K., Blaya, C., Berthaud, J., Smith P. (2012). *Cyberbullying definition among adolescents: A comparison across six European countries. Cyberpsychology, Behavior and Social Networking*, 15(9), 445-463.
152. Merton, R. K. & Nisbet, R. A. (1976). *Contemporary Social Problems*. Harcourt Brace. New York: Johnavich INC
153. Mishna F., Cook C., Gadalla T., Daciuk J., & Solomon S. (2010), *Cyber bullying behaviours among middle and high school students*. The American Journal of Orthopsychiatry, 80, 362–374.
154. Moody, E.J. (2001). Internet use and its relationship to loneliness. *CyberPsychology & Behavior*, 4, 393-401.
155. Moody, E.J. (2001). Internet use and its relationship to loneliness. *CyberPsychology & Behavior*, 4, 393-401.
156. Moreno MA, Jelenchick LA, Egan, KG, Cox E., Young H, Gannon KE , (2011). *Feeling bad on Facebook: depression disclosures by college students on a social networking site*. *Depress Anxiety*, 28 (6):447-55
157. Morrison, M., & Krugman D. M. (2001). *A Look at Mass and Computer Mediated Technologies: Understanding the Roles of Television and Computers in the Home*. Journal of Broadcasting and Electronic Media. 45, 135-161.
158. Muhr, T. 1994. *Atlas.ti computer aided text interpretation and theory building. User's manual*. Berlin: Scientific Software Development.
159. Muhr, T. 1994. *Atlas.ti computer aided text interpretation and theory building. User's manual*. Berlin: Scientific Software Development.
160. Myers, M., Newman, M., (2006) 'The qualitative interview in IS research: Examining the craft', *Information and Organization* 17¹, 2-26.
161. Norris, P., (2001). *Digital Divide? Civic Engagement, Information Poverty and the Internet in Democratic Societies*. Forthcoming. Aviaable at <http://www.hks.harvard.edu/fs/pnorris/Acrobat/psa2000dig.pdf>
162. Nørskov, Sladjana, Rask, Morten (2011): *Observation of Online Communities: A Discussion of Online and Offline Observer Roles in Studying Development, Cooperation and Coordination in an Open Source Software Environment*, Forum, Qualitative Social

- Research, Volume 12, No. 3, Art. 5, accesat la data 18.09.2014, de pe <http://www.qualitative-research.net/index.php/fqs/article/view/1567>
163. Olson CK. (2006). *Media violence research and youth violence data: why do they conflict?* *Acadonline gaming addiction. Int J Ment Health Addict*;4(3):205-216.
 164. ONS (2013). *Statistical Bulletin. Internet access-Household and Individuals*, accesat in 12.03.2014, de pe http://www.ons.gov.uk/ons/dcp171778_322713.pdf
 165. Park, R., (1967). *On Social Control and Collective Behavior*, Chicago: University of Chicago Press, ISBN 1-135-54381-X
 166. Patchin, J., Hinduja, S., (2010). „*Cyberbullying beyond the schoolyard: Preventing and responding to cyberbullying*. Thousand Oaks, CA: Corwin Press.
 167. Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30(3), 227–238. Retrieved from <http://dx.doi.org/10.1016/j.appdev.2008.12.010>
 168. Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). College students' social networking experiences on facebook. *Journal of Applied Developmental Psychology*, 30(3), 227-238.
 169. Pempek, Tiffany., Yermolayeva, Yevdokiya & Calvert, Sandra. (2009) College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology*, 30, 227–238
 170. Pfohl, S., (1994). *Images of Deviance and Social Control. A Sociologic History*, New-York, accesat in 09.11.2013 de pe site-ul <http://ross.mayfirst.org/files/pfohl-d-s-control-01.pdf>
 171. Phol, S., (1994). *The Pathological Perspective. In S. Phol Images of Deviance and Social Control: A Sociological History* New York
 172. Purcell, Kristen, Buchanan, Hudy, Friedrich, Linda (2013). *The Impact of Digital Tools on Student Writing and How Writing is Taught in Schools*, Pew Research Center's Internet & American Life Project, February 2015, from <http://pewinternet.org/Reports/2013/Teachers-technology-and-writing>
 173. Quan-Haase, A., & Young, A. L. (2010). Uses and gratifications of social media: A comparison of facebook and instant messaging. *Bulletin of Science, Technology & Society*, 30(5), 350-361. doi:10.1177/0270467610380009
 174. Quan-Haase, A., & Young, A. L. (2010). *Uses and gratifications of social media: A comparison of facebook and instant messaging*. *Bulletin of Science, Technology & Society*, 30(5), 350-361. doi:10.1177/0270467610380009
 175. Quirk, J.A, Fish, D.R., Smith, S.J., Sander, J.W, Shorvon, S.D., Allen, P.J. (1995). Incidence of photosensitive epilepsy: a prospective national study. *Electroencephalogr Clin Neurophysio*, 195, 260.
 176. Rădăcină, O. (2012). *Prevenirea dependenței de jocuri pe calculator la copii și adolescenți*, in Iovu, M, Roth, M. (eds.). *Drepturile copiilor, bunăstarea și protecția lor* (pp. 127-141). Cluj-Napoca: Presa Universitara Clujeana (ISBN 978-973-595-482-6)
 177. Rădăcină, O., E., (2013). *Dependența de jocuri pe calculator la copii și adolescenți - o analiza calitativă computerizată*, in Iovu, M., B., (ed.). *Revista Copiii de azi sunt părinții de mâine*, Vol. 35, 43-55
 178. Rădăcină O., (2015). *Particularities of computer and internet use in educational process at university students: implications for social developmen*, trimis spre publicare la *Revista Educatia* 21
 179. Rădăcină, O., (2015). *The implications of using the internet upon the social development of the youth*, in Volumul Conferinței POSDRU/159/1.5/S/132400, Tineri cercetători de succes- dezvoltarea profesională în context interdisciplinar și internațional.

180. Rădulescu, S., M., (1994). *Teorii sociologice în domeniul devianței și al problemelor sociale*, Computer Publishing Center, București
181. Regan, P., & Steeves, V. (2010). Kids R Us: *Online Social Networking and the Potential for Empowerment*. *Surveillance & Society*, 8(2), 151-165
182. Reisdorf, B., C., Axelsson, A., S., Söderholm, H., M., (2012). *Living Offline - A Qualitative Study of Internet Non-Use in Great Britain and Sweden* - Borås Academic Digital Archive (BADA). Available from: <http://bada.hb.se/handle/2320/11472>
183. Reynie, Dominique (2011). *La jeunesse du monde. Une enquête planétaire*, enquête menée par Fondapol en janvier 2011 sous la direction de Dominique Reynie
184. Rigby, K., & Smith, P.K. (2011). *Is School Bullying Really on the Rise?* *Social Psychology of Education: an International Journal*, 14, 4, 441-455.
185. Roberts, D. F., Foehr, U. G., & Rideout, V. (2005). *Generation M: Media in the lives of 8 – 18 year olds*. Menlo Park, CA: The Henry J. Kaiser Family Foundation. Accesat în 10.10.2013, de pe <http://www.kff.org/entmedia/7251.cfm>.
186. Rollot, Ollivier, (2012). *La generation Y*, Presses Universitaires de France, Paris
187. Roudet, B., (2006). Les sociétés européennes au miroir des jeunes, in Galland, O., Roudet, B., (eds), *Les jeunes Européens et leur valeurs*, Institut national de la Jeunesse et de l'Éducation populaire, La Découverte, 9-38.
188. Roussel, S., Doumout, D., (2008), *Quelle efficacité pour la prévention des addictions chez les adolescents?* Service communautaire de Promotion de la Santé, Belgique;
189. Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data* (2nd ed.). Thousand Oaks, CA: Sage
190. Rubington, E., Weinberg, M., S., (2011). *The Study of Social Problems: Seven Perspectives, seventh edition*, Oxford University Press.
191. Schaller, J., J.,(1999). *Accompagner la personne en difficulté-Politiques sociales et stratégies de direction*, Dundon, Paris
192. Schmidt, M., E., Wandewater, E., A., (2008). *Media and attention, cognition and school achievement*, *Future Child*, 18 (1), 63-85
193. Shanahan, M., J., (2000). „*Pathways to adulthood in changing societies: variability and mechanisms in life course*„, *Annual Review of Sociology*, 26, p. 667-692.
194. Sheese, B. E., & Graziano, W. G. (2005). *Deciding to defect: The effects of video game violence on cooperative and competitive behavior*. *Psychological Science*. 16(5), 391-396.
195. Sheldon, P. (2008). *Student favorite: Facebook and motives for its use*. *Southwestern Mass Communication Journal*, 23(2), 39-53.
196. Sheldon, P. (2010). *The Relationship Between Unwillingness to Communicate and Students' Facebook Use*. *Journal of Media Psychology*, 20(2), 67-75.
197. Shields, N., Khane, J., (2011). *Social and Psychological Correlates of Internet Use among College Students*. *Cyberpsychology: Journal of Psychological Research on Cyberspace*, 5(1).
198. Simpson, R., (2008). *Young Adult Development Project*, accesat la data 14.03.2014, de pe site-ul <http://hrweb.mit.edu/worklife/youngadult/youngadult.pdf>.
199. Smith, B., (2002). *Atlas.ti for qualitative data analysis in Perspective in Education*, Volume 20 (3).
200. Smith, P., Mahdavi, J., Carvalho, M., and Tippett, N., (2006), *A report to the Anti-Bullying Alliance-An investigation into cyberbullying, its forms, awareness and impact, and the relationship between age and gender in cyberbullying*, disponibil la data:10.03.2015, pe site-ul:

201. Spears, B., Slee, P., Owens, L., Johnson, B., (2008). *Behind the scenes and screens: insights into the human dimension of covert and cyberbullying*. Journal of Psychology, 217.4, 189-196.
202. Spitzberg, B., H., Hoobler, G., (2002). *Cyberstalking and the technologies of interpersonal terrorism*. New Media & Society, 4 (1) 71-92.
203. Sponcil, Megan; Gitimu, Priscilla. (2013). *Use of social media by college students: Relationship to communication and self-concept*. Journal of Technology Research, Retrieved from: <http://www.aabri.com/manuscripts/121214.pdf>
204. Statbel, *Ménages et familles en Belgique, Communiqué*, 24/07/2009.
205. Statbel (2006), *Statistiques sur l'usage des TIC par les individus*, SPF économie.
206. Statbel (2008), *Statistiques sur l'usage des TIC par les ménages*, SPF économie.
207. Steinberg, L. (2005). Cognitive and affective development in adolescence. *Trends in Cognitive Sciences*, 9, 69–74
208. Subrahmanyam, K., Greenfield, P.M., & Tynes, B. (2004). *Constructing sexuality and identity in an online teen chat room*. Journal of Applied Developmental Psychology, 25, 651-666.
209. Subrahmanyam, Kaveri, and Patricia Greenfield (2008). "Online Communication and Adolescent Relationships." *The Future of Children*. 18.1: 119-146. District, Si Sa Ket Province, in Journal of Public Health, September-December
210. Supaket, P., Munsawaengsub, S. & Nanthamongkolchai S. (2008). *Factors Affecting Computer Game Addiction and Mental Health of Male Adolescents in Mueang District, Si Sa Ket Province*. Journal of Public Health, 38(3), 317-330
211. Ten Dam, G., & Volman, M. (2007). *Educating for adulthood or for citizenship: Social competence as an educational goal*. European Journal of Education, 42(2), 281-298
212. Thanuskodi, S., (2013). "Gender Differences in Internet Usage among College Students: A Comparative Study" . Library Philosophy and Practice (e-journal). Paper 1052. <http://digitalcommons.unl.edu/libphilprac/1052>
213. Thomas, L., Znaniecki (1947). *Social Theory: The Multicultural and Classical Readings*. 4th ed. Boulder, CO: Westview Press
214. Tisseron, Serge, Missonnier, Sylvain, Stora, Michael (2006). *L'enfant au risque du virtuel*, Dunod, Paris
215. Tufă, L., (2010). Diviziunea digitală. Accesul și utilizarea internetului în România, comparativ cu țările Uniunii Europene, in Revista Calitatea Vieții, Nr. 1-2, 71-86, accesat la data 17.06.2015, <http://www.revistacalitateavietii.ro/2010/CV-1-2-2010/CV-1-2-2010.pdf>
216. Tufekci, Z. (2008). *Grooming, gossip, facebook, and myspace*. Information, Communication & Society, 11(4), 544-564.doi:10.1080/13691180801999050
217. Urista, M.A., Dong, Q., & Day, K.D. (2009). Explaining why young adults use myspace and facebook through uses and gratifications theory. *Human Communication*, 12(2), 215- 229.
218. Valkenburg, P. M., Schouten, A. P., & Peter, J. (2005). Adolescents' identity experiments on the Internet. *New Media and Society*, 7, 383-402.
219. Vigotsky, L. S. (1978). *Mind and society*. Cambridge, MA: MIT Press.
220. Wainer J, Dwyer T, Dutra RS, et al (2008). *Too much computer and Internet use is bad for your grades, especially if you are young and poor: results from the 2001 Brazilian SAEB*. Comput Educ; 51:1417-1429.
221. Wan, C., Chiou, ., (2006) Psychological motives and online games addiction: a test of flow theory and humanistic needs theory for Taiwanese adolescents *CyberPsychology & Behavior*, 9, 317-324.

222. Wang, J., Iannotti, R., Luck, J., (2009). *Computer use and internet bullying among US adolescents: Gender and grade differences*. Journal of Health Technologie Appl. 7:9-15
223. Weinberger, D.R., Elvevag, B. & Giedd, J.N. (2005). *The adolescent brain: A work in progress*. Washington: National Campaign to Prevent Teen Pregnancy. Retrieved from www.teenpregnancy.org/resources/reading/pdf/BRAIN.pdf;
224. Welsh, M., Parke, R., Widman, K., O'Neil, R. (2001). *Linkages Between Children's Social and Academic Competence:A Longitudinal Analysis*, Journal of School Psychology, Vol. 39, No. 6, 463–481
225. Wesemann D, Grunwald M. (2008).Online discussion groups for bulimia nervosa: *An inductive approach to Internet-based communication between patients*. Int J Eat Disord 2008; 41:527-534.
226. Williams, M., (2007). *Avatar watching: participant observation in graphical online environments*, Qualitative Research, No. 7, 5-27
227. Williams, M., (2007). *Avatar watching: participant observation in graphical online environments*, Qualitative Research, No. , 5-27
228. Wilson, Robert E., Samuel D. Gosling, and Lindsay T. Graham (2012), “*A Review of Facebook Research in the Social Sciences*”, Perspectives on Psychological Science, 7 (May), 203–20.
229. Wolfradt, U., & Doll, J. (2001). *Motives of adolescents to use the Internet as a function of personality traits, personal and social factors*. Journal of Educational Computing Research, 24, 13–27.
230. www.profiletechnology.com/fr/
231. Ybarra ML, Emenyonu N, Nansera D, et al. (2008). *Health information seeking among Mbararan adolescents: results from the Uganda Media and You survey*. Health Educ Res 2008; 23:249-258.
232. Yee, N. (2006). *Motivations for play in online games*. CyberPsychology & Behavior 9, 772–775
233. Yen, J., C. Yen, C. Chen, S. Chen, & C. Ko. (2007). *Family Factors of Internet Addiction and Substance Use Experience in Taiwanese Adolescents*. CyberPsychology & Behavior, 10, 323-329.
234. Yen, J., C. Yen, C. Chen, S. Chen, & C. Ko. (2007). *Family Factors of Internet Addiction and Substance Use Experience in Taiwanese Adolescents*. CyberPsychology & Behavior, 10, 323-329.
235. Zamani, E., Chashmi, M., Hedayati, N. (2009), *Effect of Addiction to Computer Games on Physical and Mental Health of Female and Male Students of Guidance School*. Addiction and Health, 1(2), 98-105.
236. Zamfir, C., Vlăsceanu, L., (1993). *Dicționar de sociologie*, Ed. Babel, București