



A SURVEY ON HOW ADOLESCENTS TAKE IN NEW EXPERIENCES IN THE 21ST CENTURY

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Abstract

The human brain is designed to learn. And yet in order to learn, our brain must first attend to, focus on, and then absorb the new experiences. When there is a problem with any of these three steps, learning becomes difficult. During the first weeks of school, there is new environment, objects, and people in a young child's life can overload these steps. Understanding how the brain responds to new experiences can help us use these first weeks of school to set the stage for a productive and enjoyable year.

The purpose of the study was to determine how adolescents take in new experiences in the 21st century for growing children belonging to the age group of 10 to 19 years. Adolescence is that period of transition that takes place between childhood and adulthood. It includes some big changes, like that to the body, and to the way a young person relates to the world. It is a critical period of development during which the main areas of the brain mature and develop. This report examines the adaptation of new experiences of adolescents in our 21st century and outlines how this knowledge can be applied. It focuses on understanding how children navigate this transition, how they respond to the various challenges that the transition presents, and what types of resiliency and protective factors may be important for the adolescents during this developmental period. The researcher states that adolescents are very much influenced by their peer groups and due to high competition in all aspects, they adapt to the new experiences more easily.

Keywords: Adolescents, Transition, Adaptation, New Experiences, 21st Century.

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Introduction

The human brain is designed to learn. And yet in order to learn, our brain must first attend to, focus on, and then absorb new experiences. During the first weeks of school, there is new environment, objects, and people in a young child's life can overload these steps. Understanding how the brain responds to new experiences can help us use these first weeks of school to set the stage for a productive and enjoyable year.

Step One: Getting Their Attention

In an environment that is familiar and where there are predictable routines, such as a child's home, the brain tends to filter out repetitive and familiar signals such as the sound of a fan or the street sounds.

Sometimes, with a sudden change, whether familiar or unfamiliar, attention will shift. This could be the results of someone dropping a book, a car with siren blaring and roaring up and down the road, or a car alarm going off. Most children quickly process these distractions and move on. Some children, however, cannot handle this well.



It becomes a difficult time sorting and determining what is more vital. Their attention will shift rapidly from one minor distraction to the next.

In a new environment, however, many youngsters appear distracted as they shift their attention from one new experience to another one. Until this new environment becomes familiar, he/she will find it difficult to focus- which is the second key step to learning.

Step Two: Finding a Way to Focus

Another key factor in a child's ability to focus is interest. There could be individual differences in children's learning styles and in what kinds of activities they find appealing. This can make it difficult to find one activity that will sustain the attention of all of the children at the same time.

Step Three: Absorbing the Experience

The final step in learning involves memory. Memory is a complicated process. There are different "components" related to memory. When the child explores a new game, the new information is being processed by "active-working" memory. Here, now the new information is mixed in with and compared against previous memory. When the child moves to a different activity, only some, but not all information from active-working memory goes to short-term memory.

As teenagers mature, the prefrontal cortex, that is the area of the brain liable for reasoning, planning, and problem solving, continues to develop (Goldberg, 2001).

Lifelong learning is an important tool for each person's career and organization. The continuous learning is our self-motivated persistence in acquiring knowledge and competencies in order to expand our skill set and for developing future opportunities. The 21st century education is all about giving students the skills they need to succeed in this new and upcoming world, and helping them with growing the confidence to practice these new skills.

Today's 21st century teachers need to serve as a guide or mentor for their students, and not as the one all-knowing sage who provides them with all their information. Therefore, the teachers need to be empowered as facilitators and motivators for learning, so that they can empower their students successively.

Simply put, the 21st Century Skills refer to those skill set that are essentially required to enable an individual to face the challenges of the 21st century world which requires one to be globally active, digitally transforming, moving forward collaboratively, creatively progressing, seeking competent human-resource and also being quick in adopting changes.



Objectives of Study

- To study the level of new experiences (NEOPHILIA) experienced by the adolescents.
- To analyze the difference between the score of male and female adolescents on the NEOPHILIA scale.

Hypothesis

The following null hypotheses are formulated keeping in view the objectives of the study:

- There is no significant difference between the scores of the male and female students on the NEOPHILIA Scale.

Methodology for the Present Study:

• Survey Method:

The researcher has used the Survey method for collecting the data. Survey research may use a variety of data collection methods with the most common one being the questionnaires and interviews. Questionnaires may be in the form of paper and may also be mailed to the participants, or delivered in an electronic format via email or an Internet-based program such as SurveyMonkey or Google Form, or a combination of both, giving the participant the option to choose which method is more preferable.

✓ Sample:

In this study the researcher considered students from a class belonging to 6 to 10 whose age group 12-16 years from Bandra Hindu Association (Mumbai) as population and the survey sheet was emailed and passed on to the population via the online platform. From the population, the researcher selected the response of 31 students as a sample by convenient sampling.

✓ Tools used:

The questionnaire used this research is purely based on the NEOPHILIA Scale. The questionnaire was designed to evaluate the students understanding of the new experiences. There are a lot of people who have few psychological barriers to overcome. Thus, they are, relatively free from the anxiety and depression, and have the interpersonal skills that help in connecting with other people. Yet some of these people are miserable. They

nearly have all the resources they need at their disposal and they do not know what is to be done with them. Any number of psychologists, to say nothing of philosophers, spiritual leaders, and artists, have suggested things such as to what is necessary to have a satisfying, fulfilling life, and even I suspect that most of these ideas are valid – for at least some people. The point is, that once we have overcome our barriers to effective functioning, we have to find a solution for finding meaning and happiness that works for us.

Ratings:

For each statement, one has to rate themselves against these:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Results

- To study the level of new experiences (NEOPHILIA) experienced by the adolescents.

Table
Descriptive Analysis of NEOPHILIA Scale on Adolescents

n	31
$\sum x$	3347
$\sum x^2$	364451
SS	3082.9677
Variance (Inferential)	102.7656
Standard Deviation (Inferential)	10.1373
Standard error	1.8207
TOTAL OVERALL Mean	107.9677

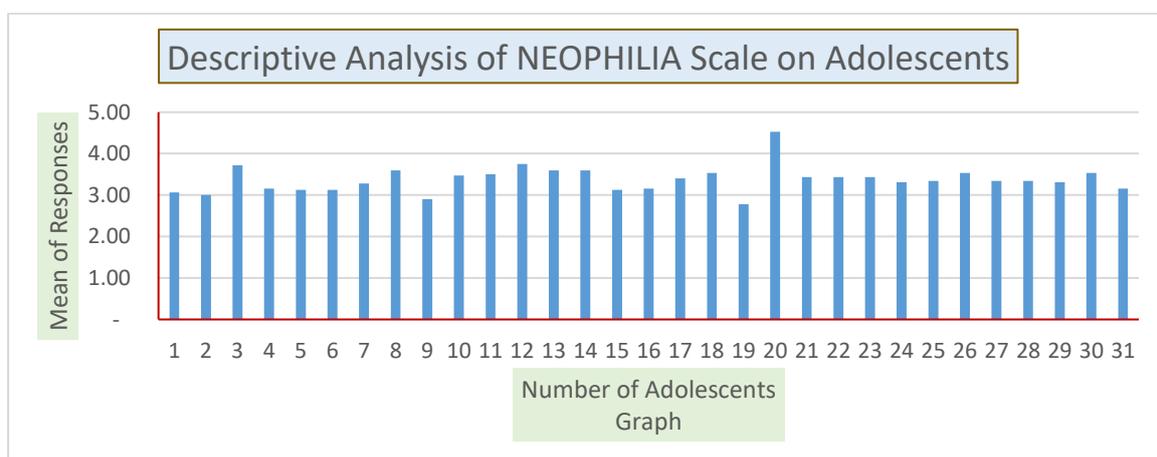




Table and the chart given indicates that there are significant differences between the students who wish to take in new experiences. The table shows that the overall mean is 107.96, which is very high, hence the adolescents combined together are ready to take in new experiences in the 21st Century.

Testing Of Hypothesis

“There is no significant difference between the scores of the male and female students on the NEOPHILIA Scale.”

Inferential Analysis of Male and Female Adolescents on NEOPHILIA Scale

Data Summary			
	A Male Adolescents)	B (Female Adolescents)	Total
n	15	16	31
$\sum x$	1600	1747	3347
$\sum x^2$	171796	192655	364451
SS	1129.333	1904.437	3802.967
mean	106.6667	109.1875	107.9677

Mean _a -Mean _b	t	df
-2.5208	0.69	29

P	One-tailed	0.2478395
	Two-tailed	0.495679

Male Adolescents:

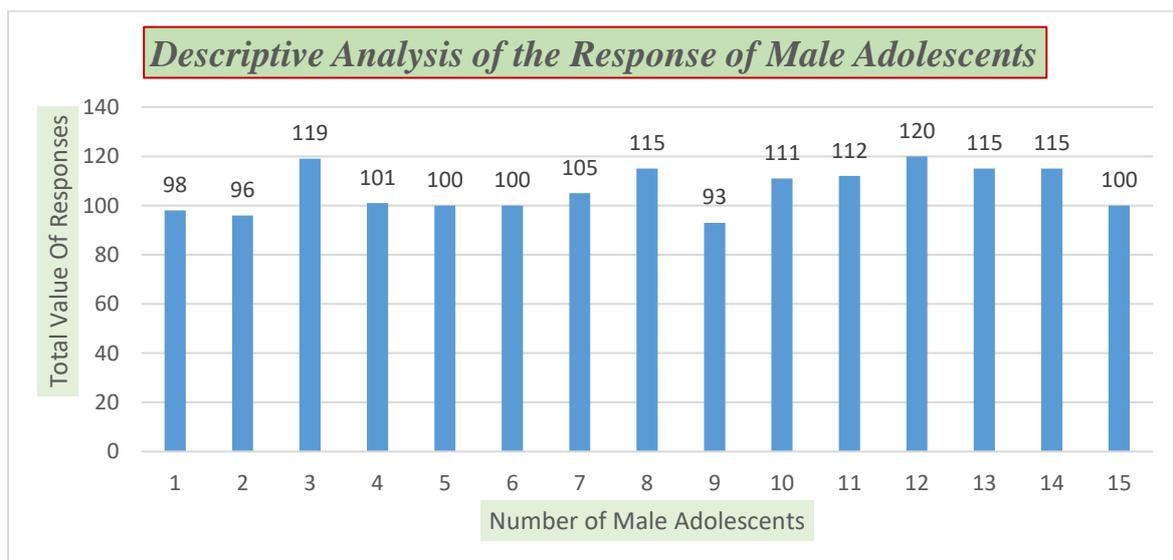


Table indicates that there are significant differences between how the Adolescents perceive to take in the varied experiences of the 21st Century. The mean in case of **male** adolescents is **106.6667** which clearly indicates the interest of male adolescents in taking new experiences.



Female Adolescents:

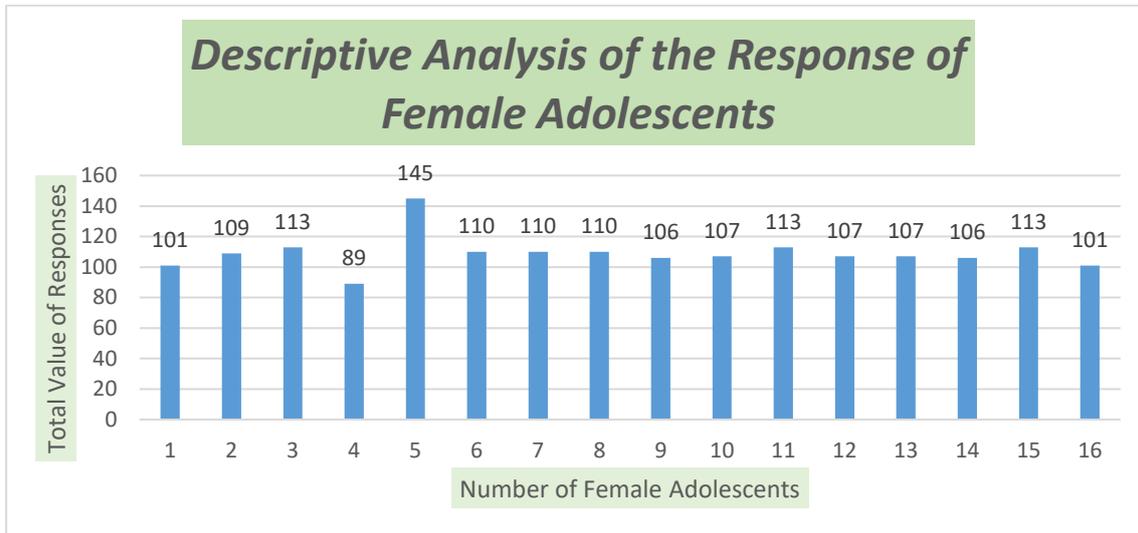


Table indicates that there are significant differences between how the Adolescents perceive to take in the varied experiences of the 21st Century. The mean in case of **female** adolescents is **109.1875** which clearly indicates the interest of female adolescents in taking new experiences.

The mean difference observed in case of female adolescence is higher than the mean difference observed in case of male adolescents and the t-value is 0.69 which is highly significant at 0.001 level of significance, so the hypothesis “**There is no significant difference between the scores of the male and female students on the NEOPHILIA Scale**” has been rejected.

As per the data analysis there was a rise in the scale of the adolescents wanting to take new experiences. During the testing, it was observed that the female adolescents were more ready to take in new experiences as compared to that of the male adolescents.

Major Findings And Recommendations

This research paper has focused on more of the emotional development of adolescents.

Some of the findings in this paper are as follows:

- In schools, the Augmented reality in education is surging in popularity worldwide. Through augmented reality (AR), the educators are able to enhance and improve the learning outcomes by increasing the engagement and interactivity. The Augmented Reality (AR) in education also features the various aspects that leads to the enhancing of the learning of abilities like problem-solving, collaboration, and creation to prepare students for the better future. It is also good for the traditional pedagogy that are focused on technical knowledge and proficiencies.

Augmented Reality provides the students with opportunities to deepen their knowledge within several areas, including:

- Reading
- Working with numbers



- Spatial concepts
- Playing
- Content creation
- Real-life environments & scenarios

When combined with assignments involving teamwork, the Augmented Reality helps in providing new opportunities for students to learn how to communicate and collaborate with one another. It can be used to just stimulate the interest and discussion in different subject areas and be the basis for the class activities.

Blended learning is essential because it leads to breaking down of the traditional walls of teaching, the ones that don't work for all students and now with access to the present-day technologies and resources we can change and enhance the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person/ student, by offering them the ability to learn at their own pace. Blended learning is a valuable tool that help create better learning and development for students. Making the required change to student-centred learning is highly important and has many great benefits to the learning process of students.

Discussion

This research has helped to find that the application of the 21st centuries skill has more measurable benefits in some sections of life, such as critical thinking and problem solving, initiative, creativity, and entrepreneurship, communication, teamwork, metacognition (that is change of mindset), digital literature etc.

Thus, it can be concluded that the 21st centuries skill needs;

- (a) a life planning;
- (b) flexibility and adaptability;
- (c) initiative and self-management
- (d) entrepreneurship;
- (e) social and cultural interaction;
- (f) productivity and accountability;
- (g) leadership;
- (h) critical thinking, (i) problem solving; (j) communication; (k) collaboration and teamwork; (l) lifelong learning; and (m) digital literacy.

Also, schools now have an opportunity to apply the information technologies that are so effective outside the classroom for educational purposes. Taking advantage of these new technologies will require profound number of changes in many of the roles – that is in the roles of teachers, students, and schools. Instead of being the repository of knowledge, the teachers will now be guides who will help the students to navigate through electronically accessible information. They will use these new technologies to build networks with each other, with their parents and students, with academic and industrial experts, as well as with other professionals.

Conclusion

Today, a growing number of young people are learning by carrying out projects that require them to carry out research across the subject boundaries, create a product of professional quality that demands multiple drafts, and publicly present their work to their peers, their parents and to the wider world as well. When well-designed



projects are developed in this way, with inputs and feedbacks from a range of sources, they are enabling the students to gain the very skills – such as commitment, problem-solving and adaptability – that the employers are demanding from graduates.

Through this research it has demonstrated that with new experiences an improvement in child well-being, a decrease in bullying, an improvement in achievement and participation, a positive effect on attitudes and a more inclusive, caring school atmosphere is created. Participation in high-level strategizing and decision-making also helps the students to gain the attributes that are more in demand in the 21st century. Attributes such as social responsibility, cross-cultural sensitivity and emotional intelligence are all actively fostered by engaging in student participation.

With this research and use of the Survey method to study how the adolescents take in new experiences in the 21st Century, it is observed that a teacher can play an important role in every student's life. The teacher can use different innovative ideas and unconventional methods, technologies and techniques to introduce the students to new experiences and ways to make their teaching more effective. This may help keep the students more interested and attentive in the class and even after it. A positive, supportive, understanding and approachable attitude of the teacher will motivate and encourage the students for better performance in academics and social life by gaining education through new experiences.

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