



## ADOLESCENCE AND TECHNOLOGY

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### **Abstract**

*Living in the era of modernization, globalization and acculturation youth of today has been over occupied and obsessed with the usage of technology. Technology can be seen affecting their patterns of education, thinking process as well as their living styles. Technology is influencing the life of a common man from cradle to grave but its long lasting impacts are seen during adolescence. Hence, this paper aims to throw light on the meaning of adolescence, period and stages of adolescence as well as effects of technology on them.*

### **Key Words: Adolescence, Technology.**

**Adolescence** is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood. A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. It is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another.

### **Stages of Adolescence can be viewed as**

**The Baby (13 year-olds)** - Bodies are often changing and going through a growth spurt. Hormones are often stirring too. They become very focussed on body image, appearance and comparisons with their peers. Overnight become babies again. Very dependent, young, needy, very prone to upsets. Memories go, attention span becomes very limited. They often lack initiative. Live their feelings with no masking. Moods swing: when happy express it, when unhappy expresses it. Open, naive, vulnerable. They become incompetent - what they could do a few days before, seems impossible. Sit or stand around "for hours" spaced out and dreaming. Very sensitive to criticism

**The Dissenter (14 year-olds)** - Wilful, argumentative, uncooperative, passionate, inclined to tantrums. Self-centred, rebellious (thinking it is independence). Bodies continue to change and develop. Intensity can vary from day to day. Some young people very mild with this phase some push it very hard. Early in this year, tend to get some extreme dependency and vulnerability mixed in with the other qualities. Appeasement does not work. The moment they have got what they want, they will be struggling over something else. Often go out and try and coerce parents by getting others involved, like the courts or the welfare. Divorce parents, go to court, and claim sexual harassment, claim all sorts of untrue things to get others to act on behalf of them. Often push to expand their social lives, the freedoms they are allowed etc. Anger is now at the core, rather than vulnerability. Look at the position of the lower jaw

**The Fledgling (15 year-olds)** - Calmness, availability, desire to help and cooperate, sensitivity to others, high level of interest in the world and how it works. Shift from the previous levels of struggle and willfulness. This can be sudden although it may involve gradual change for many young people. Often enjoy intense discussion of issues, rather than feelings. Show intelligence and cognitive development. Much more aware of other people and hungry to learn. Companionship becomes possible Expanding circle of friends at school. Getting some consistent time sense back again. Genuinely interested in other people, what they are doing, how they got there, who they are as people. Kids will often search for people to identify with. There is a natural attraction to soap operas and movies at this stage as part of this search. It is well for parents to be aware of what they are using as models. Crushes on teachers, film stars, rock stars, neighbours etc. are common. Revisit old fears through horror movies, scary rides at fun parks. Through the birth of the previous year and the struggle that went with it. Distinctive experience of relief and mutual satisfaction. Primed for bonding. Who am I? What sort of person do I want to



be? This is part of their interest in and need for developing their own lives and senses of identity. A move on from self-seeking preoccupations and immediate pleasures and pains.

**The Sweet & Sour (16 year-olds)** – Outrage is common: “How dare you interfere in my life. I am in charge of me; I am the boss of me.” The “I know everything” syndrome, which is typical of the six and seven year old. Take a moral high ground at this age, but it is very young, naive and imitative, rather than the more grounded and powerful form that comes during to the *world leaders*. Increasing maturity etc. Thinking is coming to the fore very strongly now and can be called on as a resource. Wonderful to people outside the family, while very difficult inside the family. Reality and who determines it. How do I know what is real and what is not? Values and philosophy and who is in the right and what is wrong can be in the forefront. An exciting time, as the boundaries of thought and values are challenged and new approaches are tried. Heavy demands at school or work. Really needing a lot more self-management. Could be at work and having to cope with an adult world. This is a time for crushes on teachers and other significant adults, e.g., friends of parents. Now their sexuality is explicit and physical. Lot of triangulation. People are set up, they feel set up. “Jail bait” syndrome. It is a time when parents are told by other parents that their children are wonderful and they wonder why they “never” see this side of things

**The Romantic/Novice (17 year-olds)** - Go through a threshold into maturity at this age. It can be a wonderful relief. Much maturity, but not yet tempered with experience. The sense of the novice about this young person. Full of good intent and wanting to be fully adult, yet not quite able to do it yet. It is as if they grow up socially quite quickly. Prior to this may often relate to each other (and to adults) in unpleasant, prejudiced, sharp-tongued sorts of ways. Complaints and harshness are common. Very much in the triangle (Persecutor, Rescuer, Victim). “Suddenly” they become quite mature. They seem to respect others more, to be more assured in themselves. It can be as if a switch is thrown internally. They become more sociable, more inclined to link with people with warmth and depth. There is an increased awareness of others as individuals rather than as extensions of themselves. These changes accompany a greater inclination to take notice of the group, to want to spend time with groups of friends etc. Boyfriends and girlfriends start to make their appearance at this point. They have much more one-on-one quality than previously. Some of the romantic behaviour (poetry, books etc.) are giving internal practice at this sort of thing. They are safe “objects”. They have a lot to do with peers and want more active involvement with others. Their worlds are expanding rapidly and they want to expand with them. Much practice is done in how to be grown up. Added to this, life takes on a romantic aura for them. Poetry, romantic novels and the like may be attractive. Reading and going to movies. Concentration on romance. They may write their won poetry and short stories.

**The World Leader (18 to 21 year-olds)** - Very concerned about the world and social issues, and very certain that they know what is needed. Many different possibilities: the take-over merchant, rebel, revolutionary, philosopher, sage, missionary, good citizen, renegade, rebel, or terrorist. Also, the conformist, who follows parental and societal standards, passionately and righteously. Time of causes. Lot of energy to take up issues and they really follow through on them and do a lot of good work, especially when they see an injustice is being done. Independence and taking on the responsibility for “my life”. A time of exploration and taking steps into the outside world. This may be a series of steps out of the family and then back again. Testing the practices and values learned in the family and at school in a larger ballpark. Moving out to live away from home. Some will move out quickly, others will do it gradually. It is definitely a time for increasing autonomy and responsibility taking. This is a common time for emotional, mental and other upheavals. Due to the basic energy shift. It gives the young person time to regroup before striking out on his or her own into life.

**As we acknowledge the stages through which adolescents pass, we become aware of the challenges faced by adolescents during this period:**

- Achieving new and more mature relations with age mates of both sexes.
- Achieving a masculine or feminine social role.



- Accepting one's physique and using the body effectively.
- Achieving emotional independence of parents and other adults.
- Achieving assurance of economic independence.
- Selecting and preparing for an occupation.
- Preparing for marriage and family life.
- Developing intellectual skills and concepts necessary for civic competence.
- Desiring and achieving socially responsible behaviour.
- Acquiring a set of values and an ethical system as a guide to behaviour.

### **The Roles of Media and Technology in Adolescents Life**

Technology is working for effective development of humanity physically, socially, economically and spiritually. Childhood and adolescence is the time a person develops his or her perceptions about religious thoughts. It is the time when a proper instruction will assist him or her to be an appropriate civil society member as well as a better person according to God's rules and regulations. Great spiritual teachers down through the ages have understood the state of technology, but awareness of the role that technology may play in the development of children's imagination, and of the role that inspiration may play in children's spiritual development has been longer in coming.

### **Adolescent relationships and Communication Technology**

We observe how adolescents are using electronic media technology in the overhaul of identity construction. Here we will also deal with electronic media technology in the overhaul of adolescent communication, the academic framework of technology, adolescent relationships and electronic media technology, relationships with friends, electronic media technology, relationships with romantic partners and electronic media technology, relationships with acquaintances and strangers, parental influence and electronic media technology, schools, electronic media and other forms of technology. Finally, I will identity development and electronic communication

### **Children, Youth and Media Technology**

A look at the world media landscape for children and youth instantaneously presents two opposing themes: risks and opportunities. For example, globalization of media brings opportunities to expand children's perspectives and add more equivalent access to information, but it also intimidated religious identification and values. There is an urgent need for societies to both look after minors and empower them to assess their own media milieus.

The globalization and propagation of media are among the key factors that have defined and shaped the current generation of young people. In many countries, kids had access to a greater portion of multimedia alternatives than ever before, conventional, newspapers and magazines; radio stations; satellite and cable TV channels; the Internet and computer and video games. Moreover, many are exposed to the same programs, the same characters and the same-marketed products. Today there is greater accessibility of foreign media and programming, and less formal suppression and management in many parts of the world. Information, images and email flow around the world freely and faster than ever. Certainly, mass media is making the world smaller, and culture and media are increasingly entangled, especially for teens.

The average daily use of television among school-age children all over the world had ranges from between 1.5 hours to more than four hours; many of these children will rarely read a book. The significance of television in young people daily lives makes it one of their chief data sources about the world around them. The commonness of television viewing among young people increases serious concerns about recent national as well as global trends in the television industry.

The Internet was once viewed as the savoir of education. Schools today are doing their best to organize the harmful and disturbing uses of electronic media technology while children are at school. The hurdle for schools is to eradicate the negative uses of the Internet and cell phones in educational settings while preserving their



positive contributions to social and education relationships electronic media technology and relationships, in turn, analyzing, dating relationships, relationships with strangers, friends, and parents.

We then discover how parents and schools are responding to adolescents' relations with electronic media technology. At the end, we observe how adolescents are using electronic media technology in the overhaul of identity construction.

Adolescents have a vast selection of electronic tools for communication with each other. Cell phones, instant messaging and social networking sites are some of the most popular. Research demonstrates that adolescents use these communication tools mostly to strengthen existing relationships, both friendship and romantic relationships, and to check out the potential of new entrants into their offline world. But while the Internet permits teens to cultivate existing friendships, it also enlarges their social networks to include strangers.

### **Electronic Media and Adolescent Communication**

To better recognize how adolescents use electronic media technology for communication, we are going to start by describing the many diverse ways in which such communication can take place. Among adolescents today, the popular communication forms comprise of instant messaging, e-mail, chat rooms, text messaging, blogs, bulletin boards, social networking utilities like, Face book and MySpace, video sharing sites like YouTube, photo sharing such as Flickr, particularly multi-player online computer games such as Counter Strike, and virtual worlds for example Teen Second Life and Second Life. The table given below lists these communication forms, the electronic hardware that helps them, and the purposes that they make possible. Teens use many of these types of electronic hardware to admittance to online communication forms. Most research on teen's use of electronic communication has targeted computers; where accessible, we will take into account the findings based on other technologies, such as cell phones. Adolescents are using these diverse communication forms for many different principles and to interrelate with acquaintances, friends, and strangers alike. Teens use instant messaging generally to communicate with offline friends. Similarly, they use social networking sites to keep in touch with their peers from their offline lives, both to make plans with friends whom they see often and to keep in touch with friends whom they see rarely. They use blogs to allocate details of everyday activities in their life.

### **Privacy controls on networking sites**

Privacy controls on networking sites also signify that adolescents can restrict parental access to their pictures, profiles, and writings. In fact, on Face book, even if teens provide their parents admittance to their profiles, they can restrict the areas of their profile that their parents can view. There is a recently conducted focus group study that exposed that some teens may go as far as to have multiple MySpace profiles, some of which their parents can access, others of which they did not, and still others that they do not know exist. Monitoring and controlling youth contact to these communication. Forums are growing ever more demanding, and it is noteworthy for parents to notify themselves about these online forums so they can have meaningful conversations about them with their adolescents' children.

### **Relationships with Acquaintances and Strangers**

Most people think that because online communications lack face-to-face communication, they are supposed to be less affluent than ones that are offline. When the interaction is with strangers of one's offline life, it is supposed to signify weak ties, which have been characterized as relationships that have shallow and simply broken bonds. Here we Conclude, technology has helped spiritual development of children, youth and adolescents and has become more of a global issue. Many people have begun to understand children's development through technology. Some of this development include whether to create opportunities for adolescent people's voices to be heard, push for ethical coverage of children, youth and adolescent, and endeavour for (self) regulation of the technology and for quality spiritual education.



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