

## Next Generation Children: Smarter or Faster

**Ms. Bhatt Niyati** - Student, BBA Semester 6, Batch: 2013-16, Rai Business School, Rai University, Ahmadabad, Gujarat, India.

**Email:** [bn.taddy94@gmail.com](mailto:bn.taddy94@gmail.com)

**Mr.Jignesh N. Vidani** - Guide & Assistant Professor, Management Department, Rai Business School, Rai University, Ahmadabad, Gujarat, India.

**Email:** [jignesh.vidani@live.com](mailto:jignesh.vidani@live.com)

### Abstract:

This Study explains if children nowadays get smarter and more Socialized because of the Internet. These days most Children use the Internet every day in Fact 87 percent of 12 to 17-year-olds are now online. According to a 2005 PEW Research Center report, that's a 24 percent increase over the previous four years. Leading parents and policymakers to Worry about the effect access to Wolds of information has on children. Childhood is all about exploration, through the interactive world of technology. Our Children are being shaped by their exploration of computers and the Internet. The Internet is a powerful Tool that is revolutionizing our children's learning Communication and play.

**Keywords:** Computer, Socialization, Children, Skills.

### Introduction:

Computers have played a significant role in all aspects of American life ever since they came into existence in the late 20th century. They have shaped and molded the way people live and interact. People once questioned the harms and benefits a computer would give a child. Their belief was that children who relied on these machines would lose their individuality, get out of touch with their own cultural roots, and confuse actual reality with virtual reality.

Researchers were afraid that computers would instigate a loss of socialization among young children. Numerous experiments, such as ones performed by Allison Druin and Michael Scarity, have been targeted at the effects computers have on children. For many people, the basic definition of socialization would be the adoption of the behavior patterns around the surrounding culture. Many experiments have been targeted at the effects computers have on children's socialization skills. For example, one of the various questions that have arisen is if the lack of physicality in the virtual world is an aid to a Childs self-expression or a hindrance to his or her individuation. Despite the large number of research projects, scientists still do not know all the behavioral, cognitive, or emotional influences that these interactive products have on children.

A different argument made was that with on-line technologies, children would have the opportunity for more immediate communication with many diverse individuals. This would give them the freedom to express themselves more openly with like-minded people without the fear of being criticized for who they are. Scientists conducted a study using Logo, a computer programming language, to see how it would affect children's reasoning, logic, and cooperation skills. They found that after the Logo experience, young children showed an improvement in their social skills, self-esteem, and mental progress. Other studies have found that working on the computers has instigated collaborative work among children. Scientists have found that placing computers close to each other can also facilitate the sharing of ideas among children. This course of action encourages more spontaneous peer teaching and helping. Contrary to popular belief, some studies suggest that computers do not isolate children; rather, they serve as potential catalysts for social interaction.

If the literature were correct, we would expect to see substantial communication using computers and no particular reluctance to engage in a social task. On the other hand, if computers compelled the child to become absorbed to the point of preferring computers to social interaction, we might see a reluctance to leave the computer for a social game..

The purpose of this research was to investigate the effects computers had on young children. The primary focus was to understand which ethnic group was more influenced by Computers. The information derived from this study can, with further research, be used to develop stronger and more efficient computer and socialization programs for young children. Socialization plays an enormous role in a child’s life whether it is with peers or the family. Understanding the interpersonal effect upon the socialization aspects of a child when exposed to a computer will help better prepare various organizations, schools, and families as computers are integrated into our society.

**Research design:**

|                        |   |  |
|------------------------|---|--|
| Research Problem       | : | Is this generation children faster forward than their parents or else the internet has junk up their mind? |
| Period of Research     | : | 15 days  |
| Type of analysis       | : | Secondary  |
| Data Collection Method | : | Internet, Newspapers, Magazines and Videos   |
| Type of Research       | : | Descriptive Research   |

**Relationship between children's internet use and academic performance:**

For most children and teenagers, using the Internet has joined watching television and talking on the phone in the repertoire of typical behavior. In fact, 87 percent of 12- to 17-year-olds are now online, according to a 2005 Pew Research Center report. That's a 24 percent increase over the previous four years, leading parents and policymakers to worry about the effect access to worlds of information--and misinformation--has on children. Psychologists are only beginning to answer that question, but a study led by Michigan State University psychologist Linda Jackson, PhD, showed that home Internet use improved standardized reading test scores. Other researchers have found that having the Internet at home encourages children to be more self-directed learners.

"We had the same question for television decades ago, but I think the Internet is more important than television because it's interactive," says Jackson. "It's 24/7 and it's ubiquitous in young people's lives."

The positive effects of Internet use appear especially pronounced among poor children, say researchers. Unfortunately, these children are also the least likely to have home computers, which some experts say may put them at a disadvantage.

"The interesting twist here is that the very children who are most likely to benefit from home Internet access are the ones least likely to have it," says Jackson. "It's a classic digital divide issue."

**The next generation of the internet:**

“Revolutionizing the Way We Work, Live, Play, and Learn”

Former U.S. Senator Ted Stevens (Alaska) provided comedians plenty of fodder when, in 2006, he described the Internet as a “series of tubes.” But, that’s what it is.<sup>1</sup> There are tubes under the ocean, connecting the world’s financial centers of London and New York. There are tubes that connect Google to Facebook. There are buildings filled with tubes that connect data centers and virtual private networks. There are hundreds of miles of tubes buried beside roads and railroad tracks. And, this network of tubes is expanding at a phenomenal rate, connecting most parts of the world. In fact, there are close to 1.5 million kilometers (920,000 miles) of fiber-optic cables spanning the world’s oceans and circling the globe.<sup>2</sup> Marshall McLuhan, a Canadian philosopher of communication theory, could never have imagined the power of the interconnected, global network that exists today when he coined the famous term “Global Village.”

“The new electronic interdependence re-creates the world in the image of a global village.”

**Definition of child:**

One of the most challenging issues is determining what a child is as approaches vary significantly depending on societal and disciplinary definitions.

The United Nations Convention on the Rights of the Child (CRC) states in Article 1: “a child means every human being below the age of eighteen years unless under the law applicable to the child, the majority is attained earlier”. Notwithstanding the benign purposes of that definition, setting the age limit to 18 years old could be debatable from many perspectives.

Naturally, there are other definitions of a child; however each of them defines the term from a different scientific perspective. Psychology, for instance, adopts certain criteria relating to psychological maturity and development, whilst biology shows preference to physical development.

### **Empowering children: a constructive role for parents, guardians and educators:**

Perhaps the most effective way to deal with perceived problems arising from Internet use is to empower children and young people so they know how to safeguard themselves and their friends.

Empowerment techniques include teaching them about legal boundaries in age appropriate language, as well as discussing openly their communities’ cultural, moral and ethical norms and expectations. It is the role of parents, educators, the private sector, governments and others to help young people learn to recognize and respect these boundaries and norms. Empowering children and young people also helps prevent them from being victims of other threats including scams, spyware and malware.

While effective strategies are emerging that parents can use to manage their children’s use of the Internet, so too are children’s tactics for evading, or resisting this family oversight. ‘This is further complicated by the fact that children often have more confidence and expertise in using new media than do their parents. Yet children and youth usually will have trust relationships with adults and peers whose advice and opinions they value (trusted influencers). It is important that these trusted influencers are themselves aware of potential risks and solutions, and educated about how to effectively convey the information to those who look to them as role models and sources of reliable information and advice. It is also important to recognize that these trusted influencers will change over time. As a child approaches the “teen years”, their peers will likely become the stronger influencers.

In addition, parents, guardians, educators and trusted influencers should take an active role in teaching children and young people about the risks they may face from sexually explicit materials online and from Internet predators and scammers and how to avoid them. Equally important, children should also be educated about how to communicate privately with known friends, and to be careful about sharing personal information on the Internet. Of course, to teach effectively it is important for parents, guardians, educators and peers to be computer literate.

At least two factors challenge parents’ ability to control their children’s Internet access and use. The first is that while parents are responsible for their children’s safety, they must also respect their children’s growing independence and rights to privacy.

The second is the fact that few parents fully understand their children’s Internet culture. Children’s and young people’s use of social networks is often baffling to parents. In addition, there are huge generational gaps in attitudes toward privacy, confidentiality and an individual’s rights over the data they own and share. The issues of safety, privacy, online predation and cyber bullying are complex, both technically and psychologically, and parents may find it a struggle to keep up. These factors point to an urgent need to encourage parents to engage with their children and to discuss their online activities, whatever their level of experience. Getting involved will allow parents, guardians, educators and other trusted influencers to keep children and young people out of harm’s way.

### **List of positive and negative effects of the internet:**

Although the internet is a very useful tool that can make people lives in modern society much more convenient, it also has negative effects. For people who want to be productive, the internet offers various opportunities to pursue

this goal. But there are also malicious individuals who want to exploit the internet for their selfish motives. The article below lists the positive as well as the negative effects of the internet.

The development of information technology particularly the internet has brought with it both positive and negative effects to society. These effects are enumerated below.

### **Positive Effects of the Internet**

1. It is easier to do research
2. Communication with family, friends and relatives is faster
3. There is a great possibility to earn while working from home
4. Faster business transaction and cheaper products
5. Savings on travel Cost

### **Negative Effects of the Internet**

1. Children, young adults and even adults get addicted to game online
2. Pornography is rampant
3. Loss of the human touch
4. Criminal elements use information to advance their malicious intents
5. Abandonment of Family

### **Recommendations**

- Internet use is growing drastically, and children should understand how to use it effectively.
- Children of this generation have already started to use and understand the internet at a very young age.
- Internet has allowed the youth of our generation to enhance their learning experiences by using tools that were not commonly available to previous generations.
- Should be encouraged to use the internet as it teaches us self -directed learning and develops online reading and comprehension skills.

### **Future scope:**

An available estimate of time uses varies and are mostly based on self-reports, suggesting the need for more reliable estimates. Teenagers use the computer more than younger children or adults. Use is also greater for boys compared to girls, for Whites compared to Black or Hispanic children, and for children in households with higher parental income and education. Children still seem to be spending more time watching television than using computers, although computer users watch less television than non computer users.

Although playing specific computer games has immediate positive effects on specific spatial, iconic, and attention skills used by the game, we need more research to see if long term computer and Internet use (both game and nongame) can lead to long term improvements in cognitive skills and academic achievement. Also, we need research to understand the cognitive and social effects of the newer generation of video games and other software, especially the multiuser games now available on the Internet.

While much of the time on computers is spent alone, moderate computer use does not negatively impact children's social skills and activities. On the contrary, e-mail and the Internet may actually help maintain interpersonal communication and sustain social relationships. However, we need to determine the impact of excessive computer and Internet use on children and adolescents' loneliness, social relationships, and psychological well-being.

Our review suggests a need to explore more fully the relation between violent games and children's aggression, particularly whether repeated game playing can desensitize children to the impact of violent behavior.

### **Conclusion:**

However, despite the inherent risks of socializing with strangers and criminals, there is no doubt that the internet is indeed liable for molding the conduct of children, especially in terms of how they react and respond to their

environment, how they relate to others and how they develop; their own thinking and behavior patterns on what they are ingesting through internet, day after day. Very much like the television, the internet does influence the future good character and conduct of children in terms of offering and building peaceful and harmonious social conduct with fellow human children beings and also abjuring violence, sexual conduct and other undesirable traits in children. It promotes harmony, goodwill and good social understanding among all children groups.

While working directly with children in their families, in schools and in other settings that permit one-on-one interaction and counseling, there are a range of actions that governments, not-for profits and community organizations could take to create awareness and build capacity to help children and young people to benefit from the Internet in a safe environment. The following are examples of some initiatives that might be considered:

- Involve all stakeholders in community awareness building activities: government agencies, the private Internet sector, NGOs, community groups and the general public.
- Establish Internet hotlines to support the public in reporting offences on the Internet, as well as for counseling and advice.
- Encourage educational programs involving ISPs and law enforcement to develop best Practices in dealing with illegal content and conduct.
- Setting up of Internet sites or platforms to provide an educational platform for kids, teenagers, parents and teachers. These sites should have current and regularly updated content on Internet Safety with self-guided videos in various regional languages.

The Internet changes so rapidly those technological measures are unlikely to be able to keep up.

More effective and durable measures are those that build on the family, the community, education and empowerment so that children and young people will make good choices and benefit from the generative power of the Internet.

### **Acknowledgement:**

I am thankful to all those who have directly or indirectly helped us in pursuing this research. I am also thankful to our all faculty members for sharing their immense knowledge and giving us their extra time from their busy daily schedule. I express my deep gratitude of thanks for my guide **Mr. Jignesh N. Vidani**, Assistant Professor at Rai Business School, Rai University, Ahmadabad, Gujarat with the guidance of whom I was able to complete my research paper on time. Last but not the least I am thankful to Rai University for providing me the opportunity for the development of my career.

### **Reference:**

1. Soham Vora, “Ways the internet is making kids smarter”, <http://www.whoishostingthis.com/blog/2014/05/15/4-ways-the-internet-is-making-kids-smarter/> as on 26<sup>th</sup> January 2016, at 6:30 pm
2. Monika Varma, “Are Children more socialized because of internet”, <http://www.marketme.co.uk/are-children-more-socialized-because-of-internet/> as on 30<sup>th</sup> January 2016, at 9:00 PM
3. Sohil Khan, “Are children smarter or more socialized because of internet”, <https://ottomaldonadoblog.wordpress.com/2013/04/25/are-children-smarter-or-more-socialized-because-of-the-internet/> as on 25<sup>th</sup> January 2016
4. Malika Shekh, <https://www.quora.com/Are-children-smarter-today-with-all-these-new-social-and-technological-stirrings-or-a-pair-of-generations-ago-when-they-had-to-mature-earlier-to-become-independent> as on 26th January 2016, as on 2:00 PM
5. Maulik Kumar, <https://learningupdates.wordpress.com/2014/06/20/how-the-internet-can-make-your-kids-brighter-smarter/>, 27<sup>th</sup> January 2016, as on 11:00 AM